

# **LSIS and the Partnership's Review of Leadership and Leadership Development in Hampshire Sixth Form Colleges**

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## Introduction

As part of a continuing collaboration between LSIS and the Hampshire Sixth Form Colleges' Partnership<sup>1</sup>, a review of leadership and leadership development took place in the Spring Term of 2010. The purpose of the review was to:

1. Determine a clearer picture of the challenges facing leadership in the Partnership in the short, medium and longer term;
2. Improve understanding of where talented people in the Partnership are in terms of roles, skills and stages of development;
3. Outline the kind of leaders needed within the Partnership and the wider sector; and
4. Identify the beginnings of a strategy for ensuring that talent within Partnership colleges is supported, developed and retained in order to improve our capacity to deliver in the future.

The review covered Partnership Programmes between 2003 and 2009 involving 172 participants (see appendix 1).

Qualitative data was gathered using a number of methods:

- We used existing evaluation and impact data from Partnership Leadership Programmes and individual programme reviews undertaken six months after the programmes ended;
- We gathered new data from past participants in Leadership Programmes via 4 on-line questionnaires;
- We gathered data from HR and Staff Development Officers in Colleges about destination and impact;
- We interviewed Principals and other key senior personnel about impact of programmes and what the future holds;
- We held focus group meetings of middle and senior managers to clarify our understanding of what we had heard.

It should be noted that the senior and middle managers programmes have been running for considerably longer than the Support Staff Team Leaders and Future Managers programmes and therefore there was considerably more data from participants on these two programmes upon which to base this report.

The following report outlines the findings of the impact of the leadership development that has taken place, along with perspectives of the future and the challenges and opportunities it will bring.

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<sup>1</sup> The Hampshire Sixth Form Colleges' Partnership comprises: Alton College, Barton Peveril College, the Sixth Form College Farnborough, Havant College, Itchen College, Peter Symonds College, Portsmouth College, Queen Mary's College, St Vincent College, Taunton's College and Totton College.

## Executive Summary

The key purpose of this report was to evidence what, if any, impact the leadership development programmes that are running across the Partnership have had on the participants, their organisations and their learners. Although there is very little in the way of hard quantitative data, the large amount of qualitative commentary and the evidence of promotions and changes to roles strongly imply a positive impact.

The programmes are delivered in a number of different formats varying from “off the shelf” to bespoke tailored workshops. They are also delivered by a number of different suppliers and internal staff. The tailored programmes for middle and senior managers enable the content to flex to meet the needs of the participants and the changing external context, whilst the “off the shelf” programme enable cost effective development for first line managers. With the additional support of skills workshops, mentoring and work shadowing delivered by staff from the Partnership, the participants can draw on a rich mixture of learning.

Data for this report was gathered across a broad audience of programme participants, their senior managers and staff development and HR officers.

The impact of the leadership development has clearly been positive for the participants in their own personal development and the knock-on effect it has had on their teams and their colleges. So far, so good, but will they be ready for the challenges the future will bring?

All the managers questioned are aware of the budget cuts, the need to do more with less and the complexity and stress that this brings with it. However, these are managers who understand that they will need to focus on their teams, supporting and motivating them. Some of them also displayed a healthy appetite to make the most of the opportunities that the change might bring – even if it will be hard work!

The lessons from undertaking this study are:

- There is a huge advantage to both participants and their sponsoring colleges to have a programme which is open to a mixture of people from any of the Partnership colleges
- Managers feel equipped to do their jobs, they are aware of the challenges the future will bring and aware of the leadership development they would like to pursue to face it successfully
- Senior managers have seen the positive impact that the various programmes have had on the participants
- There is a need to provide more opportunities for developing coaching skills, managing underperforming staff and delegating better.
- The Partnership should explore how to support their managers through more informal mechanisms during the challenging times ahead
- The programmes as they currently stand, with a clear focus on elements of leadership, are not in need of any major structural changes. However, it might be worth adding in more of the context-based exercises, eg case-studies which enable participants to work through real-life issues such as complex budgeting, partnerships, looking beyond the college.

## Partnership Leadership Development Programmes

### Programme Content

Programme	Brief description of content	No. of days	Period
<b>Support Staff Team Leaders</b>	<ul style="list-style-type: none"> <li>Supervising assertively</li> <li>Dealing with difficult people</li> <li>How your role contributes to success in your college</li> <li>Managing diverse groups</li> <li>How to prioritise in a fast-changing environment</li> <li>Skills and qualities of effective leaders</li> <li>Your role as a leader in your college</li> </ul>	3	3 months
<b>Future Managers</b>	<ul style="list-style-type: none"> <li>Self management and leadership</li> <li>Leading others</li> <li>Leading within my organisation and the sector</li> </ul>	6	6 months
<b>Middle Managers</b>	<ul style="list-style-type: none"> <li>Personal Leadership Development</li> <li>Strategy and Vision - Achieving Excellence</li> <li>Building relationships – mastering inclusion, collaboration and influence</li> <li>Leading the team and managing performance</li> <li>Review, reflection and forward planning for personal development</li> </ul>	6	10 months
<b>Senior Managers</b>	<ul style="list-style-type: none"> <li>Personal Leadership Development</li> <li>Understanding and developing strategy</li> <li>Leading organisations</li> <li>Leading People</li> </ul>	5 (+ ½ )	6 months +
<b>Leadership Workshops</b> (open to all on the Leadership Programmes)		<ul style="list-style-type: none"> <li>Working with Governors</li> <li>Leading through a financial downturn</li> <li>Good practice in managing underperforming staff</li> <li>Managing strategic partnerships</li> </ul>	

