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**An Analysis of Perceptions of the Skills and Knowledge Required for
Leadership and Management in Further Education.**

Julian Walden

A thesis submitted to the University of Huddersfield in partial fulfilment of
the requirements for the degree of Master of Philosophy.

The University of Huddersfield

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Abstract

This is a study of college managers perceptions of the skills and knowledge required for leadership and management in further education. Data was generated using interpretive methods, guided initially by the literature review to generate questions that formed the basis of semi-structured interviews which in-turn informed further questions through the use of a questionnaire. The fieldwork was conducted in four further education colleges in the north of England, it explores management and leadership and reviews the perceived skills and knowledge needed to lead, how these can be gained and what motivates people to aspire to senior leadership positions. The findings show a number of ambiguities in management roles in education and the complexities of managing in the age of New Public Management. This study captures insights which have the potential to inform future research into education management and highlights the possible inadequacies of formal leadership development for leader-academics in further education.

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I would also like to acknowledge those that have contributed to the data generated in this study, particularly those who gave up time during their busy working days to take part in the interviews. I hope that your investment in time along with mine is of value to the development of those waiting to follow in our footsteps.

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Glossary of Abbreviations and Acronyms

BERA	British Educational Research Association
BIS	Department of Business, Innovation and Skills
CEO	Chief Executive Officer
CEL	Centre for Excellence in Leadership
CIF	Common Inspection Framework
CPD	Continuous Professional Development
CV	Curriculum Vitae
DCLG	Department for Communities and Local Government
DfES	Department for Education and Skills
DfEE	Department for Education and Employment
DIUS	Department for Innovation, Universities and Skills
EBM	Evidence Based Management
ERA	Educational Reform Act
EV	External Verifier
FE	Further Education
FEU	Further Education Unit
FTMs	First Tier Managers
HE	Higher Education
HEIs	Higher Education Institutions
HRM	Human Resource Management
IP	Investors in People
ILEA	Inner London Education Authority
ITB	Industry Training Board
ITT	Initial Teacher Training
LAMTK	Levels of Accumulated Managerial Tacit Knowledge
LEA	Local Education Authority
LSC	Learning and Skills Council
MBA	Master of Business Administration
NCSL	National College for School Leadership
NPM	New Public Management
NPQH	National Professional Qualification for Headship
NVQ	National Vocational Qualification
OED	Oxford English Dictionary
Ofsted	Office for standards in education, children's services and skills
PCET	Post Compulsory Education and Training
PGCE	Postgraduate Certificate in Education
SFA	Skills Funding Agency

SMT	Senior Management Team
UK	United Kingdom
VRQ	Vocationally Related Qualification
YPLA	Young People's Learning Agency

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An analysis of perceptions of the skills and knowledge required for leadership and management in further education.

Chapter One

1.0 Introduction to the study

This is a study of perceptions of the skills and knowledge that managers in further education (FE) have, and think that they will need, to progress in their careers. It also examined individuals' motivation in relation to career progression, and current management practices. One ambiguity acknowledged throughout the study is the blurring of the roles of junior managers, sometimes referred to as first tier managers (FTMs) and the plethora of titles such as Programme Area Leader, Programme Manager or Curriculum Coordinator (Rabey, 2008). According to Lumby (1997) the first tier of managers could make up anywhere between 1% and 20% of employees in colleges and therefore, as also suggested by Whitchurch (2010) in Higher Education (HE), working out what they do can be problematic.

The development of a research question is of particular importance in planning the research, such questions are advantageous as they are simple and direct and invite an answer to help provide a focus to direct the reader's attention (Polit and Hungler 1993). The difficulty in framing the research question was that there was no hypothesis to test and the question itself developed through wider reading on leadership and management. The introductory chapter gives background information about the organisations where the empirical data was generated, and the reasons for carrying out the study as well as considering local and national issues within the FE sector. It goes on to provide a rationale for and outlines the aims of the study. A literature review enabled primary research methods to be identified and also provided academic rigour to the analysis.

Following an analysis of the findings, conclusions are discussed and recommendations are made for future action and additional research.

1.1 Background to the study

I am a white male, aged mid-forties and have worked in FE for seventeen years, first as a lecturer in construction, then as a Curriculum Manager, and now as a Director within the School of Construction. For most of the study I was based in a medium to large sized college of further and higher education referred to throughout the study as organisation N. During the final year of the project, and largely due to the knowledge gained from the work already completed in this study and from the wider reading I was promoted to the post of Director at a large College of FE referred to as college W throughout the study. From 2003 I have also been engaged in two additional roles, one of which is working for the main awarding body in construction as a Qualifications Consultant (QC) and the other as a subject specialist lead tutor for construction, delivering a module of a teacher-training programme for the local university. During the last nine years, whilst working as a manager in education, it has become apparent that the key to success in management is in being able to select and retain the best people available. Blair (2003, p2) agrees with this assessment when he says “managers realise that their most valuable asset is their workforce”, while Bush and Middlewood (1997) state that people are the most important resource in an organisation and that appointing new staff is the most important task that managers undertake. Since the Education Reform Act (ERA) of 1988 there has been a shift towards autonomy in colleges and self-management is advocated on the basis that decisions are more likely to be appropriate if they are taken by somebody inside the institution, rather than by somebody in central and local government (Coleman and Bush 1994).

In April 2001, the Learning and Skills Council (LSC) was made responsible for funding and planning further education. Their mission outlined in the LSC prospectus, *Learning to Succeed* (DfEE, 1999), challenged educational providers to raise participation and attainment through high quality education and training. Whilst student achievement was the key drive to this initiative, the effectiveness of management and leadership in FE was seen as the key to successfully achieving these new standards. With this in mind, my interest was in questioning the perceptions of the skills and knowledge required by those wishing to enter management or to progress to senior management. Recruitment and selection of staff is an important aspect of the educational manager's role, and like many other tasks, this is often carried out without any formal training. The reason for this is explained by Crosthwaite and Warner (1995, p1) who stated that:

Heads of department were appointed on the basis of their academic achievement or business experience, but the recruitment specification would rarely have given significance to the skills of managing people and handling change.

This situation has now changed, primarily as a result of recent legislation, coupled with a drive towards a more 'managerialist' approach. The shift towards decentralisation in the public sector and educational organisations has brought with it the need for colleges to take responsibility for matters relating to staff, where previously, a separate 'personnel' function had often been provided by the Local Education Authority (LEA). Individual colleges are now encouraged to plan strategically in their approach to the management of staff. As part of this development a change in language has occurred and the expression Human Resource Management (HRM) has been imported from mainstream management in the commercial world (Anderson 2003). Given the assumption that people are the most important resource in an organisation, it is a truism to say that appointing new staff is the most important task that managers undertake

(Bush 1994). Whilst carrying out the study there was a deliberate intention to investigate management strategies, it would be axiomatic to assume that this would be used for personal benefit as part of a job role and to facilitate personal career progression. The wider reading will give an insight into management activities from a wide range of organisations in addition to management in an educational context to give the study a more robust approach to general management activities. It will also review some historical management practices as many management theories are re-engineered from early managerialist and motivational writers. It is realised that this piece of work is transient and will show only contemporary perceptions that will differ to those of our antecedents and will change again in the future, as working practices alter, but it will contribute to the existing knowledge of leadership and management in education and will provide additional hypotheses for future investigations that will further the practice of leadership.

1.2 National context of the study

The FE sector in Britain, referred to by (Page, 2011, p101) as the educational ‘other’ to schools and universities”, educates around 3,000,000 learners per year (AOC 2008, 2009) and currently has 446 colleges in England and a further 150 in other areas of the United Kingdom (UK), the sector also includes many private training providers and along with universities they come under the Department for Business, Innovation and Skills (BIS), the sixth largest spending department in Whitehall with a budget of some £22 billion for 2009 / 2010. Records show that the number of students completing university is at a 10 year high and 86% of full time students are leaving higher education (HE) with a qualification. Over two million people have completed apprenticeships since 1997 and plans for 250,000 new starts a year are under way as apprenticeships become a focus of the Coalition Government’s policy towards FE and

skills; which saw £605m earmarked for apprentices in 2011-12 from a teaching and learning budget of 3.1bn (BIS, 2010). On top of this a record number of adults gained vocational qualifications in the 2008 academic year, with 320,600 achieving the equivalent of five GCSEs at grade C or above, an increase of over 35% from 2006/07 (BIS, 2010). Despite the fact that FE remains paradoxically important and insignificant and is poorly understood (Jameson and McNay, 2007), it is central to the national skills agenda (Brown, 2010). The FE sector has expanded in recent years; though this can in part be attributed to the demographic profile, there have also been a number of government initiatives for increasing the widening participation and inclusive learning agendas, attracting learners that have previously faced significant barriers to education and to getting a job. Expanding access to post-compulsory education and training (PCET) especially for traditionally non-participating groups has been a policy priority for many years, though it only became a focus in government policy following the publication of *The Learning Age* (DfEE, 1998). This paper called for a sustained period of raising aspiration and achievement with the government's role defined as helping to create a framework of opportunities for people to learn and to remove any barriers that prevent them from accessing these opportunities (Norman and Highland 2003; Kelly, 2006). The increase in numbers arising from these policies has led to a high demand in recruiting skilled staff and managers into FE. The FE sector is also under increased scrutiny with a lack of guidance and ambiguities surrounding the relevance and appropriateness of professional qualifications, training and knowledge of subject specialist teachers. The LSC mission outlined in their prospectus, *Learning to Succeed* (DfEE, 1999), challenged educational providers to raise participation and attainment through high quality education and training that put learners first, essentially saying to providers that their business needed to meet the needs of their learners. As part of the development of the *Learning to Succeed* programme (DfEE, 1999), the 'Success for

All' change programme was introduced in June 2002 (DfES, 2002). The plan highlighted the importance of the role played by FE colleges in contributing to government education and skills priorities, and set out proposals to support and address areas of weakness brought about by a funding regime which forced colleges to expand whilst cutting unit costs, and lacked clarity in terms of a clear framework for accountability of standards. The document also described the government strategy for reform through key goals for the future such as meeting the needs of individuals, improving choice, prioritising teaching and learning, developing the teachers and also the leaders of the future (Latchem et al, 2001). The development of leaders is a significant step in an area that despite huge and rapid growth in the last thirty years remains under researched and under theorised (Briggs and Coleman, 2007; Gunter and Ribbins, 2002; Gunter, 2000; Burlingame and Harris, 1998; Culbertson, 1988), especially compared with leadership in schools (Gleeson, 2001). This strategy, to focus on the development of teachers and leaders within the sector reflects national shortfalls in competency and investing in people, and the inability of the FE sector to recruit and retain suitably qualified staff. The disparity of pay with other educational sectors, changes to contractual arrangements following incorporation, constant change in government directives and the poor image of the FE sector, are recognised as contributory factors in this shortage. Constantly the question is being asked, "how can we make our sector an attractive place to work?" (Williams, 2003).

