



Leadership and Management Standards in the UK Lifelong Learning Sector

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UK VET Leadership & Management

- Lifelong Learning sector (LLS) - VET
- c. 600,000 staff and six million learners
- Further education (FE) colleges, work-based learning (WBL) providers, sixth-form colleges, specialist colleges and adult and community centres (ACL)



UK VET Leadership & Management

- VET colleges make important, but often *underestimated* contributions to local economy, participation in education: ‘Cinderella’ service; ‘middle child’
- Engagement of VET with multiple internal and external communities and complexity of provision are ongoing *challenges* for effective leadership

VET leadership challenges

- increased diversity and multiculturalism of local communities, learners, staff
- succession planning: future leaders
- leadership for international markets
- economic and globalisation challenges re. curriculum dev/ learner achievement

(CEL, World Class Leadership 2006)





- Weaknesses in FE leadership identified by Ofsted in inspections 1992-2008
- Leadership weaknesses also identified by Sir Andrew Foster: 2005 review of FE (*Realising the Potential - A review of the future role of further education colleges*)
- Leadership **challenge**: vital role of FE to deliver policy & public sector reforms



Leadership and Management Research

- Kouzes and Posner (1993): trust and credibility of managers is built on values-oriented leadership characterised by integrity, honesty, high standards of moral conduct and emotional intelligence.

Leadership and Management Research

(CEL, Lancaster, Collinson, 2006)

- Interviews with 140 employees: researchers saw leadership as a dynamic interactional process between 'leaders' and 'followers'
- Job of principal challenging/ stressful- reducing applications for principal job
- Findings: high staff motivation, dedication, prefer leadership based on consultation; praise a key staff motivator; unanimous re. *vital importance* of effective leadership

Research - 'New managerialism'

- UK public sector leadership in higher and further education increasingly dominated by 'power culture' of 'new public management' ethos of accountability, regulation, surveillance
- Collegiate academic values challenged by expedient instrumentalism of 'new managerialism' (Deem and Brehony 2005).



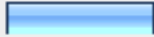



Research: (Jameson, 2006, 2007, 2008)

Thirty interviews and 241 survey responses:
managers and academic staff (varied levels) in
UK post-compulsory sector during 2004-08

Research Dates	2004-05	2005-06	2006-07	2007-08	TOTALS 2004- 2008	
					Interviews	Surveys
Interviews: Mixed levels	10			20	30	
Survey 1: Mainly SMT		79				79
Survey 2: Mixed levels			145			145
Survey 3: Trust, all levels				17		17
TOTALS	10	79	145	17	30	241

Table 1: Leadership Interviews and Surveys carried out 2004-08

21. How would you rate management in the organisation you work for according to Blake and Mouton's (1978) four profiles for management (re. management concerns for people, tasks and/or teams)?

		Response Percent	Response Count
<i>Impoverished management</i> - low concern for both tasks and people		6.7%	6
Authority-compliance management - high concern for task, but low concern for people		34.8%	31
<i>Middle-of-the-road management</i> - moderate concern for task, moderate concern for people		15.7%	14
<i>'Country club' management</i> - low concern for task, but high concern for people		2.2%	2
Team management - high concern for outcomes, high concern for people		34.8%	31
Other (please specify)		5.6%	5
		<i>answered question</i>	89
		<i>skipped question</i>	56

Research – Trust and Leadership in LLS

- Some excellent leadership, some satisfactory, some very bad: inconsistent: Improvements and standardisation of leadership needed
- Academic staff may find it hard to *trust* coercive managers: trust requires long-term mutual support... difficult for organisations run on “command and control” systems....
- Yet trust, agency and values-based leadership do exist in selected excellent institutions

(Jameson and Andrews, 2008)



- To improve leadership in VET, the Centre for Excellence in Leadership (CEL) launched by UK govt Oct 2003 to foster ***world-class leadership***, transformation and capacity building across the learning and skills sector
- CEL now part of the Learning and Skills Improvement Service (LSIS)

- UK Government: passed new regulations to professionalise the FE/VET workforce, setting **standards for leaders** from Sept 2007
- FE White Paper 2006: *Raising Skills, Improving Life Chances* introduced *Further Education (Principals' Qualifications) Regulations*
- Applies to all newly appointed VET principals: delivered in The Principals Qualifying Programme (PQP) by CEL/LSIS: 26, 120 part.