The Leadership programmes for Future, Middle and Senior Managers are **open to all staff** in the Partnership (including teaching, non-teaching and support staff), provided that they meet the general and specific course requirements. The Support Staff Team Leaders' programme is targeted at support staff in a supervisory role.

**All programmes have been designed and/or commissioned by the Partnership.** The Support Staff Team Leaders' Programme is delivered by Tom Baker from Qudos following Partnership briefing. The Future Managers' Programme is delivered by LSIS following a Hampshire pilot of the programme developed in consultation with the Partnership. The structure and content of the Middle and Senior Managers' programmes has been designed and developed by the Partnership, including input from the Executive Group for Leadership Programmes<sup>2</sup>.

<sup>2</sup> Chaired by Steve Frampton. Membership: Liz Winn, Alice Wrighton, Ali Foss, Nigel Groves, Louisa Halford, Barry Hicks, Kevin Grieves.

Delivery is by a range of people and has included:

- ✓ LSIS Associates
- ✓ Emeritus consulting (Dennis Lavelle)
- ✓ Principals and VPs
- ✓ Qudos
- ✓ Graham Robb Associates

## Impact of Programmes 2003 – 2009

### Gathering data

Data was gathered in a number of different ways across a broad audience as follows:

<b>Self-reported impact</b>	Programme participants have the opportunity at the end of each programme to report on three things that they are doing differently as a result of the programme. In addition, six months after the end of the programme, participants meet with a facilitator to review the impact of the programme and to share news about what is different for them since they completed programme.
<b>Personnel and Staff Development Managers survey</b>	We asked Partnership staff to provide information about impact of the programme and what had changed for the 172 Partnership staff who have taken part in programmes from 2003-2008.
<b>On-line Survey</b>	Those completing the on-line questionnaires were asked to indicate how valuable the learning has been for them, what their perspectives are of the future, what the future leadership development needs might be and how the leadership development they have received impacted on learners.
<b>Principal and Senior Staff interviews</b>	Telephone interviews included questions about the impact of the leadership programmes, what the future has to offer and how the programmes can develop staff to deliver successfully.

In the on-line gathering of data, response numbers varied enormously amongst the different groups. In some cases the numbers were too low to extrapolate any useful information.

Respondent numbers:

Senior Managers – 11 – 46%

Middle Managers – 28 – 40%

Future Managers – 3 – 10%

Support Staff Team Leaders – 4 – 11%

We have some concern about the low responses from Support Staff Team Leaders and Future Managers. This is something that would need to be addressed in any future reviews.

## Self-reported Impact

Across all of the groups consistent themes emerged which have been drawn out below.

- **More productive interaction and active listening**
- **Building stronger relationships and teams**
- **Leading with confidence**
- **Developing a new portfolio of skills and behaviours**
- **Presenting a clearer vision**
- **Leading improvements in colleges**
- **Planning for the future**

### More productive interaction and active listening

Participants commonly reported that their **listening skills had improved** and felt that they were **more likely to take on board ideas and viewpoints from both their teams and students**. Many commented on the fact that they actively sought out views, met their teams face-to-face more frequently and were **more likely to use other people's ideas to help solve problems**.

- ✓ *"I've listened more and found out what people don't know as well as what they do know."*
- ✓ *"Meetings are better organised and staff are encouraged to contribute ideas first."*

Participants also reported that they reflected more and that they were less inclined to make knee-jerk reactions.

- ✓ *"I've spent more time planning and researching before presenting new ideas/changes to line manager and team"*

### Building stronger relationships and teams

As a result of the chance to learn more about their own leadership styles, participants were more inclined to **vary their style to accommodate the preferences and motives of their colleagues**. Some reported that they had become more emotionally intelligent (partly as a result of the 360° feedback) and **reacted less emotionally in leadership conversations**. There were many examples of participants building stronger teams with more productive outcomes.

- ✓ *"Involving staff more has increased the team's confidence and impact"*
- ✓ *"I have used other members of the team to help solve team's problems"*
- ✓ *"I have given my team members more responsibility eg developing revision programmes, schemes of work."*
- ✓ *"I have changed the way I work with my team – I am not doing their work for them anymore."*
- ✓ *"I am more organised and systematic in my approach – rather than ad hoc and reactive"*
- ✓ *"I've begun to offer more praise to colleagues and been aware of making all feel valued in their jobs"*
- ✓ *"Better team delivery and competence (self esteem), feel supported not watched"*



Participants in all programmes reported that they were **delegating more** and **sharing the responsibility of achieving team/college objectives**.