1.3 Local context of the study

Whilst carrying out the majority of the field work (2008 – 2012) I worked as a middle manager (described in section 2) in a medium sized college of further and higher education in the North of England (college N). The college had a turnover of £21,104,000 in the academic year 2009/10 and averaged 557 staff, 41% of whom were

lecturing staff. At the beginning of 2010 there were 33 managers in the college (N Annual College Report, 2010). During the final phases of the writing (2010 – 2012) a promotion included a move to a large college of further and higher education in the North Midlands that had a turnover of £47,936,000 in the academic year 2011/12 (Skills Funding Agency, 2013). The interviews that were used to form the initial part of the study were conducted in colleges N and W as discussed previously and also in two colleges chosen at random, (college C and college G). College C is a small centre, sixty miles away from college N and had an annual turnover of £16,093,000 in 2011/12. College G is a large organisation thirty miles away and had an annual turnover of £45,458,000 in 2011/12 (Skills Funding Agency, 2013). All of these colleges are general tertiary colleges offering broad provision across the full range of vocational occupations and all of them are the main training provider in their region.

1.4 Rationale of the study

The FE sector has undergone radical changes in the past 15-25 years, in addition to the considerable growth through various government initiatives as described at 2.1 the most significant change has been the incorporation of colleges which took place in 1992. This autonomy from local authority control freed colleges from the constraints of local authorities. They were given the responsibility for their own budgets, resources and staffing as well as student intake and retention. However, the self-governance afforded by incorporation was tempered by strong ties between colleges and their local and national LSC as the funding body was then known, which included the requirement to work within a rigid matrix of financial and teaching audits and inspections. As a result these changes have made FE, arguably, one of the most entrepreneurial, yet heavily scrutinised and regulated sectors in education. Much has been made in recent years of the value of ‘good’ leadership in the PCET sector. Good leadership, we are told, is

necessary for improving the quality of teaching and learning and for increasing the effectiveness and competitiveness of our educational institutions. Surprisingly, little is known about what it is that educational leaders actually do (Gronn, 1982, Kelly, 2004, Whitchurch, 2010). Education management as a subject is relatively new, as discussed in section 2.1 and according Gunter, (2000) Burlingame and Harris, (1998) and Culbertson (1988), despite growth in recent years, where it has a significant presence in higher education institutions (HEIs), it remains markedly under theorised, particularly in the UK. The purpose of the study was to find out what the perceived skills and knowledge are to be a good manager / leader and to ascertain how people can enter management and elevate themselves to senior management positions. It will also be essential in the contemporary world described by Flores and Gray (2000), where employment stability was diminished and the notion of career became redundant, replaced by an increasing shift from lifetime employment in a single company to 'portfolio' work that will be more flexible in nature and provide work that suites the skills of the individual. According to Drucker (1995) the knowledge society is a competitive society; with knowledge being readily accessible, everyone is expected to place him or herself, to improve and to have aspirations. It is a society in which many more people than ever before can be successful, but it is therefore by definition also a society in which many more people than ever before can fail. Although this work may lack security, there is a body of thought that suggests that it can be more fulfilling and managers will be required to rise to the challenge of managing knowledge workers, individuals with far different aspirations from the hierarchy conscious personnel of the past (Kennedy, 2002). The growth in education and the recognition of good leadership as an imperative has also brought with it a shortage of good leaders (Foster, 2005). Foster proceeds to recommend that the Government should initiate radical approaches to bring in effective leaders from other sectors to positions in middle and senior

management and ensure their success and impact. It is anticipated that following the analysis of the findings of this study some recommendations will be made that will add value to the perceptions of those who are hoping to become managers in FE, along with those aspiring to work in senior management positions.

1.5 Aims of the study

The aim of the study is to make an analysis of the perceptions of the skills and knowledge required for leadership and management in further education, with the intention of ascertaining whether there is congruence in the perceptions of the skills and knowledge that managers in FE have, or perceive they would need to move into senior management with those of their senior managers. The study aimed to discover what qualifications and skills have facilitated progression of the respondents to their current position, and whether these accord with the perceived skills and knowledge to support promotional aspirations within their institutions. The people who are appointing individuals to senior management positions will then be questioned about what they are seeking when they make appointments. This will give triangulation; this is where “the use of information from two or more sources creates a fuller picture of a situation, rather than the use of one source taken in isolation” (Brown and Dowling, 1998, p9). The findings from this study will contribute to the body of knowledge on management and leadership practices, particularly related to working in the vocational sector of post compulsory education. During the course of the study it is hoped that the acuity of managers to identify their development needs will emerge, it is also hoped to test the motivation of the contemporary portfolio work force in the knowledge society, to see if these are divergent from those that have been accepted historically. As there is no hypothesis to test, the aims will be achieved using a multi-method approach based in the

interpretivist paradigm that includes semi-structured open ended interviews followed by a questionnaire that will address the following objectives:

- Investigating the motivation of managers
- Investigating how initial and on-going training needs are identified
- Ascertaining whether staff perceptions of the skills and knowledge needed to gain promotion are the same as those of the senior managers who will be making those appointments
- Making appropriate recommendations for future practice and for further investigation

1.6 Summary of the introduction to the study

The introduction has described some of the current conditions in the further education sector and has also explained the reasons for studying perceptions of the skills and knowledge required by managers in a FE context. The following literature review is structured to provide a wider understanding of issues related to leadership and management. Although the study is to be set in a FE context; the literature review will be supported by inferences from industry as well as schools and HE. The focus will be around the perceptions of the skills and knowledge required by leaders / managers in FE. The terms Leadership and Management, which initially are used interchangeably, will also be discussed so that the reader has a clear distinction between the two. The literature review will be used to construct open ended questions to managers from FE organisations. It is anticipated that the findings will be used to make recommendations to managers who are seeking progression.

Chapter 2

2.0 The Literature Review

Management research tends to be distinctive partly due to the creation of distinct disciplines within management, as the practice of management is largely eclectic due to the fact that: “managers need to be able to work across technical, cultural and functional boundaries; they need to be able to draw on knowledge developed by other disciplines such as sociology, anthropology, economics, statistics, and mathematics” (Easterby-Smith et al, 2002, p7). In seeking to identify these disciplines the literature review is split into nine sections including the introduction and a summary, at the beginning of the study there were no a` priori assumptions to set up a hypothesis to test and, therefore decided to take a grounded theory approach as described at section 3.2 Methodological Approach. The grounded theory approach failed to follow iterative stages and it was felt that an interpretivist approach would be more appropriate, the sub-headings in this section emerged from the literature review and from the data as they were analysed from the themes that began to be constructed. The subheadings lead the reader through a series of experiences and discoveries in the same way that they were discovered during the study, along the journey these could have been merged and re-split several different times, as the reader will discover there are many areas of overlap.

2.1. Literature Review Introduction

The rationale for this study is the interest in perceptions of the skills and knowledge required by leaders and managers in further education institutions and how managers learn and are able to improve these skills, enabling them to take advantage of promotion opportunities. This has an enormous relevance to the education sector if there is any truth in the claim by McCarthy and Rousseau (2007) that leadership is not as good as it should be across the education sector and that there are an insufficient number of good

managers to run colleges. This is worrying considering that leadership is regarded as critical in the drive towards quality improvement. One of the issues here is that of how the middle managers perceive themselves as many do not necessarily see themselves as leaders but rather as professionals (Collinson, 2003). Alexiadou (2001) suggests that this is probably because most managers in FE began their career in the sector as lecturers in their specialist vocational areas, the way they now manage is shaped by their occupational background, current position, gender and the way in which they attempt to make sense of their personal development, change and position within it.

Investigations into leadership and management should, according to McCarthy and Rousseau (2007, p84) “make it possible for well-informed managers to develop substantive expertise throughout their careers” as research evidence has become central to effective practice in communities of practice, such as those in leadership and management in education. However, “the dearth of research raises a number of questions concerning what constitutes leadership practice in this expanding but largely ignored £10bn sector of public education” (Gleeson and Knights, 2008, p51). The subject of senior management in FE is bound to be of interest to those working in the sector, particularly considering the unprecedented turnover of principals and senior staff in which 32% of 431 colleges (139 colleges) appointed a new principal between 1996 and 2001 (Gleeson, 2001). From the outset of this study there is the issue of juxtaposing the role of the manager, described by Strain (2009, p68) as “maintaining efficiently and effectively current organisational arrangements” with that of a leader, which Gleeson and Knights (2008, p49) say “is an elusive and hard to define concept” which, we are led to believe, transcends the mundane and the ordinary and is associated with more mystical, charismatic qualities such as the ability to influence, arouse, inspire, enthuse and transform (Kelly et al, 2006). Strain (2009) continues that whilst good managers will often exhibit leadership skills the overarching function of

management is towards maintenance rather than change. During the review of relevant literature it will be necessary to conceptualise the nuances of this juxtaposition, unfortunately some of the authors cited throughout the literature review will use the two terms interchangeably without reference to these intricacies. According to Gleeson and Knights (2008) this is a common misconception and at these times the reader will be left to determine whether the works are related to a manager or a leader or if the term is being used generically to describe a person in charge. In the UK this explanation should suffice, although it can be noted that further confusion can arise in other countries where the management function, particular in education, is carried out by people with titles such as superintendent or administrator, which would have altogether different connotations in the UK. As a practice, management has been around for a long time, but as a discipline it was first dimly perceived around the time of the First World War and gained more prominence during the Second World War. In the UK, management was often seen as a class status rather than an activity which can be defined, and its skills taught, learnt and developed. In 1987 this tradition was still prevalent when two critical reports reproached Britain's preparation and development of managers in comparison with other leading industrial nations. These reports showed that in Japan and the USA 85% of top managers had degrees whilst the only available comparative figure in Britain was 24%. Britain graduated only 1200 MBA's in 1987 compared to 70,000 in the USA. This only confirmed what was long suspected, that British managers were amateurs, by comparison with managers in other countries (Handy, 1991; Drucker, 1995). Anderson et al (2002) point out the irony in education that the staff assess the students' performance, the students and managers assess the staff performance but neither the students nor the staff get to assess management performance.

Educational management, as a field of study and practice, is a derivative of management principles first applied to industry and commerce, mainly in the USA. This largely

involved the development and application of theory from industrial models to educational settings. As the subject became established as an academic field in its own right, its theorists and practitioners began to develop alternative models based on their observation of, and experience in, schools and colleges. During the past twenty years, educational leadership and management has progressed from being a new field dependent upon ideas developed in other settings, to becoming an established discipline with its own theories and empirical data. It has a significant presence on the curriculum in Higher Education Institutions (HEIs) in the UK; and currently “15% of students in HE are studying management programmes” (Williams, 2012), though Bryant (2003) and Bryman (2007) point out that there is little research into management in FE; Grummell (2009) takes this a step further and states that the selection of leaders receives very little attention. It is axiomatic therefore that there is a need to conduct more detailed studies of leadership-in-practice (Bush, 2008; Gunter; 2000; Kelly et al, 2006).

