



# Leadership in an Age of Supercomplexity:

challenges for 21st century universities and businesses



### ***The Council for Industry and Higher Education (CIHE)***

*The CIHE is a unique high-level partnership between leaders from businesses, universities and colleges. Our aim is to foster close working and understanding between business and higher education. We want world-class learning and research to improve the international competitiveness of both sectors and the capabilities of graduates and those already in the workforce. Hence we lead in developing an agreed agenda on the learning issues that affect all of us, commission research so that policy can be better based on evidence, debate our agenda with the Government and work with them and others to effect change.*

### ***The Society for Research into Higher Education (SRHE)***

*SRHE is an entirely independent and self-supporting learned Society which exists to stimulate, explore and disseminate research into all aspects of higher education. It aims to improve the quality of higher education through the encouragement of debate and publication on issues of policy, on the organisation, leadership and management of Higher Education Institutions and on teaching and learning methods and the curriculum. The Society is a specialist publisher of research into higher education. It publishes a number of highly rated journals, *Studies in Higher Education*, *Higher Education Quarterly*, *Research into Higher Education Abstracts* and a world renowned book series.*

### ***St George's House, Windsor Castle***

*St George's House in Windsor Castle was founded in 1966. It provides a unique and intimate environment, where people with experience and of influence are invited from all aspects of society. It provides the opportunity to discuss freely major issues of social concern, in the hope of contributing to the betterment of a rapidly changing world. Its consultations draw together people who might not otherwise have had the opportunity to meet and debate key issues. The House is pleased to work with external partners who share its aims and approach. In this respect, it values its association with CIHE which for five years has made a significant contribution to its programme of consultations on different aspects of higher education.*



# Leadership in an Age of Supercomplexity:

challenges for 21st century universities and businesses

Summary from the Consultation held at St George's House, Windsor Castle  
29-30 January 2008

**Produced by Keith Herrmann**  
**with editorial support from Richard Brown and Stephanie Scott-Davies**

© The Council for Industry and Higher Education, 2008

The Council For Industry and Higher Education  
Studio 11, Tiger House  
Burton Street, London  
WC1H 9BY  
Tel: 020 7383 7667 Fax: 020 7383 3433  
cihe@cihe-uk.com www.cihe-uk.com

Photo credits: Front cover pictures courtesy of Keith Herrmann

## Contents

<b>Leadership in an Age of Supercomplexity</b> <i>Keith Herrmann, Deputy CEO, CIHE</i>	<b>7</b>
<b>What will successful organisations look like?</b> <i>Richard Brown, Chief Executive, CIHE</i>	<b>11</b>
<b>The 'Business' Dimensions of Higher Education</b> <i>Dr Andrew Cubie, Chair, Committee of University Chairs (CUC)</i>	<b>14</b>
<b>Perspectives on Management and Leadership from HE and industry</b> <i>Richard Greenhalgh, Former Chairman, Unilever UK</i>	<b>17</b>
<b>Businesses or Business-like? some thoughts on cultural convergence?</b> <i>Professor Sir David Watson, Institute of Education, University of London and President, SRHE</i>	<b>21</b>
<b>Managing with complexity: learning from the charity sector</b> <i>Dianne Jeffrey, Chair, Anchor Trust</i>	<b>25</b>
<b>Leading and Learning in a Supercomplex Environment?</b> <i>Professor Gill Nicholls, Pro-VC (Academic), University of Salford and Member of Council, SRHE</i>	<b>28</b>
<b>Closing remarks</b>	<b>33</b>

## Introduction

The Council for Industry and Higher Education (CIHE), the Society for Research in Higher Education (SRHE) and St George's House, Windsor Castle held a consultation on the theme of **Leadership in an Age of Supercomplexity** to explore the challenges facing 21st century businesses and universities.

This, the fifth in our joint series of consultations on aspects of higher education, focused on the impact styles and philosophies of management and leadership have on UK universities. Just as universities are operating as complex businesses, so businesses are becoming more knowledge-centred. In addition both business and the higher education sector operate in supercomplex domains and share parallel experiences. At this consultation speakers and delegates shared ideas and experiences of the evolving connectedness between higher education and business.

### **New forms of leadership and management**

The consultation explored the tensions and implications arising from new and evolving realities and responsibilities evident in the higher education and business sectors. It examined how these changes in the operation and organisation of our universities have affected their character and their delivery of high quality education. In doing so, we started from the premise that our universities generally deliver standards of service which match the best available anywhere in the world. However, some university staff feel their needs are not fully understood or their views and concerns are ignored. Some seem to feel marginalised, rather than consulted as professional and dedicated people.

Universities, like all large organisations, have the capacity to be both mission-focused but also unresponsive and inflexible. This consultation offered an opportunity to address the consequences for higher education of this rising business orientation and focus, and to debate its benefits and drawbacks in terms of both the practice and values of higher education and the expectations of all its partners.

The discussions were informed by inputs from leading thinkers in the field (see speaker profiles), and also benefited from useful insights from Ewart Wooldridge, Chief Executive of the Leadership Foundation for Higher Education and Professor Rob Cuthbert, Deputy Vice Chancellor at the University of West England.

A wide range of delegates – university Vice Chancellors and Pro VCs, leading researchers in higher education management and senior company executives – attended the consultation. We wish to extend a heartfelt thanks to our speakers and delegates for contributing to a highly successful event. Many thanks to Richard Brown (CIHE) and Helen Perkins (SRHE) for their guidance and support.

We hope that this summary report captures the spirit and tenor of the discussions and will provide delegates and those interested in the field of leadership, management and governance in higher education and business with perspectives that encourage greater collaboration and cross-learning between universities, business and the charity sectors.

A special word of thanks to Martin Gaskell for hosting us, and to Stephanie Scott-Davies at CIHE and Claire Blackburn at St George's House for their sterling effort in helping organise the event.

Best wishes



Keith Herrmann  
Deputy CEO  
Council for Industry and Higher Education



## Speaker Profiles



### **Dr Andrew Cubie, CBE FRSE**

Andrew is a Consultant to the leading Scottish law firm, Fyfe Ireland LLP. He has been engaged in education issues throughout his professional career. He is currently Chairman of the Court of Napier University and Chair of the Committee of University Chairmen (CUC) for all UK Universities. Andrew is also Chair of the advisory committee for the Scottish Credit and Qualification Framework and member of the Council for Industry and Higher Education.

He was Convenor of the Independent Committee of Inquiry into Student Finance in Scotland ("the Cubie Committee") which brought about the abolition of tuition fees in Scotland. He serves as a member of the Management Board of HMIE and is a Fulbright Commissioner. He is Chairman of a number of not-for-profit organisations and holds several non-executive directorships.



### **Richard Greenhalgh**

Richard worked for Unilever for over 30 years and was Deputy Director of Personnel for Unilever Plc before becoming Chairman of Unilever UK from 1998 until 2004. He is Chairman of the Council for Industry and Higher Education, Templeton College Oxford, CARE International UK, First Milk, and Chairman of the UK advisory board of a US-listed outsourcing company, OPI.

Richard is also Vice Chairman of the Qualifications and Curriculum Authority and sits on the Council of the Royal Society of Arts. Richard holds a number of board positions with UK-listed companies.



### **Professor Sir David Watson**

David is Professor of Higher Education Management at the Institute of Education, University of London. He is President of The Society for Research into Higher Education. He is Trustee with special responsibility for education projects at the Nuffield Foundation and Companion of the Institute of Management.

In the past he chaired the HEFCE Quality Assessment Committee and the Longer Term Strategy Group at Universities UK. He was Commissioner and Editor of the five annual volumes of Patterns of UK Higher Education Institutions for Universities UK and Council member of the CIHE.



### **Dianne Jeffrey**

Dianne is Pro Chancellor and Chair of Council for the University of Derby. She is also Chairman of the Anchor Trust, England's largest provider of housing, care and support to older people. Dianne served as the elected Chairman of the NHS Confederation - the voice of management in the NHS, from 2000 – 2003.

She was appointed to serve as High Sheriff of Derbyshire in 2002/3 and is now a Deputy Lieutenant of the County of Derbyshire. Dianne, who sits on the Police Authority Selection Panel, and has served on the national Criminal Justice Council. HM The Queen approved Dianne's appointment as Hon. Colonel, the 5th (Derbyshire Cadet) Battalion, Derbyshire Army Cadet Force in 2003.



### **Professor Gill Nicholls**

Gill is Pro Vice Chancellor (Academic) at the University of Salford. She is responsible for teaching and learning, quality assurance, internationalisation, employability and the student experience. Prior to this she was Pro-VC (Student Experience) at Durham University and was previously Director of the King's Institute of Learning and Teaching (KILT).

Most recently she has been involved and advised on the National Professional Standards for Teaching, the new educational benchmarks for education through QAA. Gill sits on the National Advisory Board for the Framework for Qualifications in Higher Education, is the Chair of the National PVC network and is a member of the HEA Council. She is a member of the SRHE Council and the SRHE Research and Development Committee. As a consultant she has also evaluated and advised many research intensive universities on learning and teaching strategies.



# Leadership in an Age of Supercomplexity

*Keith Herrmann  
Deputy CEO, CIHE*

## Background

This, the fifth joint consultation on the values of higher education, organised between St George's House, Windsor Castle, the Council for Industry and Higher Education (CIHE) and the Society for Research in Higher Education (SRHE) focuses on the impact of styles and philosophies of management and leadership on UK universities. Stronger links between universities and business are changing the dynamics of stakeholder management in universities, with many embracing the global, the national and the local as they evolve their missions. Leaders in both the business and higher education sectors live in an age of 'supercomplexity'<sup>1</sup> where they face global competition, radical organisational change and pressure to manage and lead their organisations in times of uncertainty.

Discussions at St George's have always centred around the broader background of the values that might underpin and distinguish all higher education institutions. The 2008 discussion takes forward the work of the CIHE on enhancing the international competitiveness of universities<sup>2</sup> and echoes some of the current discussions on the relevance of universities, their increasing internationalisation and their management as leading global institutions<sup>3</sup>.