- ✓ *"More in depth communication within the department has allowed better use of time and resources. All departmental staff have a greater feeling of being part of the college team."*

## Leading with confidence

Most participants in all programmes reported improvements in **self-confidence**. This had led to a number of practical outcomes eg applying for (and getting) new positions, acting independently much more frequently, **challenging - and valuing - different viewpoints**. At the 6 month review of participants in the Senior Managers' 2008 programme, most of the people in the group had applied for new posts and got them, been promoted within their colleges or had the confidence to apply for a senior post for the first time.

- ✓ *"It affirmed my desire to move on further and built my confidence to do so."*
- ✓ *"I am more decisive and confident in my decision making. I used to check with my line manager a lot more."*
- ✓ *"I have been much more confident this year using modelling to support colleagues as well as students eg inviting colleagues to come and observe my lessons whenever they like"*
- ✓ *"I have raised the standards of my department significantly and maintained this - raising of value added and the confidence to try out new teaching methods"*
- ✓ *"I hope the additional confidence that I now have and the ability to bring the team together as a whole will enable us to give an improved service to students. For example, we will undertake additional UCAS training for students which will support them further in their applications."*

It was also apparent that people **understood that their leadership style was legitimate** even though it may be different to their prior conceptions of a "proper" leader. They also had the confidence to **think beyond their normal sphere of operation** and engage with peers across college or with outside organisations.

- ✓ *"I have successfully negotiated with outside organisations"*
- ✓ *"I learnt to focus my energies on individuals and smaller groups of people and work constructively with them rather than within the somewhat artificial construct of my area of responsibility."*

## Developing a new portfolio of skills and behaviours

The Leadership Programmes focus on developing a range of leadership behaviours and there are also opportunities to learn new skills eg in listening, giving/receiving feedback, coaching, having difficult conversations, managing time, being better organised. Some commented on how valuable this was and gave some examples of how they had put things into practice for instance by **tackling situations that they had previously dreaded** such as giving feedback on lesson observations, **talking to underperforming staff**.

- ✓ *"I have learned to prioritise and manage time more effectively"*
- ✓ *"I have used some basic coaching techniques in mentoring new staff in the department"*
- ✓ *"I'm more receptive to change and adaptable to new experiences and situations"*

## Presenting a clearer vision

Some participants felt that they were **much clearer about their purpose** and were also able to **better communicate objectives to their teams**. The structure of the programme had helped participants to tackle aspects of their work with renewed purpose.

- ✓ *"I'm clearer about what I want to achieve and why – and also how to go about achieving this."*
- ✓ *"I am trying to set clear goals/targets with my team and revisiting them"*
- ✓ *"I give the purpose to my team of every activity I ask them to do to help them understand why they are doing things"*
- ✓ *"Previously I kept thinking that people are adults and that they can sort it out themselves, but I've realised that I have to take a role in it now."*
- ✓ *"I have developed a new strategy for a major part of the college's work (tutorial support)"*
- ✓ *"Feel the course is well run with a centralised focus that hopefully helps students know what's required to achieve."*

## Leading improvements in colleges

Participants gave some examples of how they had led improvements in their colleges. Some of these related to **tackling long-standing problems** which previously had been avoided.

- ✓ *"Problems get tackled when they need to be, rather than left (I used to avoid conflict and difficult situations)."*
- ✓ *"I am more prepared to confront and work with under-performing team members in a positive and constructive manner"*
- ✓ *"I have had some difficult conversations that I had been avoiding – for quite some time in some cases. The outcome of this has been very positive. Not only have one or two situations been resolved, I also believe that the working relationship in these cases has been strengthened."*

Others specifically reported **improvements to outcomes for students**.

- ✓ *"I have successfully motivated my team to become more focussed on goals and outcomes. Our results were up this year."*
- ✓ *"I have devoted time to setting clear goals and objectives for my team and moved beyond day to day tasks and take colleagues with me in terms of increasing student achievement."*
- ✓ *"Success rates on all courses increased last year"*
- ✓ *"It has allowed me to more effectively inspire and lead my team, which should have made them better classroom practitioners which in turn will have led to improved outcomes for learners."*
- ✓ *"Learners have become central to quality improvement and I have worked with drive to ensure managers understand this"*
- ✓ *"increased retention"*
- ✓

Two of the senior managers responding to the on-line questionnaire found it difficult to quantify the impact of the course on students, and two middle managers felt that the programme had not had an impact on learners.

## Planning for the future

A renewed interest in their careers led some participants to **take active steps towards promotion and job progression**. Some sought further training and skills development eg coaching qualifications. One person decided that she was not suited to her current leadership position and had returned to a main scale teaching post. Others had taken time to **strengthen links with colleagues in other colleges** eg to tackle specific concerns and develop a shared approach.