One of the catalysts to the managerial reform agenda was the Education Reform Act of 1988, this was significantly accelerated with the Further and Higher Education Act 1992 which saw the removal of colleges from local authority control and governance arrangements altered. Overnight these institutions became self-governing organisations run by independent non-executive boards of management. The changes handed over huge responsibilities to manage multi-million pound budgets, negotiating staff pay and conditions, resolving legal issues of ownership and maintenance of property and so on. Despite the importance and scale of the tasks suddenly laid at the door of FE governors and managers, little was done to support them in preparing for these responsibilities. It was hardly surprising then how quickly a crisis in leadership followed and only goes to demonstrate how little was known about the value of leadership. In the UK Post Compulsory Education Sector institutions like FE colleges are inspected by the Office for Standards in Education (Ofsted) against a Common Inspection Framework (CIF),

which assesses the quality of the organisations provision and can have funding implications attached. One aspect of the inspection is that providers of teaching and learning are graded for the quality of their leadership (Kelly et al, 2006). Kelly (2006, p181) goes on to say that:

Leadership itself has only recently become a category used by Ofsted in their inspection criteria. Before the Learning and Skills Act 2000, the Further Education Funding Council (FEFC) measured colleges on their 'Management and Governance', and it was only after 2000, and the introduction of Ofsted-led inspections guided by a new Common Inspection Framework (CIF), that 'management' was seemingly relegated to second position behind a concern with grading 'Leadership and Management'.

Ofsted have also not made clear in inspection guidance how leadership is to be graded as something distinct from management, an issue that many authors have not reconciled as discussed earlier. Considering that this change has occurred at a time when other reports promoted the importance of leadership for the success of the sector (Department for Education and Skills (DfES), 2002) some have suggested that categories such as 'leadership', 'performance' and 'effectiveness', particularly when used within the public sector, should be viewed cautiously by researchers – not as observable and measurable phenomena through which other political agendas can be played out (Kelly et al, 2006). It appears that 'leadership' has developed political connotations in the UK FE sector as institutions and inspection agencies are encouraged to demonstrate effectiveness and efficiency and improvements in the delivery of teaching and learning through performance management and in the systems used to monitor and control the providers they are also to be judges on their ability to demonstrate an ambitious vision, with high expectations for what all learners can achieve, and attain high standards of quality and performance including actively promoting equality and diversity, tackling bullying and discrimination, and narrow the achievement gaps of marginalised groups.

In addition they will have a responsibility for the safeguarding of all learners and for evaluating the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement and successfully planning and managing the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community (Ofsted 2012). Therefore, leadership as a phenomenon cannot be studied essentially as a set of personal characteristics and skills but must be understood as something more complex. As such, leadership can be seen as being a form of work; work that carries with it social, political and technological dimensions that have been discussed within critical literatures in leadership (Grint, 2002; Knights and Willmot, 2007). Yet despite attempts to widen the scope of research into leadership, the training of leadership skills has become the main approach in programmes of development in public and private sector organisations (Kelly et al, 2006).

2.1.1 The Changing Landscape of Further Education

In the last twenty years there has been significant reform throughout the whole of the public sector in the UK, though it has been driven with greater force in FE than in other sectors (Burchill, 2001) this has particularly altered the way that education management has been practiced. The catalyst for this change in education came with the ERA (1988) and the Further and Higher Education Act (1992), this stimulated the move in education to what Hannagan (2007, p484) calls “new public management (NPM)” which sees the adoption of a business minded approach to education, with a greater need for measurement and recording of performance. Hannagan suggests that the feeling in the colleges at this time was that the emphasis on providing learning was changing to one where achieving financial targets was more important. This was certainly observed in a change in vocabulary that saw the student becoming a customer and the principal

becoming a CEO, and directors of finance being recruited from the private sector. Briggs (2007) reminds us that the operational management of colleges saw traditional roles that were formerly carried out by academics, increasingly replaced by specialist professionals in such areas as accountancy, personnel management or the management of services to students, thus acknowledging the professional status of those roles. Handy (1978) suggests that there is a tendency in society to be over managed and under-led and that in education this has been due to the fact that academic leaders gravitated to managerial roles, something that Belbin (1997) suggests is difficult as the role can be bifocal. This paradigm shift discussed by Randle and Brady (1997) sees a move from professionalism to managerialism and is contested by Lumby and Tomlinson (2000), who argue that the division is not so overt and that principals and senior managers interviewed at the time argue that their main priority is the students and the community. This appears to be based on an idealism that neglects the shift towards a primarily economic agenda that reflects policy developments in FE, based on the “New Right” project that mixes a marketised provision with a highly regulated system of control (Alexiadou, 2001). This accountability at national level became shared with stakeholders in 2006 when the Department for Communities and Local Government (DCLG) decided that the complexity surrounding policy intervention would be reduced by placing localism at the centre of communities, essentially ensuring that policy makers will be able to respond to the communities they serve (Avis, 2009). The effects of this change in accountability and the transfer of power are typical of the move to New Public Management (NPM). Adjusting to this change had its vexations particularly as the changes in funding, characterised by relentless change and turbulence (Edward et al, 2007) which “resulted in widespread staff redundancies and the financial failure of several colleges” (Briggs, 2004, p586). At the height of the changes in the mid-1990s Gleeson (2001) postulated that more than 50% of colleges were financially insolvent. In

FE, similar to most other public services, the burden of NPM transformations fell upon managers who needed to develop new skills in order to cope with the demands placed on these new organisations. With little experience of the management of human resource, systems and business the initial euphoria of college independence soon wore off for 'first wave' principals and senior managers. Many retired early, forced through reduced funding as government changes and industrial disputes over lecturers' pay, conditions and contracts increased (Gleeson, 2001). The literature review, in considering the current position in FE, more than twenty years after incorporation will discuss the perception of the skills and knowledge needed to run a college in 2011 and into the future. In noting the changes since incorporation it will consider the changes in discourse and the assumptions that leadership has become associated with transformational rather than transactional processes.

2.1.2 Managerialism

Before the study of leadership in FE can begin, the scene must be set and some historical perspectives considered. As discussed in the introduction the Post-Incorporation period introduced New Professionalism into the Public Sector and in FE this encompassed a notion of being more business-like with a focus on satisfying the learning needs of the students. According to Briggs (2004) research showed that there was little understanding of how sections of a college work together to create a monolithic approach to being a business and providing a service to its clients. Briggs (2004, p595) goes on to suggest that "this indicates that there is not only a need to understand professionalism but also for professionalism to be shared throughout the organisation". This statement sees the transition of managers being seen as controllers towards the leadership paradigm that comprises the mantra of shared understanding of values and principles. The lack of stability and role change during periods of transition

are characterised by the re-structuring of organisations, this is emphasised in FE by Lumby (2001) who notes that between 1993 and 1999 only 4 colleges from 164 that she surveyed had not restructured while many had restructured several times. This lack of stability continued for the next ten years and has accelerated under the austerity measures imposed by the Coalition Government formed in 2010. One of the main problems for colleges has been their over regulation and multiplicity of targets and audits. External monitoring continues to intensify as leaders continue in striving to achieve targets that are considered to be unrealistic, inconsistent and contradictory often leading to them being counterproductive (Collinson and Collinson, 2009). One thing that Collinson and Collinson (2009) have difficulty in reconciling is the assumption that colleges are empowered to make their own decisions when in fact many leaders feel constrained by government policy rather than designing and implementing a strategy of their own.

2.2 Leadership

In considering the perceptions of the skills and knowledge required to gain promotion to a senior management team (SMT) in a FE organisation, it is pertinent first to look at previous research in the field of leadership. According to Handy (1993, p39) “one group of undergraduates asked, why is leadership even necessary arguing that any group of intelligent well intentioned people can tackle a problem without any leadership”, this is supported in a story from Wood and Gronn (2009, p438) about a comprehensive school head-teacher who wrote in 1972 of:

The need for ‘democratic schools’ in which the ‘ultimate decision-making body must be the full staff meeting’, on the grounds that ‘the collective ideas, abilities and experience of a whole staff cannot but be of greater value than the ideas, abilities and experience of one person’, and that ‘teachers are more likely to give of their best if they themselves have taken part in the decisions which are arrived at’.

Although shared vision is brought together by all the individuals in an organisation the amount of control required is considered to be heavily culture-biased (Hofstede, 1984) where some consider that leaders have, and should have, much more power than their followers, a large power distance culture, while others consider that the ideal is based on consensus where power is distributed more evenly, a small power distance culture (Handy, 1993). Machiavelli, writing in the early sixteenth century, described a theory of leadership akin to manipulation, conjecturing that it was based on the assumption that leaders have, and should have, much more power than their followers. At the same time in England, Thomas More described a utopia based on consensus, where ideally power is distributed more equally. These opposing opinions suggest that leadership theories are heavily culture-biased (Hofstede, Hofstede and Minkov, 2010) and will therefore be considered. Handy (1993) goes on to suggest that leadership is about followership and somewhat contentiously posits that you can only be the sort of leader your followers are comfortable with. It could be considered that this statement neglects the amount of change that society and organisations face today and the role played by leaders and their followers in the implementation of change. Surprisingly, though the impact of leadership is felt by the followership; few studies have considered the preferred leadership practices of employees. Even research on followership has concentrated on the leader's impact on followers or on how effective leadership might impact on the organisation, though it would seem obvious that employees are well placed to comment on leadership and the impact of leaders as they are the ones who feel the direct impact (Collinson and Collinson, 2009).

Throughout the review of the literature there is an overlap that must be considered between the effectiveness of the leader and the characteristics of the teams that they lead, build and are a part of. This is necessary in accepting that organisations are made

up of individuals with personal motivations, in addition to this there are the small informal groups that need to be harnessed by the formal organisation. This confirms Kotter's (1996) assertions that leadership is not solely the responsibility of the senior leaders, but is increasingly practiced at all levels in the organisation, in fact Kets de Vries (2006) considers that it is the ability of individuals to motivate each other and develop relationships rather than being led by charismatic individuals. This is endorsed by Papadakis and Barwise (2002, p 91) who add that "the characteristics of the TMT matter more than those of the CEO". Raynor (2002) suggests adding the caveat that some new organisations which are ready to move forward could do so under directive leadership, though after the initial progress he admitted people could not get out of the habit of asking for reassurance from the leader on every decision.

It is worth considering then what leadership actually involves, as there does not appear to be a consensus on what skills, knowledge and abilities are perceived to be needed in order to be considered a good manager/leader, or what styles will prove to be the most successful. The considerations and discussions through the literature review will have a certain amount of transferability across a diverse range of organisations though it is axiomatic that no method can be guaranteed to have repeat success in other organisations, with different people or in a different period of time. The inevitable question for those seeking to progress into senior management positions is what training they will require, particularly as Adair (2005) claims that people can be trained for leadership and that it is a transferable skill that can be taught rather than being an inborn aptitude. On the other hand there are those such as Mintzberg (2013) will argue that it is an art rather than a teachable science, although improvement can be made by those introspective enough about their work to go on learning on the job through a continuous process of self-reflection and education. Before deciding whether in fact leadership

qualities can be taught we must contemplate what these qualities are, Holmes (2010, p1)

suggests that leaders should:

Be pragmatic, this is the extent to which the individual is goal-oriented, focused, and determined to accomplish tasks.

Be creative in seeking solutions to problems.