Traditionally, the operation and organisation of universities depended on a shared sense of professionalism. And in higher education this meant the professionalism of the scholar, an unwritten code of behaviour that, by and large, bound together individual scholars in universities. Little was codified in terms of contracts or job descriptions. Lecturers had tenure, and the freedom to undertake their own research and, within relatively broad expectations, to be responsible for the content and conduct of their own teaching and tuition. The professionalism of the individual scholar, and of the collectivity of scholars, determined and ensured the quality of the subject provision and the standards of the university.

## The pressure for change

Over the past twenty years this approach has changed significantly. An increased focus on outputs and learning that reflects business needs as well as those of students, new controls and new forms of governance have all driven institutions to be run more on business lines. A consequence has been the more centralised management of institutions. With declining resources and increasing student numbers, universities have needed to secure greater 'output' from staff. They are subject to much greater direction, management and appraisal. They are no longer the autonomous, or semi-autonomous, academies of the past.

In addition, as the 1990s progressed into the 21st century, institutions have sought to manage their research to maximise their competitive share of nationally available research funds from the funding councils. Recent moves by the Research Councils (following the Warry Report<sup>4</sup>) has led to an increased focus on the economic and social benefits and outputs of their funding.

<sup>1</sup> The term "supercomplexity" is taken from Ronald Barnett's "Realizing the University in an age of supercomplexity", Barnett, Society for Research in Higher Education (SRHE) and Open University, Buckingham, 2000

<sup>2</sup> Richard Brown: International Competitiveness and the Role of Universities, CIHE, 2007

<sup>3</sup> UUK and CHERI: The Changing Academic Profession in the UK: setting the scene, 2007

<sup>4</sup> Peter Warry led an Economic Impact Group which reported to the Director General of Science and Innovation on 14 July 2006. The group's work focused on exploring the economic impact of Research Councils in the UK.

This pressure for change has also manifested itself at an institutional level, with higher education institutions needing to change their management and leadership styles. Research by the Leadership Foundation for Higher Education<sup>5</sup> has shown that in an increasingly diverse higher education sector, with flatter institutional structures, with diminishing financial support from the State, and with many functions becoming professionalised, **fuzzy boundaries** have developed between academic, administrative and management spheres of work. This has evidenced itself in HE institutions becoming increasingly centralised on the one hand, but on the other hand delegating responsibility to specialist units, e.g. marketing, human resources, internationalisation, tech transfer, estate management and continuing education to name a few.

We also recognise that many of the pressures facing higher education institutions (HEIs) in the UK are also evident elsewhere. The experience in the US<sup>6</sup> shows that for many traditional HEIs the need to maintain and evolve the institutional mission is being influenced by the growing number of stakeholders who are pulling institutions in different directions. Diminished public funding has resulted in a dependence on donors and corporations with varied interests. This strain has led many to explore the 'for-profit' model as a way of dealing with these challenges.

## Managing complexity – an evolving experience

As a result of all these factors, the independence of the individual academic has been diminished along with their independent academic judgement. Academics have become more dependent on and integrated into teams whether at an institution or faculty level. Control of the curriculum has been centralised along with responsibility for quality and standards. Trust is no longer the preponderant value and academic professionalism no longer of itself sufficient. We have seen an increasing role for administrative and professional staff in supporting the academic mission, introducing business-like approaches to human resources, supporting international students and marketing. We have also seen the growth of 'managerialist approaches' in higher education as a way of dealing with the complexities of the higher education sector. A literature review by Celia Whitchurch highlighted some of the challenges:

- The concept of 'management' in universities is poorly defined and understood, and has also been "contested as being antithetical to academic cultures and ways of working";
- The literature is fairly critical of "managerialist approaches to the delivery of academic agendas, whereby management is seen as something that is controlling rather than facilitative";
- There seems to be a perception of a "transfer of power from the academic community to those with management responsibilities... implying a clear separation of agendas between managers and rank-and-file academic staff".

***"Leaders in both the business and higher education sectors live in an age of supercomplexity."***

The position is more complex than this summary suggests and the role of the manager-academic is increasingly recognised. Equally, it is perhaps inevitable that as higher education funding increases, so all funders - whether the State, fee-paying students or businesses - will want to see greater evidence of the return on their investment. Indeed, in a tight public expenditure climate, higher education has to fight its corner and demonstrate that it is delivering value, high quality and outcomes that have demonstrable national and even global benefits. Reforms across the public sector have reinforced the apparent rationale for adopting managerialist approaches in higher education.

The organisational ecology of many HEIs is also changing. The involvement of a complex range of stakeholders (both internal and external) in university affairs has influenced the governance structures of these institutions, embedding more transparent approaches to leadership, management and communication with stakeholders. Collaboration with business and other key stakeholders is prompting them to become "communities of professional staff, not just communities of scholars"<sup>7</sup>.

<sup>5</sup> Celia Whitchurch: Professional Managers in UK Higher Education: preparing for complex futures, LFHE, 2006

<sup>6</sup> Gary A Berg: Lessons from the Edge: for profit and non-traditional higher education in America, 2006

<sup>7</sup> AUT: Building the Academic Team: A report on the contribution of academic-related staff to the delivery of higher education, 2001



## Universities as major businesses

*“...universities are also major businesses in their own right... they should be business-like in the way they are run”.*

This orientation towards adopting new forms of management, leadership and organisational approaches is reinforced by the recognition that universities are also major businesses in their own right. It is therefore appropriate that they should be business-like in the way they are run. They have a range of missions and need to be able to demonstrate that they can deliver on those. In an increasingly litigious age, they need to be able to substantiate the expectations they engender in their clients, customers and partners. They need to have regard to their risk exposures, to how their partners (sometimes franchised in the UK and overseas) perform and to their record in developing employable graduates. Accountability against these types of key performance indicators and others has fundamentally changed the character of many universities, how they are managed and what is expected from them. In an age where university Vice Chancellors are having to re-align their responsibilities towards fund-raising, engaging alumni and key stakeholders, there are consequences for the roles and responsibilities assigned to the senior management team – requiring greater attention to centralised styles of management. Do academics remain focused on their discipline or is there a shift towards corporate and collegial cohesion?

Both business and the higher education sector operate in supercomplex domains where they share similar experiences. Hence there is a need for boundary spanning across sectors, to extract the lessons learnt about how to deal with radical organisational restructuring, refocusing of mission, transparent corporate governance, leadership and management. This connectivity across sectors also extends to exploring how the experience of world-class companies is applicable to universities. Many companies have extensive experience of building knowledge-centred businesses. They have excelled at exploiting their knowledge base, but can also learn from how UK universities have developed worldwide reputations as knowledge-centred institutions with strong core values, and a focus on quality. How do businesses create knowledge-based linkages with universities that involve learning from higher education as much as sharing experiences?<sup>8</sup>

## The knowledge intensive economy

The CIHE's research on international competitiveness and the role of universities suggests how universities are at the heart of more knowledge intensive and innovative economies<sup>9</sup>. The review on innovation and science policy by Lord Sainsbury<sup>10</sup> confirms this view. Research for the LFHE Leadership Summit 2006 posits the view used by Peter Scott<sup>11</sup> of describing universities as 'knowledge businesses battling for market share' – and therefore in ways they mirror other global businesses.

The value of the higher education sector extends beyond the 'production' of high quality graduates and postgraduates, so vital in a high value knowledge-based economy. HEIs also offer business access to novel forms of knowledge management, skill formation and new technologies. If we acknowledge the notion developed by Barnett<sup>12</sup> of a creative community that reflects universities as sites of super-complexity then in this knowledge economy the 'developers' of new knowledge will span the traditional university-business divide.

We see universities adopting the corporate traits of networking, laterality, hybridity, flexibility, multi-tasking, and media capability<sup>13</sup>. They have adopted business practices such as the delegation of authority and decision-making, the recognition of diversity of talent, perspectives and ideas, and developing distributed systems for the diffusion of knowledge. We see businesses in knowledge intensive sectors working proactively in partnership with universities to share and co-create knowledge and use global university networks to access global knowledge. Arguably both universities and businesses are seeking to colonise and capitalise on key, high profile and

<sup>8</sup> Both the Leitch Review of Skills and the Sainsbury Review on Science and Innovation have referred to the need for high level skills and stronger links between universities and businesses to ensure the continued international competitiveness of the UK economy.

<sup>9</sup> Richard Brown and Philip Ternouth: International Competitiveness: businesses working with universities, CIHE, May 2006. See also Thomas Friedman *The world is flat* and DTI Occasional Paper no 6; Innovation in the UK; July 2006

<sup>10</sup> Lord Sainsbury of Turville: The Race to the Top: a review of Government's science and innovation policies, October 2007

<sup>11</sup> Peter Scott, in John Fielden's introductory remarks to LFHE Leadership Summit, 2006

<sup>12</sup> Barnett: Realising the University in an age of supercomplexity, Open University/SRHE, 2000

<sup>13</sup> Taylor: Being an Academic Today: changing identities in higher education, ed by R Barnett and R di Napoli, SRHE/Open University, 2007

potentially profitable public policy areas for their own commercial advantage. How do we encourage organisational hybridity and transitioning of management and leadership approaches across universities and businesses?

Some issues during the course of the 2008 discussion had regard to the following questions:

1. How do we ensure that the main drivers underpinning the increased collaboration between universities and industry are value-centred and do not distort the historical responsibility of universities in the pursuit of new knowledge?
2. What lessons can be learnt from the private sector to develop more innovative responses to the constrained investment and funding framework facing the higher education sector?
3. How do universities evolve their employment practices to take account of the increasing professionalisation of its management cadre and extract the lessons from business about organisational restructuring and forms of leadership?
4. How can we integrate researchers, teachers, professional and administrative staff in HEIs into teams to develop leading-edge approaches to contributing to mission?
5. How do universities go about managing the balance between needing to address national versus global priorities?
6. What lessons can be learnt from the realm of social entrepreneurship as the middle ground between universities and business?