The impact of the programmes has been real and significant. Participants have identified ways in which what they learnt on the programmes has had an effect on their work back in college and on the outcomes for students. Many people reported an increase in self-confidence which has had a number of consequences including a rejuvenation of their enthusiasm and motivation, as well as an increased interest in taking their careers further.

## How Principals and Senior Managers view impact of programmes

In addition to asking how individual participants would describe the impact that the learning has had on them, Principals and senior managers were also invited to comment on the changes they had seen in participants whilst on and following on from the programmes.

- **More confidence and ability to lead teams more effectively**
- **Ability to look outside college and work with other partners**
- **Common language helps to improve communication in colleges**

Most Principals have had experience of leadership programmes in a number of ways – as contributors, as members of the Executive Group for Leadership Programmes, as mentors and as line managers of senior staff who have taken part in programmes. Examples of change that Principals and senior managers have seen include:

- ✓ *“Staff have better management techniques to take their teams forward”*
- ✓ *“People are much more reflective”*
- ✓ *“There is a wider perspective”*
- ✓ *“It has made them more ambitious”*
- ✓ *“They have a shared language”*
- ✓ *“People get the external context and the wider picture; it gets them out of silos”*
- ✓ *“Middle managers have really improved in how they lead and manage staff which means it's better for learners.”*

The stories that they told about the impact of the programmes were strongly related to an increase in confidence leading to more effective team leadership.

## Destinations and changes to roles

We know from the interviews and questionnaires done that individuals perceived themselves to have grown and developed personally. To find supporting evidence of this, HR staff and Staff Development Officers were invited to provide information about role changes that they had made since the programme. These may have been promotion or a simply a change of type of role.

- **95 participants were reported as having experienced a change in their role of some kind since the programme**
- **70 participants had had a promotion or had increased their responsibilities in colleges**

HR and Staff Development Managers were asked for information about the impact of the programmes on the participants from their colleges. Colleagues varied in the degree of detail that they supplied in response to questions about impact of the programme over time on the 172 Partnership staff who had taken part in programmes from 2004-2009. Most who responded were able to provide details when participants had taken up new positions within their college, the Partnership or outside Hampshire. A few included short details of an outcome related to a specific part of their role which had been tackled differently following their participation in a programme.

Staff Development Officers and/or Heads of Human Resources were asked to provide information that they thought would be useful in measuring outcomes of the programmes. It was suggested that this might include:

- Change of job
- Promotion
- Movement to another college in the Partnership
- Movement to another college out of the Partnership
- Any changes to the success of the area led by the participant
- Any changes to attitudes and behaviours eg in relation to self-management, team management, other.
- Any other comments that you have that would help us to assess the impact of the programmes

All of the colleges completed the impact questionnaire. The information provided was largely in relation to **any change to the person's** role eg a promotion, additional responsibilities, a move away from the college. A few colleges provided additional information about changes to performance eg

- ✓ ***“Successfully achieved “Investor in Careers” award for the college”;***
- ✓ ***“Excellent comments from departmental staff about his team management abilities.”***
- ✓ ***“Same post but massive improvement in results”.***

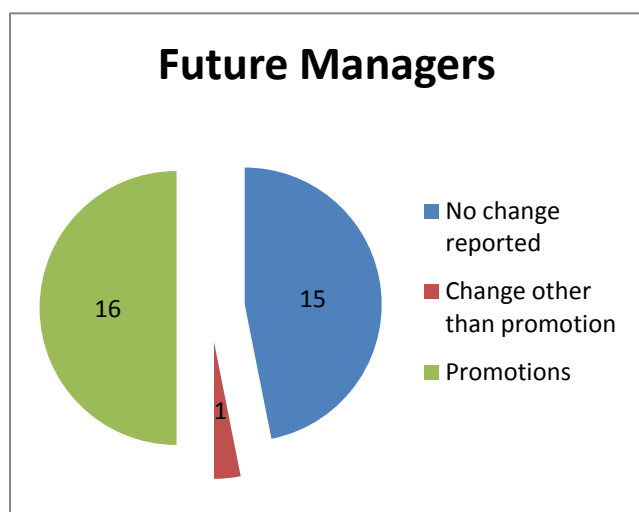
Of the feedback received on 172 participants:

**95 participants were reported as having experienced a change of some kind** – a promotion, increased responsibilities, left college, career change, or changed the way they worked in college.