Have positive intolerance', which refers to the how the individual is able to sacrifice popular decisions to accomplish goals.

Be stable, which is the extent that an individual is able to perform well under pressure.

Be able to communicate his/her ideas to a wide audience.

Be able to motivate himself/herself as well as others.

Be able to develop group orientation which includes, involving team members in decisions and looking for others' feedback as well as enjoying working with others.

This is incongruous with the main functions performed by managers of planning, organising, coordinating and controlling (Easterby-Smith et al, 2002). This list by Holmes is a good starting point in focusing on the skills and knowledge that leaders require, for although some people believe that we should in fact break down the roles into tasks, this can be problematical in its execution due to the variation in the way people work. This is not helped as Mintzberg (2013) who says that managers seem to revel in ambiguity, using complex and mysterious systems with relatively little order. Mintzberg went on to say that in a study of CEO's, half of the tasks that they were engaged in lasted less than nine minutes and only ten per cent of their activities lasted longer than one hour, while most managers found that they only managed once in every two days to work for more than half an hour without interruption. Mintzberg concluded that forty per cent of the manager's time is devoted exclusively to communicating, gaining and sharing information and processing information by talking and especially by listening (Mintzberg, 2013). All of this sounds very mechanistic and seems to neglect a human element, as Storr (2004) and Gunter (1995) point out, leadership is not a person or a position, it is about the qualities and ethics, they are a complex,

paradoxical and moral relationship between people and are based on trust, obligation, commitment, emotion and a shared vision.

In what is perhaps an over simplification Elsass and Graves (1997) suggest that leadership is crucially about making decisions. They say that the common denominator in all leadership roles and responsibilities is about making decisions and stress that for “leaders in increasingly heterogeneous organisations, selecting optimum decision-making structures and processes is of the greatest significance and has become a central concern” (p464). Essentially, then, effective leaders in these circumstances will be those better able and more disposed to creating structures and processes that facilitate efficient and effective organisational decision making. Storr (2004) has a slightly different perspective and goes on to suggest that effective leadership is associated with integrity as the presence of integrity improves organisational effectiveness. Integrity however, is difficult to measure and in reality leaders are not judged according to the ethical nature of decision making, leading and managing complex change. The perception of integrity is associated with higher levels of status and it is assumed therefore that by virtue of status and success that leaders lead with integrity. Unusually the term leader is not often used in FE except for the first line manager role of team leader, though the size and complexity of colleges would seem to necessitate a system of dispersed leadership, where middle managers can lead substantial areas of provision, and delegate leadership still further to leaders of operational teams. The leadership role is not always recognised by the managers themselves as they have a dual function of contributing to the corporate work of the college and meeting the needs of students and staff, guided by their values and expertise. In doing this they encompass managerialist activities, such as handling data and setting and meeting targets, and professional activities such as supporting student learning and working collaboratively with colleagues (Briggs, 2004).

Since the change towards a model of NPM as discussed earlier, the notion of role and function has been eroded and has seen a transition of managers from controllers to leaders and yet, according to Newman (2002, p78) “simple narratives of change that imply a general shift from the old to the new tend to tidy away some of the complexity and messiness of change”. It is clear from this that changes introduced by legislation; such as resource availability and internal factors such as organisational history and local characteristics; will impact on the style of leadership that will be successful as the rise of NPM did not herald a new paradigm, but led to an unstable settlement between professional values and the values of a new managerialism driven by a more competitive market environment (Newman, 2002).

When considering the type of leaders that have been successful looking back in history, it tends to be the heroic ones that are remembered. This praxis is also seen in the principal, who unlike some of the managers that require a certain amount of humility, is seen as requiring something harder and more ruthless. “The job of principal is not one for any old leader, and yet this heroic perception of leadership is just one of many conflicting stories that are told about leaders and leadership by managers and principals in the sector” (Kelly et al, 2004, p11). This general assumption of the heroic leader who can only prove their qualification for leadership by showing individual resilience, self-reliance and an ability to thrive on pressure and work intensification is predicated on the theory that most individuals are ambitious, seeking material and symbolic success.

Peters and Waterman (1982) rebuff any affinity of charismatic leadership and extolled bureaucracy, suggesting that it is a “rule-driven, impersonal form, was the only way to assure long term survival”. It is inevitable that there are some heroic leaders in FE, particularly during the post-incorporation period described by Kerfoot and Whitehead (1998) as overly masculine and abrasive and during periods of economic change. The obvious difficulties involved in running public sector organisations include the complex

forms of governance and diverse power structures that are so disparate from conventional commercial and business operations, they operate in a constant state of flux in which competing notions of hierarchy, individualism, egalitarianism, enterprise and mutuality are mediated by leaders (Gleeson and Knights, 2008). It is no coincidence then that current leadership discourse focuses on whether effective leaders are best seen as: creative risk takers, charismatic domineering battlers, ruthless pursuers of performance, dedicated servant leaders or quiet stoics (Wheeler et al., 2007). Heroic perspectives have been criticised for romanticising leaders and exaggerating the leader's capabilities (Collinson and Collinson, 2009). Another problem with this vision of the heroic leader, one who "knew all, could do all and could solve every problem" (Handy 1991, p127) is that the effects of accountability can add to the decline in creativity in an attempt at meeting acceptable standards and in the case of FE what Ofsted would expect. The inspectors themselves perceive a move towards dependence and docility in staff (Raynor, 2002). The long term concern could be that if this is what is happening to staff and junior managers then what sort of leader is being procreated for the future. Mintzberg (2006) is critical of the concept of the heroic leader and prefers the notion of communities of cooperation where leadership is shared by a number of people according to their skills and knowledge. This notion of the post-heroic leader with a less hierarchical model where roles are more dispersed has introduced terms such as distributed leadership, shared leadership and collaborative leadership (Collinson and Collinson, 2009).

The notion of the heroic and post-heroic leader have now become ensconced in leadership discourse as Transformational and Transactional leadership (Straker, 2007) and "increasingly, the art of leadership is becoming associated with transformational rather than transactional processes" (Gleeson and Knights, 2008, p55). This satisfies the needs of the leader in ensuring that staff are able to adopt a *self-critical* approach that

connects with the corporate vision and also motivates staff into taking more responsibility for the success of the college without constant supervision. Internalisation of these values is reliant upon the successful communication from the senior managers (Gleeson, 2001). There is also a reliance on the relationship between organisational structure and culture as a large and complex organisational structure increases the possibility of several cultures developing simultaneously within the one organisation. A minimal organisational structure enhances the possibility of a solid culture guiding all areas of organisational activity (Bush, 1998). Culture is an expression that tries to capture the informal, implicit, often unconscious side of any human organisation. Although there are many definitions of the term 'culture', in every day usage it could be described as 'the way we do things around here'. It consists of patterns of thought, behaviour and artefacts that symbolise and give meaning to the workplace; a structural change often has cultural consequences: a shift in culture may alter social structures. Cultures and their architecture is the subject of constant pressure towards change by internal and external factors. The impact of externally imposed change is structural rather than cultural, since it is easier to legislate about peoples work situation and practices rather than their values and beliefs (Bush, 1998).

Most college structures now point towards a "collegial approach that is increasingly advocated as the most appropriate way to manage a college" (Bush, 1994, p38). Wallace (1988) refers to collegiality as the official model of good practice, and Campbell (1985) suggests that this is the image of good practice and has been promoted by the inspectorate since 1978. The assumption of decision making by consensus is flawed however because "colleges have sectional interests, which may lead to conflict rather than agreement", the collegial model also "fails to adequately deal with the problem of conflict" (Bush, 1998, p39). This is likely to lead to Balkanisation, which occurs when strong loyalties form within a group, with a resultant indifference or even hostility to

other groups. Another flaw “is that the effectiveness in the collegial approach depends primarily on the heads that have to cede power in order to liberate the creative talents of their colleagues” (Bush, 1994, p40). Morrison (1998, p158) makes this even more poignant when he argues that “it is nonsensical to advocate collegial and group models”. He suggests that “it is individuals rather than groups who are held accountable, that it is individuals that are promoted or fired and that group authority and practice without group accountability are dysfunctional”. Bush (1994, p39) supports this theory when he says:

Collegial approaches may be difficult to sustain in view of the accountability of the principal to external stakeholders. The requirements of accountability limit the extent to which heads are prepared or are able to share their power with professional colleagues.

It is easy to read and write about ideal models of leadership and structures and although a transformational style of leadership is said to be preferred and considered to be the most effective way to improve organisational performance, line managers are more often seen as employing transactional approaches. Distributed leadership is often the distribution of operational responsibilities rather than a distribution of power. In reality what most organisations end up with is a contrived collegiality that contains a mixture of transactional, transformative, and distributed leadership (Lumby et al., 2005). This could be considered to meet the needs of the followers as Collinson and Collinson (2009, p370) suggest that although they “state that they wanted to be consulted and listened to, they also valued clear and consistent direction from those in leadership positions” with firm leadership from leaders who “were detached enough to appreciate the big picture, but also close enough to be approachable and ‘down to earth’”.

From a limited analysis of the literature it would seem that there is no definitive, robust and conclusive definition of leadership (Alimo-Metcalfe and Lawler, 2001; Kets de

Vries, 2006, and Grint, 1997). However, according to Northouse (2001) there are some common themes such as the process of getting things done through others, based on an interactive relationship and achieving mutual goals through emotions where the essence of leadership appears to be a process, act or influence. The negative aspect of this type of influence is that there are opportunities for coercion and manipulation that can ignore the opinions of the followers, which again raises the profile of integrity in the leaders. This can cause problems especially as Storr (2004, p415) suggests that where the ambitions of the leader “are incongruous with the needs of the organisation, this can ruin organisational structures and processes”. Through the analysis of successful and motivational leaders the one constant is that they are enthusiastic and excited about what they do, they are able to develop and communicate a vision which gives meaning to the work of others. This is why the excellent companies, in recognising the link between leadership styles and followers motivation, prioritise the socialisation of incoming managers (Peters and Waterman, 1982; Gleeson, 2001). According to Handy (1991, p127) rather than being concerned with their own power, “the post-heroic leader lives vicariously, getting kicks out of other people’s successes, as teachers have always done”. The importance of leadership on organisational performance, particularly in the UK public sector in recent years has beseeched the need for government bodies in education to improve leadership. This led to the launch of the Centre for Excellence in Leadership (CEL) in FE, the Leadership Foundation for HE and the National College for School Leadership as discussed in 2.4 (Collinson and Collinson, 2009).