## What will successful organisations look like?

*Richard Brown*  
*Chief Executive, CIHE*

The recent past has seen organisational de-layering taken to its limits. The new mantra is about effectiveness and **global networking** more than just efficiency. In our flat world geographical boundaries have diminished and networking across traditional boundaries increased. No major financial services company is now organised along geographical lines; foreign exchange and derivative traders deal with each other across the world and have little contact with the bond dealers on the floor below. Off-shoring is not just about lowering costs but also about accessing distinctive, complementary skills and creating new products and markets. **Innovation** is crucial to the success of all organisations and innovation stems from the collision of the unexpected.

The rising power of consumers means that **customer interfacing** and soft skills are even more important across organisations. The era of customised sales is upon us where data is collected and analysed (soon automatically), appropriate tailor-made advertising and opportunities directed to us and unwanted ones screened out. Personal relationship e-media marketing will increasingly dominate and take over from mass media. The age of the mass market is being replaced by more personal and sophisticated approaches.

Within organisations, the importance of **building social capital** is being increasingly recognised as organisations seek more sharing of ideas and knowledge through greater team working. The significance of tacit knowledge is being better appreciated as staff deal with and have to learn to tolerate more ambiguity where there are no correct answers, no relevant rulebooks and where individual initiative and responsibility have to be deployed. Staff have to make order out of uncertainty and show intellectual flexibility.

Knowledge creation and exchange are becoming more than ever social activities involving the interaction of people. Networks are important because they are repositories of tacit knowledge as well as libraries of past experiences and test beds for new experiments. The mantra will change from "people are our main asset" to "relationships between people are our main asset". **Mutual trust** is at the heart of these relationships. Organisations have to be increasingly **driven by values**. Anglo American, as a global business with many operational divisions and subsidiaries has often been perceived as a loose confederation of businesses. Now with 'One Anglo', operational independence is retained but all the businesses are bounded by a single global mantra. Unilever notes: *"Transparency: Our actions should inspire trust and be clearly visible to all"*. New ways of measuring and improving internal and external relationships will be deployed. Networking will be at the heart of all 21st century organisations.

The role of horizon scanners, of knowledge interpreters and internal disseminators will increase as organisations search for innovation on a global basis. Virtual networks, more permeable boundaries and more amoeba-like organisations will grow in importance even though personal contact and the depth of trust that such relationships build will continue to be important. More complex forms of governance might evolve whereby different stakeholder views are accessed through on-line discussion rooms and acted on by new Board focus groups.

Within organisations there will be an increasing focus on stakeholder management to harness the energy of employees to achieve corporate objectives, and also focus on employee engagement to ensure that organisations are truly people-centred. The connectedness of employees to the

objectives of the firm will also be seen in how leadership and management is restructured to be seen to be more transparent and 'close' to employees, both physically (where managers are located) and metaphorically (how employees are engaged by managers in achieving corporate objectives).

Externally, the importance of social capital is leading organisations to better appreciate how **building trust gives brands a competitive advantage**. If individuals are to get the most from social networking and personalised marketing, they need to have the confidence to reveal more about themselves and to trust their networks.

*So as organisations become more adaptive, flexible, innovative and knowledge based, they are also becoming more focused on people, communications, networks and on values and trust.*

## What are the implications for universities?

Universities have always been loose confederations of traders in knowledge. Owing greater allegiance to their subject discipline than to the organisation where they temporarily reside, many academics have often been global in their networking. Notwithstanding this, they often reside in an ambivalent domain in which they are sometimes party to a traditional shared code of professionalism and scholarship (independence) and on the other hand are subject to direction, management and appraisal. Even though 'fuzzy boundaries' have developed with flatter institutional structures and more functions becoming professionalised, they have been less successful at internal networking and often poor at looking through the demand end of the telescope at the needs of their clients, partners and customers.

UK universities have been better than many in terms of offering a process of learning that is geared around addressing problems, where there are no set answers and where creativity and individualism are prized. They have been good at responding to changing student demand and whims and could offer more personalised learning based around tailored modules, times of learning (via the web, focus groups and virtual seminars) and flexible options. They appreciate the power of brands though not necessarily the substance that underpins them or how fragile they can be.

They are less good at appreciating the importance of social capital or tacit knowledge. They generally lack the internal cohesion to exchange information on good practice while their internal divisions limit the development of trust. They can be bureaucratic, ponderous, hierarchical and even pretentious in their response to new external challenges. But they are supercomplex organisations where the organisational ecology has also changed significantly to respond to the demands for increased collaboration with business and other key stakeholders. Given these trends in the corporate arena, there are significant opportunities for universities to exploit their core competence as 'knowledge businesses' to adopt the network model through inter-disciplinary approaches and more radical shifts in the 'fuzzifying' of the boundaries between the internal and external 'eco-system' of universities and their partners.

*...there are significant opportunities for universities to exploit their core competence as 'knowledge businesses'.*

Building relationships and networks across faculties and disciplines is happening but remains patchy. Often it is driven by the research agenda and the need to seek innovative solutions to global challenges. There is less connectedness on teaching.

Similarly embedding in staff and students of all ages a spirit of enterprise, embracing of risk and the wherewithal to be innovative will be challenging for many academics and institutions. Yet universities will have to help their students and alumni take greater risks within a set of values and accept greater responsibility for managing ambiguity.

Developing new approaches to governance via stakeholder groups could evolve from the responses universities are taking to student feedback. New models of more flexible management and partnerships between institutions are slowly evolving. But the notions of continuous change, of practice-based academics moving between sectors and of closer partnerships with the private sector (including learning providers) have to be more engrained.

If universities are to be more business-like and equip their staff and students for the fast changing world, they will need to find a new balance between the roles of the academic and the professional. If universities are primarily people businesses, then should professional Organisational

Development (OD) Directors be on the Boards of universities along with Finance Directors? Should Boards be less representative of their stakeholders (notably their local communities) and more equipped with the skill sets appropriate for global businesses? At an institutional level we have questions being asked about the role of university Vice Chancellors and Pro-VCs, especially as it relates to the professionalism of their leadership and management team, the role they have in driving change and working with all their colleagues to establish a single embedded vision, embrace collaboration, and entrench transparency and visibility in leadership. As the Vice Chancellor becomes more like a US President focused on external relations and fund raising, how can Pro-VCs expand their management skills and experience (including by secondments to other sectors)? Is the amateur rotating Dean a creature of past? How can our universities adapt so they are as successful in the future as they are at present?<sup>14</sup>



---

<sup>14</sup> Personal thoughts from Richard Brown, CIHE CEO aided by e.g. Going Global; ESRC/The Tomorrow Project, CIHE colleagues and Council members





# The 'Business' Dimensions of Higher Education

*Dr Andrew Cubie  
Chair, CUC*

On any measure, higher education is a big business: there are 168 institutions with income of £19.5 billion, expenditure of £19.3 billion with 165,000 staff and 2.3 million students. The university sector is also global in nature and the government's commitment to funding the sector is substantial. However, it is a low margin sector where competition is global, and with UK universities attracting a fair percentage of international students and researchers, there are constant questions about what the UK higher education sector has to offer the world.

As 'corporate entities', universities are very much businesses in their own right, and as independent charitable organisations they are not exactly free agents, being dependent as they are on state funding. This paradox makes them fascinating institutions, especially if one considers their 'personality' from a corporate governance perspective. As 'businesses' they face a constant tension between operating according to business principles (i.e. pursuing their own independent path) and responding to government policy, e.g. the increasing focus on the 'massification' of university education.

Notwithstanding this complexity, there is a view that higher education is a sunrise industry. With a growing focus on the knowledge economy, in the City's financial services and the burgeoning creative industries sector, universities have a growing 'business' role in shaping the UK's economy of the future. Recent policy developments starting with the Lambert Review of business-university linkages, the Leitch Review of skills and the Sainsbury Review of science and innovation demonstrate an increasing focus on the 'business' dimension of the UK's university sector.

There are, however, a number of open questions facing the leadership of the sector:

- How can universities raise the demand from business for their R&D especially when many companies are outsourcing their research capabilities to other countries?
- How does the leadership of universities respond to the pressures of being more business-like and along with this, the responsibility to adopt corporate models of governance?
- How do universities address the ambitions of Leitch and engage with both employers and government to respond to the demand-led philosophy of up-skilling the workforce?
- How do universities respond to the conferment of diploma award giving powers to employers such as McDonalds, Network Rail and FlyBe?

Recognising this complexity, the Committee of University Chairs (CUC) operates as the representative body for the Chairs of UK universities, and encompasses all universities irrespective of their mission or origins. As such it reflects the diversity of the UK higher education sector. It aims to support the higher education sector in developing the highest standards of governance appropriate within a sector comprised of autonomous and independent institutions serving a multiplicity of stakeholders.

CUC members acknowledge that as universities become more global there are even greater leadership challenges. The University of Chicago has claimed 9 of the 55 Nobel laureates in economics and had 14 winners trained there. The University of Stanford has been the genesis of numerous global companies housed in Silicon Valley. These institutions have achieved an iconic status and have a magnetic attraction as universities for business, academics and students. There is super competition for the best staff and students, for research funding and resources.

## Corporate governance

Governance directs and shapes the leadership and management functions at our universities. There are numerous opposing views. Alan Ryan<sup>15</sup> wrote a challenging article about the merits (or not) of university governance in the Times Higher where he noted that ... *“we live not only in an audit culture but in a buck-passing culture, and a culture with an absurd faith in the possibility of eliminating error by multiplying committees and an equally absurd faith that persons who have flourished in business are qualified to tell academics how to run their own universities”*.