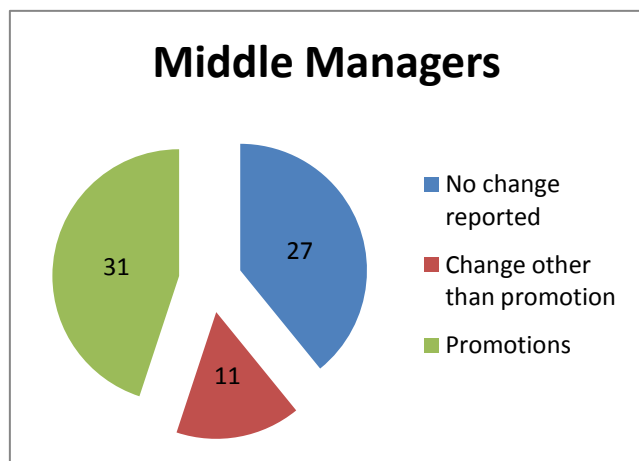
**70 participants had had a promotion or had increased their responsibilities.** Of these, 57 were in the same college and 13 had moved to a new employer - 5 in another Partnership College; 4 to a college outside the Partnership; 1 to HE; 1 to a school and 2 elsewhere. (See appendix 2)

Of the 25 who had a reported experience of change that was not a promotion or new responsibilities - 3 had retired (MM and SSTL); 2 participants had decided to take on non-leadership roles since taking part in the programme (MM); 2 moved to new jobs in the Partnership; 1 had moved to HE (SSTL); 1 had changed career (Nursing – SSTL); 1 had moved abroad (FM); and 1 had moved to a training provider (MM). The remainder had positive comments about changes to practice and outcomes, or their whereabouts were unknown (see appendix 3)

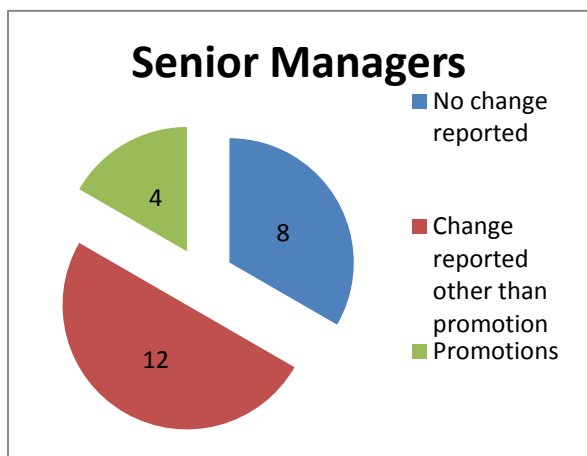
As far as looking at promotion or change of role by specific programme, see below charts.



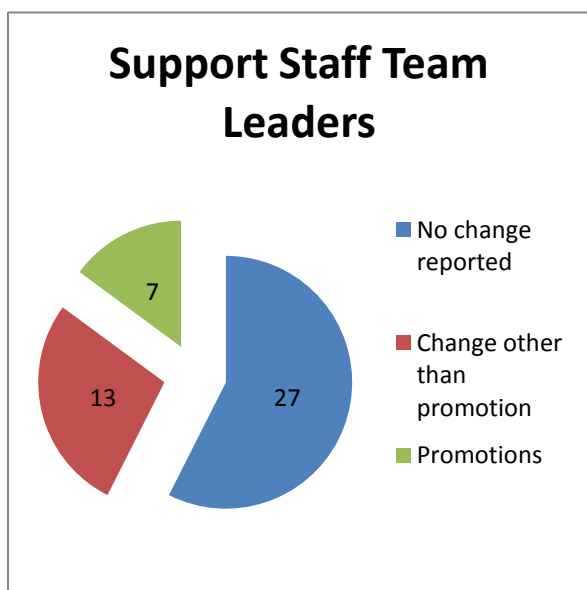
The Future Managers' programmes for 2008 and 2009 included 32 participants. Of these, 17 had experienced a change of some kind following the programme – 16 had had a promotion or increased their responsibilities – 1 had gone to another Partnership College, 1 to a non-Partnership College and one had moved to a school. The remaining person had moved out of the country.



The Middle Managers programmes up to 2009 have included 69 participants. Of these, 42 had experienced a change of some kind following the programme – 32 had had a promotion or increased their responsibilities; 2 had retired; 2 had returned to main scale teaching; 1 had become part-time; and the rest had managed a large change successfully or had changed the way they managed in a noteworthy way. 5 participants had moved out of college – 1 in a Partnership College, 2 in colleges out of the Partnership and 2 to other employers.



The Senior Managers programmes for 2008 and 2009 included 24 participants. Of these, 16 had experienced a change of some kind following the programme – 15 had had a promotion or increased their responsibilities; 1 person was undertaking training to become an Ofsted Inspector. 4 had moved colleges - 3 within the Partnership and 1 to an FE college in Hampshire.



The Support Staff Team Leaders' programmes up to 2009 (2003, 2005, 2007 and 2008) included 47 participants. Of these, 20 had experienced a change of some kind following the programme – 7 had had a promotion or increased their responsibilities and of these 6 stayed in the same college and one moved into HE. Of those experiencing change that was not a promotion: 1 was in the same role but had "gained in confidence and management skills; 1 had moved to HE; 1 had changed career (Nursing); one had "Successfully achieved "Investor in Careers" award for the college"; 1 had retired, 1 had moved to another college in the Partnership; 1 had changed to a new sector and 5 had left to unknown destinations. Some of these may have been promotions but were not reported as such.

There has been significant positive movement of staff who had participated in the programmes. There was relatively low movement outside the Partnership.