2.3 The Perceived Skills and Knowledge of Managers and Leaders

As discussed in section 2.2 it is the intention that the study explores the perceptions of the skills and knowledge that leaders and managers have. From the perspective of the reader they may then begin to situate themselves in the continuum and assess synergies between the perceived skills and knowledge required by senior managers and their own current skills and knowledge. If the reader is able to do this robustly and sincerely, then this information can be used to form the basis of a continuous professional development (CPD) plan that can equip them for further promotion opportunities. It is important for people who are seeking promotion opportunities to concentrate on the skills and knowledge that may be required for the post that they are applying for, as Handy (1993, p233) points out “people get promoted to the level of their incompetence, since they are promoted on the basis of performance in the job below rather than potential for the job above”. This can lead to an embarrassment for both parties if a promotion has been given as a reward for performance and the incumbent is incapable of meeting the demands of the new role. It is interesting to note then that Loots and Ross (2004, p19) state that “FE principals and senior managers ‘have few or no formal management qualifications and rely on experiential learning that draws heavily on their previous posts within further education”. It would seem then, that the way to achieve promotional aspirations in FE is from experiential learning in the sector as leaders share vignettes of their encounters (Kelly et al, 2004). This has been the case in the past and appears to be current practice, but could have negative effects when considering stories such as those by Fitzgerald (2009, p61) who explains that we “take excellent teachers away from classrooms and hope that they will be excellent managers”. Gunter (2003) also notes the dichotomy of a headmaster conscious of two different kinds of demands from his role, almost as though he had two quite separate jobs, one as a professional colleague leading on curriculum issues and the other as a manager or administrator in charge of buildings,

staff and resources and with legal obligations (Gunter, 2003; Fitzgerald, 2009). These comments emphasise the view that leadership and management are related to a specific role that carries an explicit title. It is clear that the move from teacher to manager or leader is accompanied by a degree of uncertainty that is implicitly accompanied by a sense of unease until the leader has had the opportunity to prove themselves. This could be attributed to the fact that they start from a deficit position with little knowledge about the skills, attributes and experiences they do not possess. The issue of experiential learning is a point that has been lost on Foster (2005, p79) who conjectures in his report on Raising Aspirations that “The Government should introduce new, radical approaches to bring in effective leaders from outside and ensure their success and impact. He goes on to suggest that in the first instance it would be prudent to devise a programme to recruit and train 50 new senior middle managers a year from other sectors”. This incongruity is observed as we look at the comments made on the quality of managers in reports from Foster (2005) and Ofsted (2008) that have evidence from inspections that suggests that management and leadership are insufficient and that ineffective governance and management lay at the root of many of the weaknesses seen in the underperforming colleges. It is clear from the outstanding college inspections that strong and effective management and leadership makes a critical difference to the quality and standards within an organisation and impact on its learners. These outstanding reports show that there are many able and impressive college principals and senior managers, but Ofsted Reports (2008) state that there are not enough leaders that are capable of getting the best from their staff and managing highly complex businesses. This is perhaps, the reason that new Labour Government (1997-2010) changed its vocabulary from effective school leadership towards effective leadership in its policy documents, which is indicative of the thinking that anyone with generic executive experience and training can do the job of leading the provision of curriculum and

assessment. Increasingly this is becoming those who have entrepreneurial skills together with private sector experience (Gunter and Rayner, 2007; Gunter and Forrester, 2008). Gunter and Fitzgerald (2008, p266) discuss reports such as that of Price Waterhouse Coopers (2007) that there is a convincing public case that schools do not necessarily need a qualified educational professional as head teacher, however they go on to say that it “would be a dangerous precedent not to challenge such firm and apparently publicly worthy views”. Also in opposing these suggestions, despite these overtly changing roles in middle management, particularly in FE, Ofsted re-enforced that their primary concern during inspection is teaching and learning and the learner experience, when they reported that “leaders and managers get bogged down in bureaucratic processes, often associated with finance, contract compliance or estates, and do not focus enough on raising attainment and improving quality” (Ofsted, 2008, p.25).

An interesting point in the discussion of experiential learning is the need for managers to be able to make mistakes; Peters and Waterman (1982) posit that a special attribute of the success-oriented and innovating environment is a substantial tolerance for failure. They recognise the importance of being willing to fail rather than trying something new and go on to say that the managers who do not make mistakes are not making decisions, they say that “you need the ability to fail you cannot innovate unless you are willing to accept mistakes”, (Peters and Waterman, 1982, p223). In general management parlance, tolerance for failure is a very specific part of the excellent company culture, to be successful it is necessary to try lots of new ideas and “consequently suffer some failures or the organisation won’t learn” (Peters and Waterman, 1982, p223). Kelly et al (2004) recognise this in education and comment that one of the differences between an experienced principal and an inexperienced one is that the experienced one has had more time to make more mistakes and to learn from them. They do go on to cede that the critical thing, is to know your mistake, and to be able to learn from it.

One of the difficulties in education and a point that is worth noting is that FE colleges as a whole fail to attract new managers from other industries and that currently 95% of college principals come from a FE college background (Foster, 2005). One of the prime questions for consideration is, where will the future leaders come from. This motivates the study, which may also identify where and how the skills and knowledge will be acquired. Before it is considered how and where the managers will come from, it is necessary to consider the key leadership skills described by Bagilhole and White (2008, p4) as having “vision of leadership, consultation, good people skills (valuing and rewarding staff, and sharing information), integrity, emotional intelligence, confidence, resilience (a thick skin) and delegation”. In 2012 HMI, through the Common Inspection Framework for further education and skills (2012) stated that it wanted to measure the impact of leadership in been able to demonstrate an ambitious vision, having high expectations for what all learners can achieve, and in attaining high standards of quality and performance in improve teaching and learning through rigorous performance management and appropriate professional development. Also in evaluating the quality of the provision through robust self-assessment, including taking account of users’ views, and use the findings to promote and develop capacity for sustainable improvement. In addition managers should be able to successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap safeguard all learners. So even in this document the linking to actual skills and knowledge required by the inspectorate is still unclear and ambiguous. In considering the skills needed to be a good leader it is necessary to conceptualise these skills into the doing or the actual tasks that managers face every day. Rubin and Dierdorff (2009) say that when considering the performance of a job, these requirements are often described as

competencies and they encompass the requisite knowledge, skills and abilities. By using a content based model to provide a focus on the actual requirements of managerial work provides a basis on which the training needs of aspiring managers can be derived by using the experiences of currently practicing managers (Dierdorff and Morgeson, 2007). The following table shows the six distinct behavioural competencies that encompass the manager’s main roles as described by Rubin and Dierdorff (2009).

Empirically Derived Model of Managerial Behavioural Competencies	
Competency Category	Examples
Managing Decision-Making Processes	Getting Information; Judging the Qualities of Things, Services, or People
Managing Human Capital	Coaching and Developing Others; Resolving Conflicts and Negotiating with Others; Developing and Building Teams
Managing Strategy and Innovation	Thinking Creatively; Developing Objectives and Strategies; Provide Consultation and Advice to Others
Managing the Task Environment	Communicating with Persons Outside Org.; Establishing and Maintaining Interpersonal Relationships; Selling or Influencing Others
Managing Administration and Control	Evaluating Information to Determine Compliance with Standards; Documenting or Recording Information; Performing Administration Activities
Managing Logistics and Technology	Inspecting Equipment, Structures, or Material; Controlling Machines and Processes; Interacting with Computers

Table 1 Rubin and Dierdorff (2009, p211)

It is not expected that these competencies carry an equal weighting, for example managing decision making and managing human capital have a greater importance in education than other competencies whereas managing logistics and technology is the least salient. Mintzberg cited by Handy in table 2 (1993, p322) has simplified the competencies into three categories that has ten roles for the manager:

Inter-personal roles	-	Figurehead Leader Liaison	-	(leading)
Informational roles	-	Monitor Disseminator Spokesman	-	(administrating)
Decisional roles	-	Entrepreneur Disturbance handler Resource allocator Negotiator	-	(fixing)

Table 2 Mintzberg in Handy (1993, p322)

These two tables provide an excellent insight into the competencies of the manager but as a caveat to this, Schein (1998, p131) adds that the higher the level in the organisation the managing is taking place, the more attitudinally important it is to be “oriented toward people and to be interpersonally competent and the less important it is to be orientated to task problems and task competent, provided task orientation and competence remain at some reasonably high level”. Lower level leaders and managers have to be more task oriented and have technical expertise but can get by with less interpersonal skills. This starts to reverse as they rise through the managerial levels and in middle management roles, while technical competence and task orientation are still important, people orientation and competence has greater importance, while in senior management positions the level of people orientation becomes crucial (Schein, 1998). Schein (1998, p131) goes on to say that “the ability to be both task and people oriented cannot easily be trained”, supporting the position of Mintzberg at 2.2 and that “it exists only in a limited number of people”. It is perhaps for this reason and also because some of the softer skills mentioned above tend to be difficult to measure (Peters, 1989), even though Oplatka (2009) advocates that “educational leaders in our time need general education in philosophy, sociology and anthropology of education that provides them with a holistic standpoint of schooling and education”. Kelly et al (2006, p181) suggest breaking down the question of ‘what makes a good leader?’ in favour of more digestible

segments of leadership work, such as “what makes a good meeting, what makes a good inspection, a good public presentation, a good staff briefing, a good presentation of accounts?”. This is certainly helpful to those who are studying leadership with a view to progressing to senior positions as it can focus individuals on what they need to learn and how the need to develop themselves to be able to achieve promotion. It will also prevent managers such as those that Kelly et al (2004) mention who lack the ambition to progress because they think that what they need is a level of ruthlessness and because of issues concerning accountability, blame and fear of failure. The reality is that although the job is heavily embroiled in accountability, Schein (1998) advocates that managers, typically, will not have fully developed their “analytical competence – the ability to identify, analyse and solve problems (task competence), interpersonal competence – the ability to work under, with, and through other people and in groups, and their emotional competence – the ability to make tough decisions either in the task or interpersonal area”, (Schein, 1998, p131) until they are 10-12 years into their careers. Schein (1998) believes that only if all three abilities are present are managers able to aspire to higher managerial positions. The dichotomy in all comparative studies of leaders remains that between being either task focused or having a competence in being people oriented, the latter always appears to be difficult to measure. One of the dilemmas in trying to establish what good leadership is and what is relevant to the role is that “those who generate what is regarded as relevant knowledge about leaders, leading and leadership are primarily those who do it”, (Gunter and Ribbins, 2003, p137). These leaders are likely to have their own epistemologies based on the phenomenological experiences and perceptions of the environment that they work in and the constructions that they make of their own reflections. Much of what is done by educational leaders “goes un-recorded amidst the melee of everyday activity” (Gunter and Ribbins, 2003, p134) when looking at the day-to-day actions in the work place, leaders spend a great deal of their time

talking. Whether this takes the form of meetings, giving talks and speeches to staff, students and parents, corresponding through letters, e-mails, college newsletters; talking to researchers or simply chatting with colleagues over the course of a working day, talk very much is the work of college leaders and managers. Meetings appear to be the embodiment of leadership work and have long been the interest of studies of organisational life (Kelly et al, 2006). Kelly et al (2006, p181) say that “it is difficult for anyone who has spent time in any kind of organisation to argue that meetings are not an important and increasingly regular part of daily life, particularly in the work of senior managers in an FE college”. Meetings are said to be where organisations ‘come together’ they are a central part of organisational work and can be formal, organised meetings or less formalised, ad-hoc meetings. So important are some of these meetings to the performance of leadership and management that preparation is required, pre-meetings and practice meetings take place so that people are well prepared for what can be said and done in front of an audience. Good leadership and management therefore involve preparation as an important factor in the successful accomplishment of leadership and management (Button and Sharrock, 1998).