*“...one has to be conscious of the delineation between the autonomy of universities and their accountability to those who fund it.”*

In the debate about governance one has to be conscious of the delineation between the autonomy of universities and their accountability to those who fund it. Ryan questions whether this can be achieved through a typical corporate model where members of Council do not adequately hold the executive to account because they *“don’t pay sufficient attention ... and defer to the university’s executive... a council that doesn’t ask the vice chancellor and his or her sidekicks the right questions is equally useless”*. These sentiments stand in contrast with the principles espoused by the CUC Code of Good Practice on Governance.

The CUC is of the view that proper governance and rigour can ensure confidence in the system, especially where stakeholders external to the university have a role in holding it to account. Most importantly, the governance role of the Council extends beyond the management practices of the university as a corporate entity. They are key to holding the institution true to its mission. This leadership role is crucial at a time when universities are faced with a plethora of stakeholder pressures, especially from government policy initiatives.

## Governance issues

So what are the key issues of governance facing higher education?

- What is the nature of the relationship between the Chair of Council and the Vice Chancellor?
- What is the nature of the interaction between the Council and the management team of the university?
- What is the value of corporate governance models in universities today?
- What is the optimum size of university Councils?
- How can the Council serve as an instrument of change for the Vice Chancellor and the academic community?
- What level of remuneration should there be for Council members?
- What is a high performing governing body and what are the right KPIs for a governing body?

A CUC survey on university governance highlighted that about a third of universities indicated they had no KPIs in place for their governing bodies; perhaps this is an area where experience from business could play a role.

In closing, I would like to highlight three questions for consideration and discussion:

1. Given that universities are such a great resource for research, training, continuing professional development and knowledge centredness, what can business learn from higher education?
2. In relation to what universities can learn from business, how can we leverage business experience on identifying commercial value, pricing, and speed to market to the benefit of the higher education sector?
3. For government, what can it learn from both business and higher education that will support open and transparent governance of the higher education sector and ensure that the policy commitment by government for a lighter regulatory touch in the business sector also applies in the higher education sector?

<sup>15</sup> Alan Ryan, *‘No governance device will work...’*, Times Higher, 30 November 2007

## Discussion:

### *Converging trends in governance*

- Given that universities and businesses face similar global challenges, there are opportunities for mutual learning on governance issues and consensual leadership styles.
- There is no single model of governance and leadership for universities just as there are not for business. Different business models are appropriate for different businesses and at various stages in their life cycle.

### *Leadership orientation*

- It could be argued that being a Vice Chancellor is similar to being the captain of a ship – it requires singular leadership in a situation where the VC is accorded power by the academics – he or she does not have it by virtue of the post. But the role of the VC is discharged with the approval of the governing body and requires a consensual approach.
- The challenge for business and higher education is to take action when leadership and governance models are not working – in the higher education sector we see evidence of low staff morale, the concentration of organisational power in the VC and the de-professionalisation of academics. This is a feature of many areas – the NHS, teaching as well as universities. The perceived encroachment of government and funding councils provides an added bitterness to the debate. What is the role of governance in protecting the long-term sustainability of the higher education sector?

### *Links with industry*

- Universities acknowledge their link with industry through governance and having business leaders on governing bodies. These bodies have collective responsibility and require individuals with knowledge and expertise to meet the governance needs of the institution.

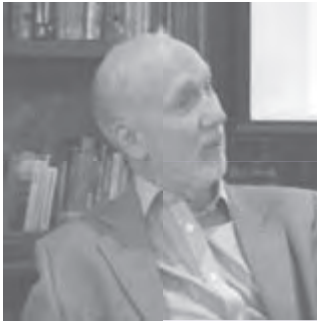
### *The governing body and the VC*

- A clear delineation of roles is crucial – the Chair of Council leads the governance aspects of the institution, the VC is the chief executive and leads the academic community. The key ingredient is for the council and VC to understand and respect each other and to develop a shared vision and set of values and objectives for the institution.

### *Relevance of governance codes*

- Unlike businesses, universities have a multiplicity of objectives thrust upon them by a range of stakeholders. HEIs are complex organisations where consultation and consensual decision making overrides any individual pursuit.
- There is a view that governance codes do not contribute to the success of institutions – they encourage a box-ticking culture; they may be necessary but are not sufficient. But codes offer clarity of responsibility and relationships. They help to hold the executive to account and guide individual members of Council as to their collective responsibility. The crucial message is one of developing governance models that are appropriate to the institution.





# Perspectives on Management and Leadership from HE and industry

*Richard Greenhalgh  
Former Chairman, Unilever UK*

It seems to me that there have been three major developments in the past thirty years which have had a profound effect on business and also on higher education establishments, though the timing of the changes may differ. These three developments are about ownership, values and leadership.

## Ownership

Thirty years ago businesses were largely publicly owned, publicly quoted or private. The publicly owned company in the UK, at least, has all but disappeared and the private has segmented into private equity co-operatives and other modes. The publicly quoted company has also undergone a transformation both geographically and in terms of the ownership pattern.

When I joined Unilever in 1967 it was unusual in that it was publicly quoted in Amsterdam, London and New York. In Europe at least the shares were held by British and Dutch institutions and citizens. This was clearly an Anglo-Dutch company. Today there is discussion about combining the European quotation but at the same time being quoted in China and India. To some extent that is symbolic. More importantly we now have highly mobile shareholders investing through funds so the national origin of the wealth invested is difficult to identify. This makes it difficult for companies to say “we are British owned”.

This international mix of ownership has been replicated by the development of an international cadre of management and by the expansion of company operations outside the original home company. Unilever’s Board thirty years ago, for example, was almost without exception British or Dutch. Today they are in a minority having been joined by Americans, French, and Indians etc. The CEO is French and the Chairman is Swedish. A similar pattern exists for the top 100 managers.

So the ‘Britishness’ or ‘Dutchness’ is less obvious. This is further underlined by the fact that only 10% of sales are now in the so-called home countries. Interestingly for this discussion three of the four large research laboratories are in the Netherlands and the UK. However the mix of scientists and their programmes in universities are becoming increasingly non-British and non-Dutch.

I have laboured this point to show what I believe to be still an important difference between higher education (HE) establishments and some but a growing group of businesses. When Unilever, Shell, BP and Rio Tinto appeared before a House of Lords Select Committee a few years ago one member observed that they could no longer claim to be British companies. If four well-known university Vice Chancellors had appeared before the committee it would be clear that they represent British universities. I contend that this situation does condition the mindset of the leaders of these organisations. Whilst HE leaders now have an international outlook, and universities network worldwide and have a high proportion of overseas students their core funding is British, most of their fixed assets are in the UK, and their values are British.

I can only see the globalisation of business accelerating. I am now Chairman of a UK dairy co-operative owned by 2,800 farmers. Its future lies in vertical integration and then international expansion and beyond that attracting public equity from who knows where.

So will higher education institutions follow the same pattern or will they be forever constrained by public ownership being essentially national? What will universities look like in the future? What effect will the globalising world we live in have on universities? Perhaps a better question is whether values can converge whilst ownership patterns differ.

## Values

Values are so important today because properly lived they are the glue that hold organisations together and give life to their visions and missions. They are very fragile, easily broken by an insensitive CEO or VC, and therefore difficult to repair. I'd like to focus on three commonly held values and see how they "live" in higher education and business organisations.

The first is **"to delight the consumer or customer"**. You would think that in today's world this is very obviously at the core of every business with all key players "walking the talk". I have to tell you this is not so. When Unilever ten years ago launched a detergents product that critically led to holes in a few laundry items it was because we had our focus not on "delighting the consumer" but on "beating the competition". It took years to recover. But even with these imperfections in business I believe that universities have a long road to travel to a mindset where its entire staff wants to delight its customers. As a Fellow of Oxford University I can attend several meetings when our main customers – students or companies – are not even mentioned.

The obstacles to delighting customers vary. In my experience of Government bodies it is often structure which is the enemy. Every time you *change the structure* you put at risk the ability to delight customers. Restructuring is often necessary but in itself it will not delight customers. Hence all the changes to schools, specialist academies etc, will not lead to higher standards and may divert teachers from focusing on their learners.

In business the enemy is also structure; it is also *discontinuity*. That is why so many businesses now focus heavily on processes. As managers change jobs so frequently you need clearly agreed processes and systems that ensure that any new initiatives do not damage the customer relationship. But the danger with processes is that they lead to bureaucracy and the stifling of creativity; it is a matter of balance.

What are the hurdles to delighting the customer in higher education? All of the above I would suggest with perhaps another one on top – *obsession with the product* for its own sake. When a Council member of a well-known Business School a few years ago dismissed my suggestion that they might establish a Chair of Retailing as being insufficiently academically rigorous, you can see what I mean.

A second commonly expressed value is the building of **strong relationships** between colleagues. Here I recommend a book now ten years old by Rob Goffee and Gareth Jones on organisational development. Their model of sociability/solidarity is instructive. Some organisations are high on solidarity, low on sociability. In essence this means that they are highly task oriented and focused, and not concerned particularly with building non-task networks. When required to complete a project they are ace but are less good at passing on and sharing knowledge outside the context of the project.

*"I've always thought that an organisation that has the attributes of high sociability and high solidarity is in most sectors at a distinct advantage."*

The opposite is high sociability, low solidarity. There are organisations that are open with low thresholds for exchanging knowledge and a commitment to doing so, but either have no requirement or are unable to "hunt in packs" to ruthlessly drive a project to completion. Unilever was like this; so was the BBC before Lord Burt. In the 1990's many CEOs decided that their companies were too high on sociability and wanted to be high on solidarity. So they set out to change and ended up low on both accounts. Now for some organisations low on both is not bad. Newspapers for example often thrive on journalists who compete with each other, don't share knowledge and are never required to hunt in packs.

Although Goffee and Jones do not see one model as superior to another but rather the case of 'horses for courses', I've always thought that an organisation that has the attributes of high sociability AND high solidarity is in most sectors at a distinct advantage.