## Perspectives on Current Leadership

Both middle and senior managers surveyed appear to be **comfortable with their ability to lead others** and have a clear awareness of what leadership is (both what they do well and what they would like to be better at). When asked if **they understood their role as a leader** they were unanimous in their positive response.

Middle managers saw their leadership strengths as **setting clear direction, empowering others, and communicating well** and they clearly understood the importance of role modelling the behaviours they would like to see in others.

Most but not all of them believed they are able to do their job effectively, despite the demands placed on them by the challenging environment in which they work. Where the response was “no” it was due to **overload, fire-fighting** and currently being in the middle of restructuring with a lack of clear line management.

When asked how they would describe **the current leadership** that they see in their own college, the response was – not surprisingly – **very varied**. The whole spectrum from micro-management to “professional and quality led” was covered. There are clearly more positive descriptions of leadership than negative but the variety of responses might provide the basis for further exploration within each of the colleges.

Senior managers when asked about their leadership strengths saw that **leading by example** was their strength. In addition they cited clarity of communication, supporting team members and ensuring they set direction. They were **unanimous** in their positive response to **being able to do their job effectively**. The main reasons for this were having a clear remit, being able to manage their time and being comfortable with prioritising tasks.

Their views on the leadership within their own college, much like those of the middle managers, presented a very mixed picture. The spectrum this time ranged from “authoritative to outstanding” other descriptors that appeared more than once were “dynamic”, “open” and “effective”.

### Understanding the Operating Environment

Understanding the context in which managers work has always been one of the core pieces of the leadership development programmes at middle and senior levels, so it seemed appropriate to check how well both groups felt they understand the environment in which they operate. The general consensus at middle manager level was that they **have a good understanding** and it supports them in being successful in their role by **feeling more in control and able to prioritise**. The senior managers' responses were similar though with a stronger emphasis on how having a good understanding of the operating environment gives them the **confidence** and the ability to be more **proactive in planning and decision-making**.

This is clearly an area that has impact on the effectiveness of managers at both levels and should continue to form part of their overall leadership development. The perspectives of current leadership in colleges varied amongst those questioned for the review and ranged from poor to excellent. Everyone understood how good leadership and good knowledge of the operating environment enabled them to work more effectively.



## Perspectives of the future

In the on-line survey participants were asked about their views of the future. Not surprisingly the elements of change that are already hitting the sector came out in their responses, budget cuts accompanied by increases in learner numbers, along with the prospect of a change of government and some of the unknowns that it might bring.

Senior managers' responses demonstrated a pragmatic and people focused response, seeing the need to:

- focus on supporting and motivating staff
- focus on efficiency
- find smart ways to do things
- 

In the responses from middle managers there was a stronger focus. Their concerns were about

- the impact the changes would have on what and how they deliver courses
- lack of funding being a major hurdle

When questioned on the impact the future changes would have on them, stress was often cited but some clearly saw the changes as an opportunity to learn to do things differently, focus more closely on their teams, work collaboratively and generally try not to fight it!

There were too few responses from Future Managers Programme Participants and Support Staff Team Leaders Programme participants to report their comments.

In the telephone interviews conducted with Principals or members of their senior teams, some strong messages came through about what the future was going to be about.

Key themes were:

- An agenda of partnership – be clear on benefits rather than threats of working more closely with communities
- A focus on what we are doing for all children in the community – particularly the disadvantaged
- There will be significant change - staff really need to understand this
- Working in a competitive environment
- Staff to have a better grasp of the finances so they can understand the financial context and work well within it

It is quite clear, and not surprising, that the hierarchical level at which you operate informs your view of the future. However, there are already strong indicators that both middle and senior managers need to look beyond their college in their day to day work and this is something that could be addressed more specifically in future leadership programmes.

## The Leadership needed for the Future

One of the aims of this research was to gain an understanding of the perspective of the future that both participants and senior managers had of the future and the leadership that they perceived would be essential for success. Several core skills were highlighted as development areas to help them lead and manage better:

- **Coaching**
- **Managing underperformance**
- **Delegation**
- **Working in partnership and in the wider community**

Participants were asked what had been useful about the programmes; what other development opportunities had been available; how participants want to develop in the future; what the key priorities were for leadership; what were they working towards in their careers.

### **What's been useful about the programmes?**

There were lots of positive comments about the usefulness of the programme. Those taking part valued:

- ✓ the opportunity to reflect on their own performance and receive 360° feedback.
- ✓ having a mentor
- ✓ learning about coaching and practising those skills
- ✓ working alongside peers on practical problems that they faced
- ✓ learning about managing change
- ✓ having practical tools for developing strategy and vision
- ✓ understanding how to influence different stakeholders

### **What other development opportunities have been available?**

Many of the additional development opportunities available seem to derive from within the Partnership or other collaborative initiatives. Questionnaire responses included:

- ✓ lesson observation training
- ✓ support from other middle managers
- ✓ mentoring
- ✓ visiting departments in other colleges
- ✓ line manager
- ✓ coaching
- ✓ 2 said "none"

## How do participants want to develop in the future?

There was a strong message from **everyone** – participants and Principals - that it would be helpful to have more opportunity to develop skills in **coaching**.