Having discussed some of the skills and knowledge required in leadership and management, with other related issues to be discussed in the following chapters, the question for the discerning middle manager wishing to progress into a senior management post, is how best can these skills and knowledge requirements be realised? According to Gunter (2003, p338) “the study of education management has entered the higher education curriculum, research and teaching staff have been recruited, research projects have been funded, books and journals produced”. The outcomes of this knowledge production are vast, and practitioner accounts of practice find their way into the public domain through academic research but otherwise the dissemination of this work is considered to be fairly poor. Within education the development of the self-

managing institution post-incorporation has led managers to rushing in to training courses in order to ensure survival in this new marketplace. The business culture came to education with a vengeance and entrepreneurial processes were promoted as the solution to managing open-ended change. The models promoted by the entrepreneurial writers are very seductive for education managers facing the restructuring of the system in relation to: curriculum; teaching and learning; funding and income generation; staffing and conditions of service and governance (Gunter, 1995). The dichotomy even for the manager with acuity is which route to take, as discussed earlier there are those who suggest that progression is best made through experiential learning (Armstrong and Mahmud, 2008) or alternatively they need to choose from one of the many management programmes. In the first half of the twentieth century the creation of management schools led to greater systemisation of techniques and knowledge though much of this was based on the principles that managers had distilled from their own experiences (Easterby-Smith et al, 2002). For many, including Lumby (1997), it would be an aberration to suggest that a person can interview for a post and make the transition into management without some kind of training. She goes onto suggest that there should be a system whereby a potential manager can develop the range of perceived skills in a systematic manner. Oplatka (2009) agrees and suggests that in addition to just considering what skills and knowledge are required at the next level or at senior management level that the implications of career transitions should also be addressed and should account for the early career stages, stress, burnout, mid-career, self-renewal and the like; to enable principal candidates to familiarise themselves with requirements of the principal's role and also of the many barriers they are likely to encounter during their career cycle. Oplatka (2009, p132) goes on to say that from the research on principal preparation training "it is widely accepted that future and novice principals need to gain varied tools and knowledge to face effectively and successfully the

difficulties, challenges and complexities that characterise the role”. Another consideration for the discerning principal is the management of knowledge, “seen as the organisations capability to allow people who work as individuals, or in teams, projects, or other communities of practice, to create and share their collective knowledge to improve the organisations performance” (Lakshman, 2007, p55). This has become a key corporate resource and a critical role of leadership is the necessity to manage it, Gardner (2000) suggests that this is due to the complex technical nature of the job and the pace of change, there are good examples of its positive impact where it is taking place but despite its importance to organisations, leadership theory and research has not addressed it (Lakshman, 2007).

2.3.1 Defining the Term Middle Manager

There are few substantial studies that specifically consider the role of middle managers in Further Education, this lack of research is surprising; especially when you consider that the sector has undergone intense change, particularly in the post-incorporation period (Gleeson and Knights, 2008; Briggs, 2003). The use of the term “middle manager” continues to grow and raises the question as to whether its use reflects a change in role or simply the recognition of an existing one. Briggs (2005) and Bennett et al (2003) suggest that it is important for role incumbents to understand their role and the expectations of others, which requires an understanding of the role along with a consideration of who defines this specification. The concept of the term middle manager has been accepted in organisations at times to be the impediment between senior management and the workforce (Clegg and McAuley, 2005). The literature surrounding middle managers suggests that they occupy a pivotal role between the strategic interests of senior management and the operational interests of front-line managers and employees (Bennett, 1995). Middle managers might traditionally have

been referred to as heads of department or curriculum managers, though there is now a recognition that the range of middle manager roles has expanded since incorporation to encompass new market-orientated positions focused on income generation, enterprise and quality, alongside the more traditional roles of heads of departments, curriculum managers and cross-college managers with pedagogical responsibilities (Gleeson, 2001, Leader 2004; Briggs 2005). Gunter (2001) suggests that there is a real need for the role of middle managers within education to be defined: as their work is directly linked to the success of the educational institution. However, defining the concept of the middle manager is fraught with ambiguities, as general literature has referred to the middle manager as:

A general manager who is responsible for a particular business unit at the intermediate level of the corporate hierarchy (Uyterhoeven, 1972, p136).

A hierarchy of authority between the operating core and the apex (Mintzberg, 1989, p98).

Those below the small group of top strategic managers and above first-level supervision (Dopson et al, 1996, p40).

Adding to the lack of clarity around the middle managers role is the need to situate the post in the context of the individual educational sectors (Anderson et al, 2003), for it is clear that schools, FE and HE often have a different understanding of the nature of the role of middle management in their own institutions (Briggs, 2005; Clegg and McAuley, 2005; Bennett, 2003). In schools, Bennett (1995) considers the term middle manager in relation to responsibility points and thus anyone below the post of senior teacher with defined responsibility is likely to be seen as middle management. This is a wide definition and encompasses a large number of staff within a school, Bennett (1995, p137) therefore goes on to suggest linking status to this definition, arguing that: “The idea of middle management assumes a hierarchy of status in the organisation, with those

in senior positions providing leadership and direction and those in the middle ranking positions having responsibility for spreading understanding of the leadership and support for that direction so that everyone works to the same objectives". In FE the term 'middle manager' is an ambiguous one and is often used to describe a number of job titles such as programme manager, programme developer, coordinator, head of area, sector head, curriculum leader or programme leader" (Gleeson and Shain, 1999). However, the meaning varies (Anderson et al, 2003) it is often used in its widest sense to denote those who have some form of management or leadership responsibility, albeit often at a very low level (Gleeson and Shain, 1999). The wide range of job titles and roles given makes it difficult to provide a simple definition of the term middle manager as it relates to FE colleges though it is clear that they occupy a central and pivotal role within a college (Thomas and Dunkerley, 1999). Middle managers in FE are spending less time working on pedagogical issues and spend more of their working day carrying out more of the tasks that were once associated with senior managers tasks linked to income generation, accountability and administration often having to mediate tensions between senior managers and their staff, dealing with issues that are often associated with rapid and unpredictable change (Gleeson and Shain, 1999, McTavish, 2007, Briggs, 2005). A situation that Gleeson and Knights (2008) argue has led to a reluctance by teaching staff to take on middle manager roles. It has been suggested that college management is no longer the sole responsibility of the senior management team and that it relies upon those further down the organisation in relatively low paid, low status jobs with managerial titles and responsibilities (Clarke and Newman, 1997). Clarke and Newman (1997) go on to suggest that more teaching staff are undertaking what have traditionally been seen as management responsibilities, which contributed to this role ambiguity. Indeed, a review of the dominant discourses on middle management as they relate to further education provides a framework to understand and gain an insight into

the reasons behind this expansion. The suggestion that the relatively low level of the actual roles created in college hierarchies has led to individuals in such posts often representing core academic values rather than the core organisational values (Briggs, 2005). This has led to many managers roles suffering from being dysfunctional due to an impotency caused by a lack of influence and any real power, caused by the demands of strategies they do not influence and the ambitions of increasingly independently minded employees (Kanter, 1986, p19).

2.4 Learning to Lead

Many companies have leadership training programmes; some send managers to leadership training seminars and all large and significant companies take leadership training seriously (Genovese, 2014). Having discussed the skills and knowledge of managers and leaders, particularly relating to those people in the workforce who aspire to senior leadership positions in FE, it is now necessary to consider how these skills will be acquired and how they can be presented to an employer to enhance promotion opportunities. According to Lumby (1997) the first impression in the colleges was one of increasing the number of managers undergoing development activities, though first-line managers were at that time less likely to be involved than managers at the more senior levels. The reality though is one where “only just over a third of responding colleges were supporting development in over 80% of their first-line managers” (Lumby, 1997, p350). She goes on to say that “this may reflect resource issues, because of the larger numbers of managers at first-line level, but nevertheless may also indicate that the greater effort being put into the development of managers is still disproportionately given to senior and middle managers”. Another argument is that of the appropriateness of the course content, Quinlan (1992) Lumby (1997) and Foskett and Lumby (2003) argue that “much of the management training provision was widely

held to be too academic, insufficiently related to current education practice, inflexible, outmoded in learning and assessment techniques, and too expensive both in cost and time”. There is evidence today that suggests that some of these programmes have more flexibility in their delivery and that some of content is evidence based and can be used to improve current practice and organisational needs, however the costs can still be prohibitive to individuals at anywhere between £4200 and £8400 for MA programmes (AOC, 2014). One of the problems that Rousseau and McCarthy (2007, p98) observe is that, as new findings emerge through research, “managers face real difficulties in learning about them let alone in filtering and evaluating the volume of sometimes conflicting studies”. In the modern business world where mobile internet access is used by many it could be expected that evidence-based management (EBM) would be used effectively, this is where managerial decisions and organisational practices are informed by the best available scientific evidence, this would ensure that managers are able to make well informed decisions, instead of using unsystematic methods (Rousseau and McCarthy, 2007). Boyer (1990) says that knowledge organisations “sustain their development through the growth of trustworthy knowledge and that a distinctive feature of the growth of knowledge is that it is advanced by four interdependent and equally valuable forms of scholarship that often but not always follow a never-ending cycle of: discovery, integration, application and teaching”. The reality is that current management writings show signs of moving in the opposite direction, with a push toward “intuitive” decision making (Gladwell, 2005). Rousseau (2006a) posits that the difference between behavioural science evidence and what professionally trained managers do is created because management students are not taught as undergraduates to understand or use the evidence available. Although EBM is used more in education than in other sectors, management educators make limited use of the information available on effective organisational practice (Rousseau and McCarthy, 2007). This issue is not helped by the

fact that education does not have a web based repository that gives practitioners access to the evidence on effective practice that is available in other fields such as medicine. It does not take much imagination, however, to envisage management collaboration in the future where evidence-based information is available to guide managers, staff, consultants and investors to more effective management practice (Rousseau and McCarthy, 2007).

One of the immediate difficulties for most junior and middle managers is in making the time (Orr, 2007; Page, 2011), it is axiomatic that as these people are already successful they will be extremely busy and will therefore have difficulty in making themselves available for the necessary continuous professional development (CPD) required for them to attain ambitious personal professional goals. An interesting point here could be that you need to be working in the right place to get the support from the organisation or the manager that you work for in order to get the CPD to help you to develop, the question could be asked whose responsibility is it to develop managers. Lumby (1997) suggests that it is the responsibility of line managers to develop their staff, however she goes on to say that there is no consistency in this practice, and there are doubts as to the practicality of the arrangement, given the inevitable range of skills, interest and time of each line manager. The dilemma for the sector is whether an ad-hoc strategy with a lack of involvement from some managers is satisfactory, or whether it would be more appropriate to develop a comprehensive strategy; to achieve a more consistent and skilled input for all managers. The key here has to be that in addition to the individuals learning there needs to be value for the organisation, Fullan (2007) says that organisations cannot learn unless individuals learn, while Senge (2006) suggests that the most successful organisations of the future will be those that encourage learning at all levels and treat the skills, knowledge and experience of their employees as valuable assets. In agreement Easterby-Smith, Burgoyne and Araujo et al (1999, p3) state that

“an organisation learns if any of its units acquires knowledge that it recognises as potentially useful to the organisation”. Regardless of this suggestion Easterby-Smith, Burgoyne and Araujo et al (1999, p219) report that “despite the continuous efforts of many researchers to understand the nature of learning within organisations there is still limited understanding of the relationship between individual and organisational learning”. What is clear is that if there is organisational support for this learning to take place then at least the aspiring manager has a chance. The remaining dichotomy for the aspiring manager is still whether or not to engage in formal learning, as the following definitions used by Constable and McCormick (1987) are used to distinguish three different processes:

- (1) Management education—those processes which lead to qualifications.
- (2) Management training—formal learning activities which may not lead to qualifications.
- (3) Management development—a broader concept, where job experience and learning from others are integral parts of the process.