My current experience of universities would lead me to the conclusion that some are low on solidarity and sociability, and that whilst once it didn't matter and may have been an advantage, today it is a distinct disadvantage. Fellows who withhold knowledge from one another, even though it would benefit the institution, and are slow and reluctant to line up behind their "leader" to achieve a task collectively are not what we need in an age of global competition.

The third value is about **professionalism** and its place in today's businesses and universities. The days of the gifted amateur are long gone and we are all professionals now. So the issue is about the application of professionalism within the organisation. HR and organisational development have long been recognised in business with HR Directors (OD/MD) being members of Executive Committees and being expected to be contributors to major business decisions. But this is still far from common practice in universities where arguably human resources are THE added value. Finance is better recognised in higher education but even so the Bursar or Registrar is viewed as a specialist keeping financial goal whilst the rest of the academics team play the real game.

## Leadership

Leadership is my third theme and underpins all that has proceeded. My involvement with higher education and business has led me to the conclusion that there are many great leaders in both sectors but in business the structure and the culture is more encouraging to distributed leadership than in higher education. This is surprising because one associates business with a

*"....having an excellent  
Chair of Council and a  
strong governing body  
is important to provide  
support to the VC and his/  
her executive team."*

top down mindset and the 'CEO as Hero'. This style obviously still exists in some companies, but especially in global businesses with Western style governance arrangements there is clear delegation and therefore accountability. Furthermore in the UK especially through a series of governance crises, we have built a model of non-executive management which wants to support and where necessary restrain CEOs and other executives. In addition, the importance of non-executive stewardship as it relates to the university governing body is important not only for the collective responsibility of the institution that it carries, but also to recognise that being the chief executive (Vice Chancellor) is a lonely job as it is in business. Thus having an excellent Chair of Council and a strong governing

body is important to provide support to the VC and his/her executive team.

Universities' governance I observe too often puts the restraints in the wrong place – below the Executive – given that leadership is poorly distributed too.

## Conclusion

Finally here are my suggestions for organisational improvement in higher education and where necessary in business.

1. Recognise changed ownership: As universities widen their financial stakeholders if they have the vision to become global players then they should seek global funding and international management. UK universities should lead this trend as UK businesses have.
2. Delighting the customers: How can Universities get greater focus on the ever-widening range of customers?
3. Strengthening relationships: Build both sociability and solidarity. This is not an argument for more parties and for stamping out dissent. It is for building deep and effective knowledge-based networks (something where universities are ahead of businesses) and decision-making processes that encourage collective action. With the latter I suggest smaller Boards/Governing Bodies with the authority to fire those who will not take collective responsibility.
4. Recognise professionalism but build no new silos. If a discipline is key to your operation then install its head at the highest point in the governance structure where he/she can contribute effectively. The importance of disciplines ebbs and flows. In business, research has ebbed and now may need to flow. In universities, finance has flowed and now organisational development needs to flow too.

The remit of the professional is not to promote professionalism but to contribute to the success of the organisation. Selection, lean management and KPIs are key to this.

5. Encourage leadership throughout the organisation. Volumes have been written on this. But organisations still fail to 'walk the talk'. Clearly the right structure, processes and people need to be put in place and aligned, but ultimately leadership starts with self. Therefore feedback and coaching at any level is necessary. Is this as widespread in higher education as it is now in business?
6. Finally use governance to good effect: Constitutionally we may not be able to transfer the PLC governance model to universities. But some of the principles are worth transferring. Support and challenge to the VC from above by someone with no career objective and who can in particular share the external responsibilities (e.g. fund raising) is desirable. This need is strengthened by global responsibilities where travel and other cultures can be so demanding on the time of leaders in general and VCs in particular.





# Businesses or Business-like? some thoughts on cultural convergence?

*Professor Sir David Watson*  
*Institute of Education, University of London and*  
*President of SRHE*

It is widely accepted today that universities and colleges need – without losing their souls – to be ‘business like’. The notion of the ‘ivory tower’ or the ‘castle in the swamp’, if it ever had more than a rhetorical purpose, has had its day. We are classic ‘social businesses’ – as defined by Richard Pinto: “organisations which set out to deliver a service of benefit to the community by operating in a business-like fashion”<sup>16</sup>.

Equally as universities are becoming more ‘business-like’, I think that a species of business (which incorporates many of the large-scale early 21st century innovators) are becoming more ‘university-like’. I’d like to explore a reversal of Pinto’s definition: ‘the university-like business’.

There are many such elements of convergence, but five are of particular significance:

## Knowledge production and use

Knowledge production and the use of the shared “mode 2” world involves open source; creative and service economies; spin-outs and spin-ins; and the pre-competitive phase. However, universities are also developing their linkages with businesses through methods beyond the traditional formats of spin-outs and licensing. Increasingly the levels of interaction are fuzzifying the university-business boundaries, with joint ventures on research, embedded student placement programmes and forms of collaboration seeding further cultural convergence.

## Public-private hybridity

In a world of increasingly complex partnerships, strategic alliances and co-production, as well as shared risk around the outcomes, there is less clear water between the public and the private sectors. Universities at the beginning of the twenty-first century are perhaps more in the public gaze than at any stage in their history. In some ways those working inside the system welcome the attention; in other ways it can be more than a little intimidating. The weight of expectation is, of course, enormous, and it has intensified rather than created some traditional dilemmas for universities. As in previous eras of university history, institutions are required to be several apparently contradictory things simultaneously:

▪ Conservative and radical	▪ Certain and provisional
▪ Critical and supportive	▪ Ethical and Technical
▪ Competitive and collegial	▪ Traditional and innovative
▪ Charitable and commercial	▪ Ceremonial and iconoclastic
▪ Autonomous and accountable	▪ Local and international
▪ Excellent and equal	▪ Private and public.
▪ Entrepreneurial and caring	

<sup>16</sup> Quoted in David Watson, *Managing Strategy*, Open University Press, 2000, 36

There's a special resonance to the public/private dimension of universities. When Vice Chancellors are asked whether their institutions are in the public or the private sector, the correct answer is "yes." Here's an exercise I do with my students on the MBA in Higher Education Management. Where on this spectrum of 'hybrids' does the university sit?

- The Armed Forces (a command structure (but very dependent upon outsourcing).
- The Church of England (a consensual community, but one that is legally "established").
- The National Trust (a private charitable society (but one which guards much of the nation's "heritage").
- The National Health Service (a constantly re-structured devolved service).
- Schools (a local authority service, but nationally regulated and "governed" on an individual institutional basis).
- BAE Systems (a private company with a majority of public contracts).

This question always provokes much debate about the character and identity of universities. Each of these examples bear some resemblance with the higher education sector, particularly as regards to the hybrid nature of universities – both 'public' and 'private'. As it turns out, I am of the view that BAE Systems is perhaps the most appropriate analogy. As noted above, their description fits that of a university as an independent institution which relies on the public purse for its income.

## Self-study

This refers to the capacity of an institution to understand itself, and to "teach" itself. The process is often captured in "story-telling." But it normally involves more than one story (if there is only one story, a complex organisation may be in trouble).

Universities are very 'flat' organisations. Almost all members have a right to be heard on institutional priorities. Their reputations rest - every day - on decisions made by individuals. They have also proved very good at adapting and reinventing themselves. You may be aware of the Clark Kerr statement about universities and the Catholic Church being the most enduring fixtures in Western civilization. Equally, of the corporations in the Standard and Poor's top 500 in the USA in 1950 only 74 are there today. Contrast that with the approximately three quarters of British universities which have been created since 1945 and are all in business today (even though some may have changed in mission, status and/or organisational context).

There is a downside to 'flatness', as shown in this story from Australia<sup>17</sup>:

*"In the academic environment, very clever people may turn their very clever minds to negative ends. We can understand and rationalise this. It reflects in some ways colleagues' passionate commitment to their discipline, to their scholarship and their intellectual autonomy. It reflects the influence of the challenging, under-resourced environment in which we work. But it also may reflect an unwillingness to exercise what John Paul Lederach calls the moral imagination, the ability to empathise, to build peace, in this case with those who do their best to lead".*

In these circumstances, what is it that holds the internal community together? Universities are (almost everywhere) voluntary corporations. To be a full member of a university requires more than completing basic, obvious tasks. For traditional academics this has meant collective obligations: to assessment, to committee membership and to strategic scoping. There is a growing body of literature about such professional academic practice.

Since the late 20th century, such practice has been recognised as no longer belonging exclusively to the ranks of the so-called "faculty". The teaching, research and service environments are increasingly recognised as being supported and developed by university members with a variety of expertise (e.g. finance, personnel, estates, libraries, and ICT), each with their own spheres of professional competence, responsibility and recognition.

<sup>17</sup> Sharon Bell is the Deputy VC of Canberra; the quote is about a friend who lasted less than a year as Dean of Humanities at the University of Melbourne, *The Australian*, 12 September 2007.

At the heart of academic citizenship is the concept of *membership*. As consumers, students have entitlements and expectations. Both students and staff have responsibilities, along with all of their rights, within the community. Such responsibilities include: honesty (including in scientific procedure), reciprocity, manners, self-motivation, discipline, respect for the environment, collective agreement<sup>18</sup>.

So how much of this resonates in a business context<sup>19</sup>?

- *Anyone who has ever run a university, a film studio, or an open source software project will tell you that getting the most out of people seldom means managing them more, and usually means managing them less (60).*
- *WholeFoods approach to management twins democracy with discipline, trust with accountability and community with fierce internal competition (72).*
- *Like an elite engineering school, Google's management model is built around small work units, lots of experimentation, peer feedback, and a mission to improve the world. As in academic life or on the web, control at Google is more peer-to-peer than manager to minion (111).*
- *Torvalds [Linux] understands that in a community of peers, people bow to competence, commitment, and foresight, rather than power" (207). "Like professors vying to get published in prestigious journals, coders hanker for the peer recognition that comes from making a visible contribution... The lesson: a successful opt-in system is one that allows contributors to take their 'psychic income' in a variety of currencies" (209).*

## Glocalisation

*"...universities and large complex businesses are simultaneously loosening their local, and possibly also their national moorings."*

I would suggest that universities and large complex businesses are simultaneously loosening their local, and possibly also their national moorings. This has tempted the university world down a dangerous path: towards nothing less than an instant infatuation with "world-classness." How do we know "world-classness" when we see it? Broadly, there are two approaches – represented by Shanghai Jaio Tong University and the Times Higher (THES). Each incorporates a degree of statistical illiteracy of which the universities, as cheerleaders, ought to be ashamed.