National Occupational Standards (NOS)

The NOS for management and leadership are statements of best practice that:

- Outline performance criteria, skills, knowledge and understanding: management & leadership
- Describe leadership and management functions and activities at various levels of responsibility and complexity
- Are relevant to leaders and managers across different organisations, industries and sectors



UK National Occupational Standards (NOS) in Leadership and Management

- NOS are based on Institute of Leadership and Management Standards
- Lifelong Learning UK (LLUK) : *National Occupational Standards for Leadership and Management in the Post-Compulsory Learning and Skills Sector* (2005) contextualised version of *Management Standards* needed for further education, adult and community and work based learning (2007 consultation)

UK Management Standards Centre





MSC Standards

- **Key Purpose of Management & Leadership is to....**

Provide direction, gain commitment, facilitate change and achieve results through the efficient, creative and responsible deployment of people and other resources



Skills for Learning Professionals

Benchmark role specifications for principals of further education, sixth form and specialist colleges

November 2006

Lifelong Learning UK

The sector skills council for the post-compulsory education and training sector



LLUK

Benchmark role specifications for VET Principals: Six key elements

1. Planning for the Future (*strategic focus*)
2. Leading Learning and Teaching (*learner and learning focus*)
3. Employing, Leading and Developing People (*people focus*)
4. Managing Operations, Finance and Resources (*operational focus*)
5. Accountability, Responsibility and Risk (*accountability focus*)
6. Working with Partners, Employers and Networks (*systems focus*)



LLUK

Benchmark role specifications for Principals

are referenced to the *National Standards for Leadership and Management* (MSC 2004) the *National Occupational Standards for Leadership and Management in the Post-Compulsory Learning and Skills Sector* (LLUK 2005) & *CEL Leadership Qualities Framework* (2005) – national consultation


These specifications are referenced to the National Standards for Leadership and Management (MSC 2004), the National Occupational Standards for Leadership and Management in the Post-Compulsory Learning and Skills Sector (LLUK 2005) and the CEL Leadership Qualities Framework (2005). They have been subjected to comprehensive national consultation.



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Benchmark role specifications for Principals:

Now being applied in the UK *Principals' Qualifying Programme* for training and assessment: 26 new UK VET Principals have now passed the PQP programme



The following statements outline the role expectations of the principal of an FE college

The Principal must:

- Lead the college with passion and energy, inspiring others
- Provide clear strategic leadership which takes account of the current policy agenda
- Work closely with and support the college board of governors
- Focus clearly and consistently on the mission, purpose and outcomes of the college
- Ensure that the college provides excellent teaching and learning
- Promote the interests and engagement of students and employers within the college
- Set clear performance standards to achieve high standards of quality and service
- Manage the college efficiently and effectively based upon clear and agreed performance standards
- Encourage all college staff to continually develop and improve, building college capability
- Create positive relationships and develop collaborative working with other organisations
- Take responsibility for leading delivery and beneficial change

Recommendations

1. Development of world-class leadership in line with the MSC Leadership and Management Standards is recommended to achieve increasingly high quality provision and success for learners in VET
2. Further research is recommended to assess the extent of ongoing development needs regarding globalisation, sustainability, economic and diversity challenges for VET leadership and management

Acknowledgements

CEDEFOP, TTNET staff and colleagues

Research participants in interviews and leadership surveys carried out during 2004—8 in FE and HE

Funding from the *Centre for Excellence in Leadership/LSIS* was provided for several projects

Dr Margaret Andrews, co-researcher, 'Trust and Leadership'

For selected surveys & interviews, data were commissioned by, but do not necessarily reflect the views of, the Centre for Excellence in Leadership (now the Learning and Skills Improvement Service)