The preferred method of the colleges are bite sized (Armstrong and Sadler-Smith, 2008; Orr, 2007) short courses and competence-based programmes, this indicates that most are using management education and management training, but have not yet embraced management development as defined above. The stark reality of the modern organisation is that “managerial learning is acquired informally through work experiences; typically between 70–90% of workplace learning is naturally occurring through on-the-job experiences, informal training, and mentoring” (Rubin and Dierdorff, 2009, p208). While informal experiences are suitable grounds for learning to perform the managerial role, they are considered inefficient and require years of experience and the ability to synthesise learning that is unsystematic. For these and other reasons (e.g., economic incentives tied to formal training) Rubin and Dierdorff (2009, p208) note that

“individuals wishing to gain important managerial skills and knowledge often turn to formal training opportunities such as certificate programmes and university degree programmes”, Orr (2007) points out that in America 46% of their superintendents have pursued education beyond their master’s degree level and have earned doctorates (EdD or PhD). The suggestion here is that formal training will offer a more efficient and effective means of acquiring the necessary competencies required in managerial roles. The adoption of this belief is visible in the growth of graduate schools of business, where recent estimates show that well over 100,000 graduate degrees in business are awarded annually (Pfeffer and Fong, 2002). The value of these formal training programmes Mintzberg (2004) suggests is the emphasis of the development of problem-solving and decision-making skills with a broad perspective, which includes the skills of problem search and framing, strategising, and implementing change and should not be characterised by narrow functional specialisation as management requires holistic thinking, and synthesis skills as well as insights into analysis and analytic thinking (Thomas et al., 2013). Whilst this may be an appropriate route into management at graduate level; many managers, particularly in FE, have come via vocational routes and have a variety of learning styles and preferred modes of attendance and assessment. The thoughts on how managers learn and the factors that facilitate learning show that the existing body of knowledge in this field is dominated by the motivations of individuals to learn, how this shapes the learning process has been a central theme in theory and research in this field. In addition to this there are contradictions that result from the social dynamics and in order to be able to explore fully the complexity of learning as a human activity, one would have to appreciate how social and psychological factors interact. The competing priorities of the individual and the organisation are factors that can underpin the attitudes of individuals towards learning (motivation, section 2.4). The culture of the organisation is also likely to have a bearing on the way that learning is

undertaken and Raynor (2002, p159) says that “in bureaucratic organisations a greater emphasis on institutional development may be appropriate, whilst in learning organisations personal and institutional development may become synonymous phenomena, where the learning capacity of the organisation is enhanced by the personal development of its people”. The assumption when individuals are seeking promotional opportunities is that they are aspirational and motivated; however this does not ensure that as individuals they want to learn. Easterby-Smith, Burgoyne and Araujo et al (1999) discuss the interest in what facilitates or inhibits individual managers learning, which has attracted the attention of many researchers over the years. They go on to suggest that “individuals cannot be forced to learn against their will and that the learning process will be most effective when managers themselves recognise a learning need and decide to engage in the process”. The critical management task then is to ensure that learning is more than just meeting an individual’s interests but also the need to ensure an alignment with organisational needs, in other words to enable employees to learn and adapt for the benefit of the organisation, with the caveat that if it is too top down it will be seen as controlling and will be likely to inhibit creativity (Raynor, 2002). According to Lumby (1997) 75% of colleges identified the development needs of the individual through the appraisal process with the individuals themselves being the next highest source of identifying their own learning needs, other sources include training needs analysis/skills audit, group discussion, committees, networks, Investors in People (IiP) and external pressure, such as imposed change, or by quality improvement plans following inspection reports and audits of accountability. The question then, as asked earlier, about whose responsibility it is to prepare future leaders takes on a divergent perspective when the development needs of the colleges is “driven by practical factors such as costs, time and relevance to college objectives” (Lumby, 1997, p357). Due to the cost emerging overwhelmingly as the major factor in the choice of training (Orr, 2007) this is likely to

have implications on the way organisations recruit in the future leading to a more careful selection process. Easterby-Smith, Burgoyne and Araujo et al (1999, p219) suggest “securing funding for training through compulsory taxation and making colleges pay a set percentage of their pay-roll on education and training” though some colleges are responding by considering more informal, in-house alternatives, such as internal sharing of skills, job rotation and flexible learning materials using a more androgogical approach as discussed by Knowles (1975) primarily to save money (Lumby, 1997; Orr, 2007). In deciding the method of training to be used, there would appear to be possible tensions between the needs of the organisation and the interests of the individual and to further complicate this there could be a conflict for the individual between whether the learning is something that needs to be achieved to carry out work competences, or whether the certification is something that is needed to give a curriculum vitae (CV) something with a currency in the work place, as a means to achieving progression. Of the formal routes the Masters of Business Administration (MBA) has traditionally been very popular and is well recognised by all industrial and educational sectors and therefore has an excellent transferable value. Gunter (2000, p627) suggests that the establishment of postgraduate modular master’s programmes is based on a clear understanding that practice can and should be improved. In some fast moving industries and areas of constant change, some do question the extent to which the MBA curricula is aligned with traditional competencies and whether it can be seen as the panacea to providing a consistent approach to producing quality managers. It is important to note that there is an assumption that MBA programmes are designed to train students for future roles as managers. That is not to say that all students assume managerial roles upon achieving the qualification; the assumption actually is more likely to be that the MBA is intended to prepare students for these roles at some point in the future and while exceptions exist, the MBA programs have been established for the training a professional class of

managers. Figures suggest that large numbers of graduates from MBA programmes do move into formal managerial roles and many others engage in significant managerial activities (Rubin and Dierdorff, 2009). This is a very strong comment to make about the MBA, especially considering the number of pejorative comments made about the programme, some suggesting that the programme does not meet its aims and others suggesting that management cannot be learnt in the classroom. Among these, Mintzberg (2004) argues that management can only be honed through practice and experience, suggesting that the MBA programmes are training grounds for the specific functions of business, rather than the broad practice of management. Pfeffer and Fong (2002) agree, and argue that there is a misalignment between the mastery of skills acquired in the MBA and the real world impact of those skills. Pfeffer and Fong (2002) also note that little evidence exists supporting the actual connection between mastery of the MBA curriculum and subsequent on-the-job competencies. The reasons for the misalignment of MBA content with the actual managerial work is not clear but could be due to institutional, socio, economic and political reasons (Rynes et al, 2003). Often the content can be out dated particularly relating to goal setting (Locke and Latham, 1984) and also in the continued teaching of discredited theories on organisational behaviour (Rousseau and McCarthy (2007). The evidence against the suitability of the MBA is often confusing and paradoxical in that corporate recruiters say that the MBA programmes could be more relevant by doing more to teach the importance of “soft skills” such as leadership, communication and interpersonal skills (Eberhardt, McGee and Moser, 1997), thus, recruiters place significant value upon the acquisition of people focused managerial capabilities. Genovese (2014) points out that management skills are evolving and says that “once you’ve mastered them, you will have to learn how to deal with new issues” (p57) and that the only way to prepare for such a world is through a liberal education that encourages people to become lifelong learners with an ability to be

intelligent generalist, effective synthesisers and critical thinkers that can make connections across disciplines and creatively confront new and different challenges.

In agreement Harney and Thomas (2013, 508) suggest that “Liberal management education aims to produce citizen-leaders who have the maturity and enlightened perspective to lead in organisations and in society” with the hope of shifting the emphasis in management education to preparing students as mature citizens as well as business leaders. However, recruiters’ actions deliver a different message as they tend to make selection decisions based on the possession of technical skills (Rynes et al, 2003). The students themselves suggest that MBA programmes could be more relevant by disposing of anything that is not perceived as “useful” in gaining employment (Rousseau, 2006). Today learning is also heavily influenced by access to the internet and information communication technology (ICT) which is now widely used in educational settings to extend learning activities beyond the scope of traditional classrooms as it offers flexibility in terms of location and time. In fact, the ability to customise the time and place of learning might be one of the most important features of management education and training online. The amount of online learning is growing and is becoming firmly established in many countries (Lee et al 2012) and could be one alternative solution to management training for both formal and informal solutions, especially in further education where time and place restrictions are critical factors. There is also another dichotomy, that of who should determine the course content for educational purposes as Colquitt, LePine and Noe, (2000) note that if the management student perceives the training to be relevant to the actual job requirement there will be greater motivation. According to Rynes et al (2003) if the course content was to be determined by the students there would be a reduction in the people focussed skills, Evans (2008) thinks that this is already happening and states that operational and technical expertise are developed to the detriment of ‘people based’ or ‘soft skills’. This would appear to be

misguided when “juxtaposed against statements by CEOs and recruiters about the characteristics organisations are looking for in graduating students” (Rynes et al, 2003, p270). An important consideration of effective evidence-based practice is that it should not stop on graduation day and that graduates should be equipped to continuously update their knowledge, by accessing new practice-related evidence. To ensure that this takes place “the existing mass of management research needs to be distilled into readily accessible, updatable repositories” (Rousseau and McCarthy, 2007, p89) again something that could take advantage in the internet to develop management studies platforms. This would ease the situation described by Pfeffer and Sutton (2006) who have argued that there is too much evidence, making it difficult to pick one’s way intelligently through the research base to find knowledge that might best inform management practice.