What is it we mean when we call something world-class? I've approached the question more qualitatively. A discourse analysis seems to suggest that we mean these things – and not much more: research; media image; graduate destinations; infrastructure; international "executive" recruitment. This also means that a lot of commonsense elements of high university performance simply don't count: teaching quality; social mobility; services to business and the community; rural interests; other public services; collaboration; the public interest.

## The ethical dimension

Finally, I note a distinctive ethical turn in management discourse – in both higher education and business. This is I think partly reactive (to Enron, WorldComm, etc), and partly the more general spirit of the times. *"Although no one will deny that a business must be profitable, the sole pre-occupation with profit to the exclusion or neglect of other considerations is no longer acceptable"*<sup>20</sup>.

Howard Gardner and his collaborators have caught this wave, with their impressive Goodwork project: *"an attempt to find professional which is of excellent technical quality, ethically pursued and socially responsible, engaging, enjoyable and feels good"*<sup>21</sup>. They have examined the domains of health and medicine, journalism, the law, post-compulsory education and philanthropy and found some preliminary answers. *"Good work" results from an alignment of "individual beliefs, values of the domain, forces of the field, and the reward system of the society"*<sup>22</sup>.

<sup>18</sup> See Watson, 2007: 101-106

<sup>19</sup> Gary Hamel, *The Future of Management*, Boston: Harvard Business School Press, 2007.

<sup>20</sup> Manuel Mendonca and Rabindra Kanungo, *Ethical Leadership*, Open University Press, 2007, 3

<sup>21</sup> Gardner et al., *Responsibility at Work*, Jossey-Bass 2007, 5

<sup>22</sup> *Ibid*: 8



Another way of putting this may be to return to a more traditional concept: the modal, successful, complex organisation of our times may be more about responding to genuine stakeholders than simply to share-holders. And hence such organisations are likely to stress 'stewardship' or 'trusteeship' rather than the temporary bottom line. Hamel again: *"It's not by accident that the world's small band of serial management innovators – companies like GE, Proctor and Gamble, and IBM – have typically been led by CEOs who viewed themselves as long-standing stewards of the future rather than short-term mercenaries who couldn't see beyond the next quarter"* (228).

To end provocatively: it would be a huge paradox if business were to discover this truth just as some major HEIs are apparently abandoning it.

## Discussion:

### *Beyond the whinging*

- Despite considerable academic whinging in some quarters about the business-like nature of universities, there are surely opportunities to be had with the increasing inter-penetration of higher education and business.
- We may not have the language to explain and articulate the differences in contexts and accommodate some of the fundamental differences, but universities must have 'universal good' at their heart in allowing for disagreement and yet shared values.

### *Management practice*

- Confusion in terminology is exacerbated by the conflation of leadership, management and governance into a single concept. These concepts are distinct.
- Business experience suggests that a single-minded focus on reducing the number of sectors and brands it operates in and developing an overarching brand theme has been of benefit. But universities have diverse faculties, many research institutes and a wide range of stakeholders that limit their ability to focus in this way.

### *Shared sense of direction*

- Universities often get it wrong by substituting strategies for leadership. What is required is a clear sense of fundamental purpose, not 17 strategies to address any variety of policy directives issued by the government.
- A shared sense of direction allows for distributed leadership throughout the organisation – managing with responsibility and accountability. Perhaps here business is ahead of universities and there may be lessons to share. By contrast, the domain of the subject discipline often creates academic allegiance and solidarity – how do we harness this to hold academic institutions together and ensure a focus on delivering to customer need?

### *Building solidarity and sociability*

- Its important to ensure the infrastructure supports the culture you are trying to build. Getting the right type of reward and promotion system along with having the 'right people' is key to building solidarity and sociability. It is crucial to build a culture where experiences, knowledge and information are shared rather than isolated in knowledge silos, as is often the case.





## Managing with complexity: learning from the charity sector

*Dianne Jeffrey*  
*Chair, Anchor Trust*

Like universities, charities are often national and global in nature, often operating in complex environments, having to attract talented people, implement clear corporate governance systems and manage radical organisational change.

Anchor Trust is a not-for-profit organisation dedicated to helping older people live safely, securely and independently with a choice of services to suit all needs. It is a company limited by guarantee, a registered charity and the largest registered social landlord provider of housing, support and care for older people in England. It has an annual turnover of £248 million, a surplus for 2007 of around £12 million, and runs 710 housing schemes and 105 care homes. It has approximately 50,000 customers, employs around 10,000 people, and is a fairly large charity and a business of some significant size. Similar to many universities, Anchor Trust faces the same challenges as a university, of running itself as both an organisation with charitable objectives but also as a commercial trading entity. Like universities, this places the issue of leadership, management and governance under the spotlight.

### Comparison of outcomes across the sectors

Notions of effectiveness in leadership depend on what one considers to be good outcomes. The outcomes for universities and for Anchor Trust are considered and compared below.

Higher Education outcomes	Anchor Trust outcomes
Unique offer through range and flexibility of courses	Move away from reliance on public funding
Important research contribution	Improve stakeholder management
Crucial role in building Britain's skill base	Minimise risk of regulatory challenge
Offer fantastic value for money	Develop new services
Provide consumers with choice and autonomy	Create customer demand
Allow people to study flexibly while they work	Improve financial performance
Responsive to today's lifestyles and study patterns	

The first three outcomes listed for the Anchor Trust could easily be applicable to universities, and likewise some of the typical university outcomes are relevant to the charity sector. I wish to suggest that achieving these outcomes will require the following critical success factors: recruit and retain people with the 'right skills'; create a sense of ownership of strategic plans; develop your people; analyse and manage risks; manage strategic change without endangering the organisation; good financial management and business appraisal; deliver excellent quality customer service.

What does success look like for the Anchor Trust? *Customers* will say - I made the right choice. I recommend Anchor Trust; *Staff* will say - I'm valued for what I do. It's good to work here. I have the tools to do my job; *Stakeholders* will say - They're reliable, innovative, great value. We know we can do business with them; *Regulators/funders* will say - They comply, understand, seek continuous improvement, and challenge themselves. We use them as a sounding board! I believe that the same criteria could apply to universities. How does this compare with the criteria that are imposed by funders and regulators? Are they as broad or does our current system attempt to manage the supercomplexity of the higher education sector by only measuring a few indicators – value for money, research excellence, widening participation, student retention?

## Universities operating as businesses

In the new political economy of higher education where we expect increased contributions from tuition fees, businesses, and alumni - higher education institutions must have excellent governance and management processes so that they can easily demonstrate proper accountability to these and other stakeholders.

***“...does our current system attempt to manage the supercomplexity of the higher education sector by only measuring a few indicators?”***

The structure and management of universities differs according to whether they are pre-92, determined by Royal Charter, or post-92, determined by statute. Universities are places for enquiring minds - some are research led while others might focus on student learning, service to the region, and the transfer of knowledge. But the presence of research and scholarship ensures that disciplines are rigorous, the curriculum is contemporary, and that communities can look to universities for innovative solutions to their problems whether they are economic, technical or social.

## Skill sets for University Boards

Richard Brown asks: *“Should university boards be more equipped with the skill sets appropriate for global business?”* If Anchor Trust is any example the answer is “yes”. The key element is burying bureaucracy and propelling clarity, focus, and direction into the limelight. There is a need to appoint governors/members with professional, commercial, and corporate skills as well as those with public sector/voluntary and community sector experience. An inspirational leader sets the strategy with the Board so that all the management team are facing in the same direction. Take, for example, the importance of clarity of mission that can be not only encapsulated in a strap line but can also demonstrate a benefit at the same time. In the business sector much time is spent on capturing the essence of a company's values, their benefits and differentiation in a brand strap line. Universities might consider further their brand positioning.

## Leadership styles

Growing and developing leadership in the organisation is crucial. There are many styles of leadership - directive, distributive, consensual, corporate. There are many examples of each in business and in the higher education sector – are they similar, can they be taken from one context and applied in another, and how effective are they? By way of example, what of decisiveness on big issues or in the face of opposition? Does this make a leader seem resolute, far-sighted, and above the narrow day-to-day operational tensions? Does this reflect personal strength and judgement or does it undermine any attempt at inclusiveness? I am of the view that the most effective decisions are taken after deep - but private - consultation so that they manage to look bold while still being carefully considered.

## Conclusion

We can see from this brief excursion through the landscape of the charity sector that there are many similarities and opportunities for the cross fertilisation of ideas and experiences. In all sectors where responsibilities of leadership and management are required:

- directors have a duty to understand the financial position of their business;
- the executive responsibility and accountability is similar across sectors;
- the outcomes and critical success factors in the business and charity sector could be applied equally to universities, particularly as they apply to focusing on mission, creating demand and delivering quality services;
- success can be expressed in terms of what customers, staff, stakeholders and regulators will say;
- and using Anchor Trust as an example we can see that leadership style and effectiveness are critical success factors.





# Leading and Learning in a Supercomplex Environment?

*Professor Gill Nicholls  
Pro-VC (Academic), University of Salford  
and Member of Council, SRHE*

The notion of supercomplexity derives in essence from complexity theory and its adaptation to the higher education environment. In Newtonian physics the fundamental principle is one of predictability, order, and a controlled universe. In today's world, the ability to do this is becoming almost impossible, particularly in higher education and the charity sector. These sectors are often directly affected by external imposition, whether that is local, national, international, or global.