All participants on Future, Middle and Senior programmes are introduced to and practise coaching as a tool for improving performance and maximising motivation. However, the time available on the programme is probably not enough to develop long-lasting competency and other options could be pursued in the future eg training trainers in colleges. The possibility of programme mentors developing their coaching skills was also suggested.

**Senior** and **Middle** Managers felt that they could do with more help in **managing under-performance**.

Although a lot of the impact feedback indicated that participants were better equipped and more likely to challenge underperformance after having been on a leadership programme, there remained a feeling that more help would be valuable. There were also some concerns that the need to be high performing was sometimes undermined by structures and procedures to challenge poor performance.

**Middle** Managers felt that they would like to develop more skills to help them improve **delegation**.

Participants suggested that they were more inclined to delegate following the programmes. They saw the value of involving staff in the leadership of their teams. However, the additional feedback gathered during this review indicated that this remained a difficult part of their role. Middle Managers in the focus groups felt that it would help if there was more clarity from the top of their organizations about their role as leaders and an acknowledgement that effective delegation was a strength, eg via the appraisal system.

**Principals** in particular emphasised the potential impact of the changes to local government, the need to work in partnership and the growing breadth of responsibility for local communities.

## Key priorities for Leadership

The review provided the opportunity for those questioned to prioritise key aspects of leadership in the coming months and years.

Principals	Senior Managers	Middle Managers
Flexible individuals and organisations	Responsiveness to change	Ability to manage change
Coaching, motivation and personal development of others		
Being prepared for what is ahead	Clarity of strategic vision	Clear vision
	Communication	Effective communication
		Decision making
Partnership and networking		

Improving knowledge in: <ul style="list-style-type: none"> <li>✓ accounts</li> <li>✓ personnel</li> <li>✓ the wider operating environment</li> <li>✓ local government and schools</li> <li>✓ instrument and articles of governance</li> <li>✓ performance measures at all levels</li> </ul>		
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### **What are people working towards in their careers?**

Although some people were keen to remain in their current posts during a time of turbulence, others were more ambitious in their aspirations. Senior Managers were looking at future appointments as VPs, APs and Principals with one person looking to move to the local authority. Middle Managers were planning career moves towards Head of Faculty, Curriculum Manager, VP, AP, Principal, consultant or Head of a School Sixth Form.

The key priorities for Leadership identified by those questioned focussed both on the development of some key skills needed to do their jobs more effectively – coaching, managing underperformance and delegation – and also on a broader approach to leadership, within local communities and in partnerships.

## Conclusions

There is no doubt that:

- **The Hampshire Sixth Form Colleges' Partnership Leadership Programmes are highly valued by Principals and participants**
- **The impact of the programmes has been significant for individuals' development and for leading to improvements in colleges**
- **The format of the programmes is successful and flexible allowing for them to take account of the changing economic and political environment**

Throughout all of the discussions with participants and senior managers there was a constant reference to the increase in confidence that the learning on the programmes had brought about. Along with specific skills and leadership behaviour development for the individuals, their teams and their learners had clearly also benefitted. In addition the growth in confidence increased participants' desire to progress in their career or, at least, expand the remit of their roles within the confines of the Partnership.

The programmes enable participants to understand some of the core concepts of leadership and to broaden their thinking about the operating environment which in turn leads them to be more effective in their jobs. However, they are currently focused predominantly on their internal environment. To meet future challenges they will need to also focus on the external environment.

The programmes are often the only formal leadership development opportunities provided for both middle and senior managers in Partnership colleges.

Participants are clear about some of the skills, knowledge and behaviour that they need and want to develop to face the future.

There are opportunities to further refine and develop the content of the programmes.

## Recommendations

### For the programme:

1. The Hampshire Sixth Form Colleges' Partnership Leadership Programmes should continue and develop
2. The programmes should include opportunities to work on current concerns for the sector eg within the case study problems set for participants in the strategy focused workshops
3. The current opportunities within programmes for understanding the operating environment, partnerships and links with the wider community should be reviewed to ensure that they reflect the emerging agenda
4. Areas covered by the programme but felt to remain a concern for participants (delegation, managing under-performance, managing change) should be reviewed to ensure that learning and confidence increases in these area
5. Opportunities for sharing expertise within the Partnership should be investigated in order to cover some of the areas highlighted by Principals as potential knowledge gaps eg financial management, personnel expertise, local government, Instrument and Articles of governance

### For the Partnership

1. Opportunities for cost-effective provision of coaching training within the Partnership should be investigated eg some cascaded learning by training trainers
2. Joint training/development opportunities with schools and local authorities should be explored