The previous presentation outlined a number of comparable issues in the leading and managing of supercomplex organisations – whether universities or charities. This comparison highlighted the importance of values, understanding customer needs, a single-minded focus to addressing problems and visible leadership. And as businesses in their own right, both universities and charities share much in common, but ought to explore ways for a more effective cross-pollination of ideas and experiences. My focus on the issue of supercomplexity in universities is based on the perspective of the student learning experience and asks how this is framed within the context of a complex higher education system.

## Complexity theory and leadership

- The real world has little to do with equilibrium.
- When the environment is included in the system, nothing is isolated, therefore, the energy flow between systems can lead to re-organisation.
- Boundaries are constantly changing and always permeable, with critical exchanges between the inside and out.
- Complexity redefines what those with formal authority should do: be role models and create environments for possible interactions leading to growth.

## Complexity theory and management

*"Management based on complexity theory is a whole systems approach and includes within its frame of reference the wider environment; so organisational performance is seen not just as a function of organisational capacity, but also of the types of environments in which organisations work".<sup>23</sup>*

This quote from Tim Blackman can be applied to the higher education system, and as such contextualises the complexity of leading a university, for example, in light of how it relates to larger parts of the systems outside (funding councils) and the smaller (sub) systems inside (departments, students). Hence the student learning experience can be seen as a complex sub-system which interacts with the university as part of its environment both in terms of feed-backs and feed-forwards, and so boundaries between parts of the system connect to the system and its wider environment rather than separate it.

---

<sup>23</sup> Tim Blackman, 2002



It is open and dynamic, but control and/or co-operation need to be present so that the system does not simply dissipate. Communication, learning, common purpose or alignment, and continuous adaptation and improvement are essential features of complex systems. As a system changes, it in turn changes the environment. A good example here is the introduction of student fees that has impacted on the student experience. Now a large proportion of students work long hours outside of university to pay for their education. In evolutionary terminology, one can say that species and environment are in the process of adaptation and change in reaction to each other. A fundamental issue is how a sub-system, (student experience) is distinguished from its environment, while recognising that the environment actually comprises other systems, so the picture is one of systems immersed in each other. Blackman suggests that the environment outside a given system can be thought of as a landscape, which is a set of parameters and behaviours, (e.g. external policy). The external policy landscape then becomes more important than the system (university) in determining performance. Policy increasingly seeks to define behaviour by constraining system behaviour in certain directions. A good example here is that of widening participation. Statistics for universities as a whole tune the landscape and lead to universities being identified as 'widening participation institutions' or not. The same could be said of employer engagement, the skills agenda, and research. Universities get locked into these parameters that then influence the nature of the student experience and direction of leadership adopted.

## Complexity theory and the student experience

Learning is one aspect of the student experience, but it is multi faceted, as learning takes place in both implicit and explicit ways, through predetermined learning environments such as lectures, seminars, etc and more informal learning such as voluntary work, international travel and civic engagement. Managing the experience and giving institution-wide leadership in this area is challenging, and is not without risk. As with all organisations, risk has to be managed, and in the case of most Pro VCs leading this agenda in their institution, the risk management process is exacerbated by the lack of resources. Being aware of emerging risk and using a framework that enables universities to identify external risks to the system, including the potential of losing crucial funding, is essential.

***“...Universities get locked into these parameters that then influence the nature of the student experience and direction of leadership adopted.”***

If we consider the notion of voluntary work and outreach work that many students are involved with, funding is available from a variety of sources, both from the government and charitable organisations. All of these opportunities have to be tapped into and managed, whilst ensuring that students achieve and attain the most from the experiences that they will engage in. However just like charities the risk of involvement has to be assessed, managed and planned for. And often there are weaknesses in the overall system that means that managing and leading in this domain within the university is often supercomplex. How do universities, for example, undertake risk assessments when students are driving the learning experience and opt-in to situations where there is a degree of risk, e.g. with international placements and travel as part of their studies or with fundraising for charities where the activities involve an element of risk?

The policy landscape in higher education has changed and thus imposes constant change on the university as a system. Students are part of this system, and now as fee payers have an increasing voice and make increasing demands on the system. What can we learn from the business and charity sectors about dealing with this type of complexity and respond in a way that does not constrain the autonomy and independence of our universities? There is much to learn from charities about alternative models of risk assessment, monitoring and evaluation.

Each of the following has to be addressed:

- identify, assess and manage organisational risks;
- assign clear responsibilities for risk management;
- monitor and track individual, departmental and organisational progress on risk;
- support the overall institutional objects and strategic plan.

## Discussion:

### *Executive leadership*

- VCs have an increasingly burdensome role. This requires executive development for the 'top team' and a distributed leadership style. It's crucial that the executive team is seen as 'close' to the academic community.

### *Learning from elsewhere*

- Organisations need to be able to unlearn as well as learn if they are to adapt to an ever faster changing environment. Organisational structure and constraints shouldn't limit aspirations but should offer the supporting framework within which these can be realised.
- Universities need to build a new 'social compact' between the academics, professional staff and support staff to create an alignment with institutional goals – what can we learn from business about vision setting and driving through implementation?

### *Sticking to core values*

- We should ensure we make the distinction between the underlying core values of an organisation and the business model that happens to apply at any particular moment in time, and the responses that have to be made to short-term policy interventions. Universities are long-term businesses and need to take the long term view. Despite the volatility in the higher education system, we should also recognise that UK higher education enjoys relative freedom, stability and autonomy when compared with truly publicly owned and funded sectors such as the NHS.
- How do university leaders manage the differing expectations from the community, the regional economy, the voters, and politicians?
- How do we encourage the diverse communities active within universities to identify their 'knitting', i.e. what they are good at, and then ensure they 'stick to the knitting'?

### *Creating new markets*

- What can we learn from the strategies adopted by the charity sector about 'new markets' where social need is not only identified but created, leading to new services and revenue streams? In the HE sector there are opportunities in creating demand at postgraduate level, but little is known about market demand developing cutting edge research-based post grad qualifications. What models outside of HE can help universities assess market demand, manage the risk and create demand?



## Discussion Groups:

The discussion groups considered a range of questions related to leadership in supercomplex organisations and focused on:

- converging trends in the way businesses, universities and not-for-profit organisations address their governance and management;
- opportunities for lesson learning from cross-sectoral comparisons;
- how being business-like and professional involves harnessing the energies of research, teaching, professional and administrative staff;
- mechanisms that might encourage a closer dialogue between the sectors and a greater sharing of ideas and experiences.

## Developing a long term view

In the complex environment universities operate in, they need to learn to say “no” to the plethora of government initiatives. University leaders need to take the long-term and strategic view. Rather than just reacting to the external environment, they need to be innovative in engaging their academic, professional and support staff in setting the strategic direction of the institution.

Developing a long-term view also involves a process of scrutiny; it forces reflection and re-positioning. Engaging views from outside is crucial to this process. How do we ensure this process of scrutiny recognises the value of looking for solutions outside of the institution and outside of the higher education sector?

As major businesses universities have to give serious consideration to the issues of the long term (1) developing sustainable business models for the sector; (2) finding ways of celebrating the values and social good generated by the sector and (3) ensuring the leadership, management and governance of our universities are underpinned by a commitment to stewardship of the values of higher education and to being run as businesses.

*“...even where there may be convergence on the issues in the business and higher education sectors, different styles of leadership are required.”*

The fundamental challenge for the higher education system is that it can't go broke as a protected oligopoly. This means that it is both vulnerable to external intervention from its key funder (the government) and inherently inefficient as a sector. Without the risk of failure truly driving behaviour, the system is not as market oriented (business-like) as it might be. Effective leadership and governance is crucial to ensuring that our universities are able to hold firm to their values and chart a course that ensures their long-term sustainability as businesses.

## Convergence vs inter-penetration in leadership

On the theme of convergence, universities, like many businesses, are having to become more responsive, agile and proactive in accessing new markets and developing new products and services. Speed is the benchmark for leading and managing our organisations for the future, whether they are universities, businesses or charities. Given the structural constraints imposed on higher education this may be a real challenge. Also, leadership styles are context dependent, and thus even where there may be convergence on the issues in the business and higher education sectors, different styles of leadership are required. There is a need to both recognise this and develop ways to accommodate these differences when policy makers and funding stakeholders are driving for greater university-business collaboration.

Rather than observing trends of convergence, there may be growing levels of inter-penetration between universities and business. The co-creation of knowledge and its exploitation by businesses and universities is leading to a blurring of the boundaries and accelerating the inter-penetration of models from each domain into the other, i.e. moving beyond organisational hybridity. This cross-pollination of ideas and experiences is also extending beyond specific subject disciplines and industry sectors and influencing the nature of how businesses and universities are structured, how they interact, and how they can learn from each other about coping with the supercomplexity that surrounds them.

Serious thought needs to be directed at how we invert the pyramid and devolve management and leadership and initiative downwards to create freedom for academics in their subject disciplines. Unlike many businesses where distributed leadership models are practised to good effect with responsibility delegated across organisations, universities are sometimes not good at this.

Contrary to the argument that businesses are becoming more knowledge-centred, there is a view that businesses are not thinking or behaving like universities. The focus on short-term results (invariably financial performance) makes them blinded to the value of reflection, knowledge sharing and collegiality found in many universities. There are opportunities for lesson learning: for businesses, to develop systems for knowledge sharing and for universities, to be more focused, e.g. for the student experience the focus could be “develop the person, develop the mind”.

## The ‘right’ business model

We question whether there is a ‘right’ business model for higher education. But in both the business and university sectors there is a need to shift to a more collegiate approach. Organisations of the future will consist of loosely coupled units much like departments in universities one could argue. The resulting complexity though creates a tension between centralised models of leadership and governance and distributed approaches. Where these issues are not reconciled it can easily lead to an accountability deficit and a leadership vacuum.

*“...In a customer driven globalised world we need evolving business models...”*

Universities are not monolithic institutions. In a customer driven globalised world we need evolving business models that are developed with the full commitment of all the constituent parts of the university academics, professionals and support staff. There are difficulties with this though. In the university context, disagreement and tension is part of the creative and knowledge generating process. It is therefore valued. In business differences and disagreement are not as easily tolerated with its single-minded focus on outputs (products, sales, efficiency, profit). The culture of debate and a public service ethos imply a very different set of more open-ended aims and objectives. How do we reconcile these different organisational cultures with different styles of leadership?

## Opportunities for cross-learning

There remain a number of unanswered questions about ways of developing innovative and creative solutions for cross-learning. How do we ensure that cross-learning operates in both directions? How do we ensure that these approaches are organic in nature and percolate through the system?

Aside from representation in a formal capacity on governing bodies, business people could also act as mentors or coaches, and perhaps work on secondment from their corporate environment in the office of the Vice Chancellor in this capacity. We need to explore opportunities for seconding Pro-VCs into industry (and finding cover for their responsibilities on campus). By spending time in industry and with the right kind of executive mentoring they can develop cross-sector expertise and bring the business world into higher education management in an appropriate way. Working with industry can also achieve cross-learning, e.g. BP has a science advisory board with prominent academics who bring know-how and expertise. As industry fellows they are respected in industry but also take great value back into their institutions through industrial links. Can we do the same for university executives by encouraging them to work with business executives?

There remains much to do on the issue of organisational development (OD) in universities. The OD function is often not appropriately valued in the executive team despite this being a ‘people’ business. Aside from elevating the contribution of organisational development in HEIs, it is equally important that experienced and suitably qualified OD professionals are both recruited and then deployed effectively. How do we, for example, create incentive schemes in universities that orientate behaviour in support of the institution’s goals and values? How do we work to ensure a shared-risk approach to new research, innovative pedagogies and new ventures with business? What opportunities do we put in place for CPD, career development and developing multi-disciplinary approaches so the academic community is encouraged out of subject silos to contribute to the institution’s mission?

In addressing these questions we also need to consider how we learn about how to un-learn and re-learn to achieve organisational change. There are considerable opportunities for cross-learning between higher education institutions and business through shared leadership training. Aside from informal knowledge exchange and mentoring, a bridging of experiences through formal executive management and leadership training at international business schools and programmes run by the Leadership Foundation, for example, could add considerable value. More discussion and shared experiences between university leaders and business leaders is needed to ensure the cross fertilisation of ideas, experiences and knowledge on leading and managing supercomplex organisations.

## Closing remarks

This CIHE-SRHE consultation at St George's House, Windsor Castle has explored broad ranging questions related to the leadership of higher education institutions, businesses and charities in an age of supercomplexity. It has provided an opportunity to reflect on aspects of leadership and corporate governance for the HE sector, businesses and charities. Stronger inter-penetration across these worlds may offer novel solutions to the challenges we all face.

Universities, businesses and charities operate in complex environments, have a global presence and need to attract talented people to compete in the knowledge economy that will sustain our society in the future. Together we have to build the knowledge and creative clusters that will generate the ideas for future ventures, spur the innovation that will disrupt conventional ways of doing things and act as magnets for thriving communities, vibrant businesses and hubs of knowledge excellence.

We hope that these essays and the deliberations from this consultation provide further impetus to the changes already underway.

*"A leader is best when people barely know (s)he exists, not so good when people obey and acclaim them, worse when they despise them. But of a good leader who talks little when their work is done, their aim fulfilled, they will say: We did it ourselves".*

*- Lao-Tzu*





# List of Participants

Name	TITLE
Mr William Archer	Director, i-graduate
Professor Keith Bardon	Pro Rector, Research and Enterprise, University of the Arts London
Dr Jennifer Barnes	Former Director of Education, BP plc
Mr Richard Brown	Chief Executive, Council for Industry and Higher Education
Dr Stephen Bulman	Head of School, Social Sciences & Humanities, Newman University College
Professor Joy Carter	Vice Chancellor, University of Winchester
Professor Geoffrey Crossick	Warden, Goldsmiths College, University of London
Dr Andrew Cubie, CBE	Chair, Committee of University Chairmen
Professor Rob Cuthbert	Deputy Vice Chancellor, University of the West of England
Mr Jim Foulds	Pro Chancellor and Chair of Council, University of Bristol
Mr Martin Gaskell	Director of Studies, St George's House, Windsor Castle
Dr David Good	Education Director, Cambridge MIT Institute
Professor George Gordon	University of Strathclyde
Mrs Olivia Grant	Chair of Council, Newcastle University
Sir Anthony Greener	Chair, Qualifications and Curriculum Authority
Mr Richard Greenhalgh	Chair, Council for Industry and Higher Education
Mr Keith Herrmann	Deputy CEO, Council for Industry and Higher Education
Mr Steve Igoe	Pro Vice Chancellor, Edge Hill University
Mrs Dianne Jeffrey	Pro Chancellor & Chair of Council, University of Derby Chair of the Anchor Trust
Mrs Pat Killingley	Director, Higher Education and Education UK, British Council
Professor Gill Nicholls	Pro Vice-Chancellor (Academic), University of Salford Council Member SRHE
Dr Jonathan Nicholls	Registrary, University of Cambridge
Professor David Palfreyman	OXCHEPS, Oxford University
Dr Nigel Paterson	EAP Programmes Leader, University of Winchester
Ms Helen Perkins	Director, Society for Research into Higher Education (SRHE)
Professor Mike Smith	Pro Vice Chancellor, Research, Sheffield Hallam University
Professor Elaine Thomas	Rector, University College for the Creative Arts
Professor Eric Thomas	Vice Chancellor, University of Bristol
Professor Sir David Watson	Professor of Higher Education Management, Institute of Education, University of London, President SRHE
Ms Celia Whitchurch	Lecturer, Institute of Education, London
Dr Mike Wilkinson	Pro Vice Chancellor, London South Bank University
Professor Dianne Willcocks	Vice Chancellor, York St John University
Mr Stephen Willis	Director of Finance and Resources, Leeds Metropolitan University
Mr Ewart Wooldridge CBE	Chief Executive, Leadership Foundation for Higher Education (LFHE)
Mr Peter Zinkin	Director of Planning & Development, Balfour Beatty

## Recent CIHE Publications

### **Graduate Employability: What do employers think and want?**

There remains a mismatch between what employers seek and what graduates currently offer. This report explores the views of large, medium and small employers regarding graduate employability.

Will Archer and Jess Davison (£6) March 2008

### **Using Public Procurement to Stimulate Innovation**

Takes forward the proposal from the Government and the Opposition that public procurement in the UK could usefully build on the US experience to drive the innovation process, including in small businesses.

Philip Ternouth (£6) November 2007, ISBN 1 87422 67 X

### **Global Horizons for UK Universities**

Offers guidance for universities on the issues they face as they internationalise with a range of examples on current good practice.

John Fielden (£10) November 2007, ISBN 1 874223 68 8

### **Global Horizons for UK Students: A guide for Universities**

Offers guidance for universities on how they might increase the numbers of students studying overseas as part of their course.

John Fielden, Professor Robin Middlehurst & Steve Woodfield July 2007, ISBN 1 874223 66 1

### **Workforce Development: What works and why**

Provides a range of examples of universities and businesses working together to upskill the workforce

Helen Connor (£6) July 2007, ISBN 1 874223 65 3

### **International Competitiveness: Competitiveness & the Role of Universities**

Notes the importance that graduates and research play in underpinning the knowledge-intensive businesses that drive the UK's international competitiveness.

Richard Brown (£6) April 2007, ISBN 1 874223 64 5

### **STEM Review: the Science, Technology, Engineering, Maths Supply Chain**

Focusing on these strategically important subjects, this review examines the actions taken to implement previous Government commissioned reports on increasing the supply of STEM graduates and what further steps might be taken.

Hugh Smith (£6) April 2007, ISBN 1 874223 62 9

### **Internationalising Higher Education: A financial or moral imperative?**

Report of a consultation at St George's House, Windsor Castle, in January 2007. Summarises the presentations and discussion on the values that should underpin universities as they internationalise.

(£6) March 2007, ISBN: 1 874223 61 0

### **Workforce Development: how much engagement do employers have with higher education?**

This report brings together the evidence on employer demand for higher level workforce development. As such it highlights the challenges faced by businesses and higher education in trying to meet the Leitch target of enhancing workforce skills.

Madeleine King (£6) March 2007, 1 874223 63 7

**A full list of CIHE publications can be found and ordered through our website  
[www.cihe-uk.com](http://www.cihe-uk.com)**



**Council for Industry and Higher Education**

Studio 11, Tiger House  
Burton Street  
London, WC1H 9BY

Tel: +44 (0)207 383 7667  
Fax: +44 (0) 207 383 3433  
email: [cihe@cihe-uk.com](mailto:cihe@cihe-uk.com)  
[www.cihe-uk.com](http://www.cihe-uk.com)



**The Society for Research into Higher Education**

76 Portland Place  
London  
W1B 1NT

Tel: +44 (0) 207 637 2766  
Fax: +44 (0) 207 637 2781  
email: [srheoffice@srhe.ac.uk](mailto:srheoffice@srhe.ac.uk)  
[www.srhe.ac.uk](http://www.srhe.ac.uk)



**St George's House**

Windsor Castle  
Berkshire  
SL4 1NJ

Tel: +44 (0) 1733 848 860  
Fax: (0) 1753 848 849  
email: [sgh@stgeorges-windsor.org](mailto:sgh@stgeorges-windsor.org)  
[www.stgeorghouse.org](http://www.stgeorghouse.org)

ISBN 1 874223 69 6

April 2008, £6.00

© Council for Industry and Higher Education, 2008

The Council for Industry and Higher Education is a company limited by guarantee  
registered in England and Wales No. 3465914, Registered Charity No. 1066956