## Acknowledgments

*The authors would like to acknowledge the support and involvement of the following people without whom this report would not been as rich in content: all past participants in the leadership programmes who contributed to the review data either through surveys, review days and in particular the middle and senior manager focus groups; Principals and senior managers in the Hampshire Sixth Form Colleges' Partnership who were interviewed; the Partnership's Executive Group for Leadership Programmes who supported the production of the report. Finally, the report was written in partnership with financial support from LSIS.*

## Appendices

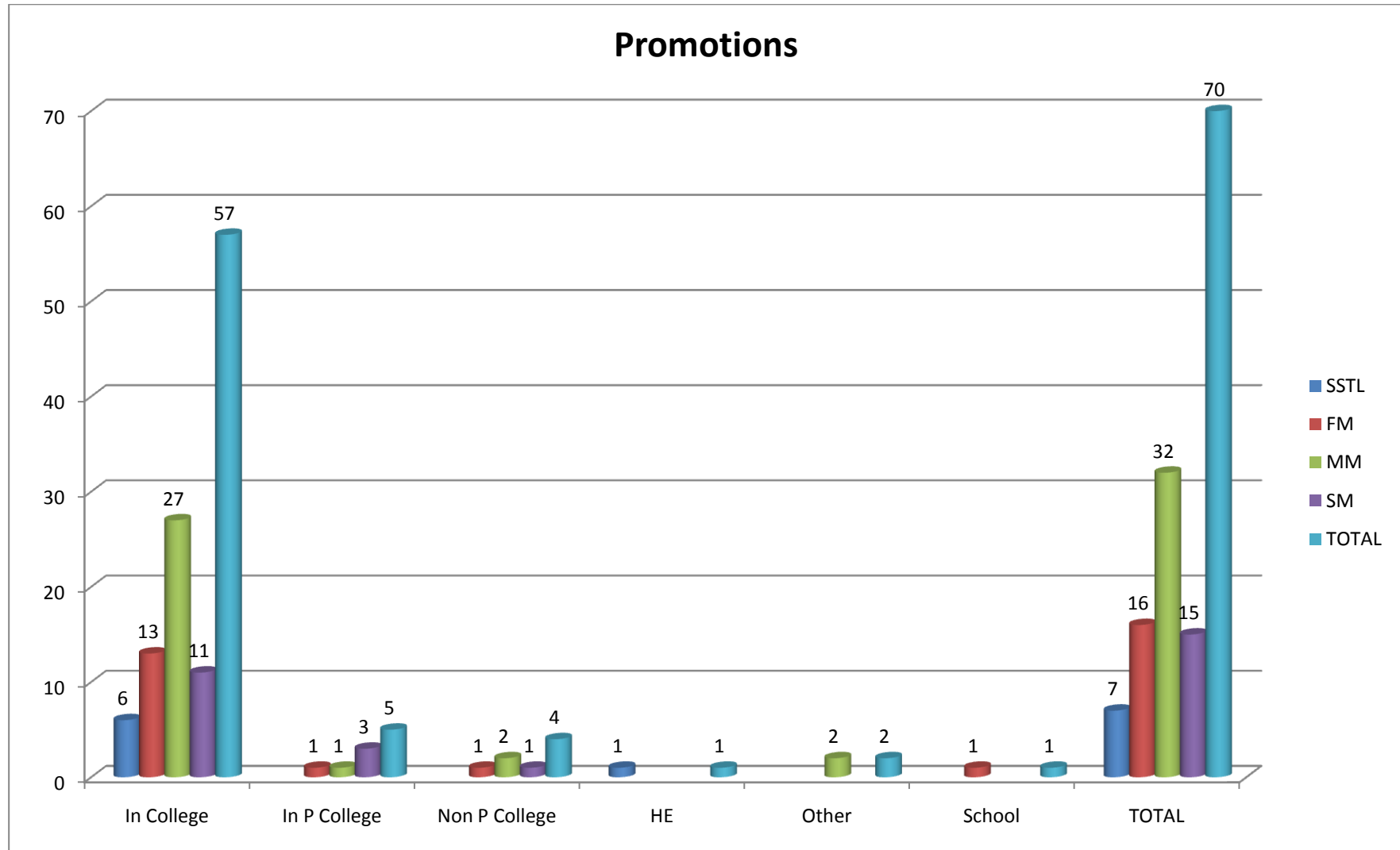
### Appendix 1

#### Programmes and participant numbers 2003 - 2009

	No. of participants
<b>2003</b>	
Support Staff Team Leaders 03	9
<b>2004</b>	
Middle Managers MM04	11
<b>2005</b>	
Support Staff Team Leaders 05	13
<b>2006</b>	
Middle Managers MM06	14
<b>2007</b>	
Middle Managers MM07	14
Support Staff Team Leaders 07	13
<b>2008</b>	
Future Managers FM08	20
Middle Managers MM08	15
Senior Managers SM08	12
Support Staff Team Leaders 08	12
<b>2009</b>	
Future Managers FM09	12
Middle Managers MM09	15
Senior Managers SM09	12

## Appendix 2

### Promotions of the 172 participants on leadership development programmes





### Appendix 3

#### Change as opposed to promotion