An alternative to the certificated programmes and university degree programmes discussed above is the utilisation of bespoke programmes ensuring a standardised approach; in countries as diverse as Canada, France, and the USA, a formal leadership qualification is required *before* senior leaders take up their posts (Bush, 2008), such programmes were introduced by the UKs Labour Government (1997-2010) who gave a high priority to education, including school leadership (Bush, 2008). “This led to the opening of the National College for School Leadership (NCSL) in November 2000 followed by an official launch by the Prime Minister, Tony Blair, in 2002” (Bush, 2008, p275). Considered to be a “paradigm shift in comparison to previous models” (Bolam 2004, p260) the college’s main aim was to ensure a single national focus for school leadership development, research and innovation and it changed the landscape of leadership and management development in England. In its relatively short life the NCSL has designed and developed leadership development programmes for all categories of leaders, including leadership teams (Bush, 2008), from this several

government-funded bodies were launched in 2003 designed to improve leadership within education, such as The Leadership Foundation for Higher Education (for universities) and The Centre for Excellence in Leadership (CEL) (for colleges), (Collinson and Collinson, 2009). In November 2003 CEL launched a senior leadership development programme aimed at would-be principals and chief executives, with the ambition of fostering “world-class leadership within the learning and skills sector”. At a cost of £7,000 the course required attendance at six residential sessions of up to four days; although it has no formally recognised qualification it was thought that the CEL leadership programme would become a recognised licence to practise (Kingston, 2005). In 2007, the Department for Innovation, Universities and Skills (DIUS) laid down regulation SI 2007/1864 requiring all newly appointed further education college principals to be qualified, this was in recognition of the importance of strong management and leadership for the FE sector as discussed in the FE White Paper ‘Raising Skills, Improving Life Chances’ (Kelly, 2006, and Rammell, 2007). This initiative was then rescinded in June 2010 by the Coalition Government’s then Further Education Minister John Hayes, who pledged to set colleges free from unnecessary bureaucracy under the “New Freedoms for Colleges”. The intention was to remove the regulatory requirement for college principals to undertake the Principal’s Qualifying Programme, in recognition of the range of development opportunities and qualifications open to principals, Hayes (2010) said: “responsiveness is crucial if we are to provide the skills that employers need and students want. Removing unnecessary burdens and freeing colleges to react to local demand will help achieve just that”. This suite of national initiatives in FE and those such as the National Professional Qualification for Headship (NPQH) at the National College for School Leadership (NCSL) were heralded as a huge success (Levine, 2005). Southworth (2004) said that these programmes “dramatically increased the perceived significance of educational leadership and

management beyond the wildest dreams of academics and practitioners”, having a momentous impact on the landscape of school leadership in England. In a statement to consolidate this standardised approach to leadership Gronn (2003) suggested that “leading and teaching in non-uniform and non-conformist ways is simultaneously rendered difficult and risky”. Despite these achievements, there are certain reservations about these programmes such as the limited expectations of participants to engage with research and literature that would be expected in the best university courses. While requiring all heads to be qualified was a step forward, the NPQH made limited intellectual demands and it was rare for any candidate to ‘fail’ (Brundrett’s, 2000). In addition to these comments about a lack of ambition in engaging with theory for these qualifications, which focused primarily on applicants’ perceived ability to do the job (Bush et al., 2007a), were accusations of totalitarianism. This was due to the then Government’s decision to provide ‘a single national focus’ for school leadership development and research, which gave the NCSL an unhealthy domination of leadership development activities and an absolute monopoly in the provision of the statutory NPQH. Its power was exercised wisely but the lack of pluralism inevitably carried risks (Bush, 2006). Gunter and Fitzgerald (2008, p270) add that “there can be little doubt that leadership is being designed” and that there is a national strategy that is about training and measuring the ‘designer leadership’ of heads and other members of the workforce. Despite this, “there is no doubt that NCSL has reached and engaged many more leaders than the universities” (Bush, 2008, p280).

Having reviewed approaches to formal and quasi formal management learning both seem to lack the opportunity to practice; as opportunities need to be directly tied to the timing of management education. This could be the reason that Mintzberg (2004) argues in favour of “waiting to educate managers until they are in the midst of managing, when they can integrate their education with their job demands”. Rousseau and McCarthy

(2007, p93) suggest that we apply what's been learned, reflect upon it and "revises one's understanding, and practices again to get better at it". Rousseau and McCarthy (2007, p93) go on to suggest that such an approach should be a "way of (professional) life for any person seeking to develop expertise, including a professional manager", and that this practice helps the acquisition of tacit knowledge. This could be combined with a vocationally related qualification (VRQ) which City and Guilds (2014) suggest would allow candidates to have their competences assessed against industry recognised standards for performance in the workplace, thus accrediting the knowledge and skills acquired tacitly on the job. It is suggested that Peter Drucker, seminal management thinker, was perhaps the first to assert that most business issues, from morale to strategic implementation are repetitions of similar problems and that they often reflect the workings of replicable processes. If a problem is replicated managers can learn its under-lying dynamics and related evidence-based principles to guide their action (Rousseau and McCarthy, 2007), from this Lave and Wenger (1991) develop the view that "knowledge is 'situated' in the practice of everyday work rather than being the possession of individuals". This would seem to be the reality in the contemporary work organisations where according to Rubin and Dierdorff (2009, p208) "managerial capabilities have typically been acquired through informal work experiences" and that substantial workplace learning occurs through natural performance (Pfeffer and Sutton, 2000; Tannenbaum, 1997). Hess and Kelly (2006) concur that on-the-job experiences have been more helpful in preparing leaders for their current position than their graduate school studies. Whilst it may be axiomatic that much learning will happen in the workplace, Mellon (2009) suggests that it is a difficult concept for many practitioners to relate their learning with their work and that perhaps some kind of workshop could help them to link their practice to theory, this could work in a similar way to an assessor working with a candidate as suggested by City and Guilds in a (VRQ). This use of tacit

knowledge often described as knowledge that people do not know they have and is existential in nature and grounded in personal experience, it is procedural rather than declarative in structure. The ability to acquire tacit knowledge is believed to be one factor that distinguishes successful managers from others (Armstrong and Mahmud, 2008), though a certain amount of experiential learning must rely upon the variety of opportunities that managers are exposed to and the individual's commitment and involvement (Nonaka, 1994). Armstrong and Mahmud (2008, p189) believe that the "levels of accumulated managerial tacit knowledge (LAMTK) were associated with managers' dominant learning styles", yet little has been done to understand the reasons for this (Reuber, Dyke, and Fisher, 1990). This knowledge follows an assertion by Kolb (1984) that people with certain learning styles gravitate toward certain career types. He suggested that the "management profession is likely to be consonant with accommodating learning styles because people with this style tend to be more adept at dealing with people, exploiting opportunities, and influencing others". While this point alone is interesting in that it could determine which managers are able to reach the top positions, it could also determine which route to learning individuals choose. It is suggested that a blend of formal approaches with informal learning is one way of ensuring that the acquisition of managerial tacit knowledge can be facilitated (Armstrong and Mahmud, 2008).

2.5 Motivation to Lead

Having considered the perception of the skills and knowledge required to become a senior leader in FE and the methods of learning these skills, the question must be asked about dedication to the role of leaders and managers in FE? Even though some elite posts for principals offer salaries of more than £200,000 the pool of applicants appears to be diminishing and the days when job vacancies attracted sixty or seventy applicants have gone. The job has become more complex and government policies force principals to make painful decisions, such as closing down departments and making redundancies, as well as facing increased levels of public scrutiny (Mourant, 2010). In support Maringe (2012) notes that a key concern of senior leadership revolves around the need for operational efficacy and this is a primary consideration in most decision-making scenarios, a value which is product and production oriented and which appears to place outcomes above people. The single minded dedication required of the job evokes the concept of hegemonic masculinity which is grounded in the new managerialist discourse (Connell, 1995) and by virtue of the demanding nature excludes many people from the role. In agreement, Gronn and Lacey (2006, p406) say that “this type of work occupies an expanding space and requires intensified and sustained performativity driven levels of individual engagement”. According to Gleeson and Knights (2008, p50) there are concerns from Whitehall about the “reluctance on the part of middle managers to apply for leadership positions”, this has generated an anxiety about the recruitment of new leaders, which they suggest could be due in part to a culture in FE to hide the need to do additional hours of work to plug the gaps in the provision and resources. These additional hours make the FE sector a stressful place to work Court and Kinman (2008) found that 87% of respondents in their research sometimes, often or always experienced high levels of stress at work. It was also found that FE staff experienced considerably more stress than many other occupations with excessive workloads, lack of time and

poor work-life balance resulting from an intensification of the demands in the sector and staff in colleges face a stark decision: cope or leave (Mather et al., 2009). Edward et al. (2007) identify continual change as a significant cause of stress within FE and have concern that given the turbulence of the FE sector, surprisingly few studies investigate coping within colleges. Mangham (1986) noted that in studies of managerial competence, some managers complained that they needed subordinates who could better motivate staff, but when asked, what exactly they meant by motivation, they gave ambiguous answers and became confused. Schein (1998, p23) suggests that “the psychological contract changes over time as the organisations needs and the employee needs change”. What the employee is looking for at age twenty five may be completely different from what that same employee is looking for at age fifty. This is because individual needs revolve around personal challenges at the beginning of a career as people need to learn whether they can, in fact, contribute to an organisation and whether they have the skills to do certain types of work. At this stage of their career they need an organisation that is willing to provide them with opportunities to test their skills as they will become disaffected if they are only given responsibility for tasks that they regard as menial (Schein, 1998). Goshal suggests that sustainably successful companies enjoy a sort of ‘moral contract’ with their people revolving around respect for the individual as a value creator and a responsibility to help him or her develop their full potential, however, there are concerns that the old style psychological contract, when lifetime careers were the norm, may need revising as Handy (1991) discusses the increasing shift from lifetime employment in a single company to ‘portfolio’ work, which might be less secure but more fulfilling. This evolution of new organisational forms such as the Shamrock company which sees a core of essential staff flanked by contract specialists and part time workers and the ‘Triple I’ (information, intelligence, ideas), in which managers will be required to rise to the challenge of managing knowledge workers,

individuals with far different aspirations from the hierarchy – conscious personnel of the past. These new organisations will only seek to bind themselves to their core staff for as long as it thinks it needs them. “The new executives, however, will be less ready to be tied, particularly if they have some sort of qualification as a passport” (Handy, 1991, p125). Reflecting on these changes, Hall (1996) has concerns about employee commitment due to the emergence of new modes of career mobility, such as boundary-less careers and portfolio careers as the contracts that bind employees to their employers are increasingly understood as implicitly psychological, rather than solely explicitly legal. Psychological contracts encompass the less tangible expectations such as the “employer’s expectation of loyalty, or of ‘performance above and beyond the call of duty’, and the employee’s expectation of fair pay, interesting work, autonomy, and fulfillment” (Arthur et al, 1999, p14).

In addition to this there are also anxieties about a work life balance, Gleeson and Knights (2008, p49) draw attention to the group of middle managers “who are reluctant to become leaders because they seek more space and autonomy to stay in touch with their subject, their students, and their own pedagogic values and identities”, while others have ambitions to branch out and not just go up the ladders (p60). Schein (1998) also recognises how attitudes can change at different career stages and hypothesises that people’s needs to be conformist, rebellious or innovative are tied in complex ways to their underlying motive system. Schein (1998, p101) suggests that:

At the beginning of their career, people are probably more conformist, upon obtaining organisational tenure and reasonably security, they embark on a period of maximum creativity, sometimes involving rebellion. Later stages of the career probably produce more of a tendency to become role innovative or conformist depending upon the degree to which the individual remains work involved.

How an organisation manages its staff transitions from one organisational segment to another; across functional, hierarchical or inclusionary boundaries, probably affects

whether that person becomes conformist or more innovative (Van Maanen and Schein, 1979). With regards to developing skills and knowledge as managers Easterby-Smith, Burgoyne and Araujo et al (1999) and Antonacopoulou (2002) identify two different personality traits in managers, Mathophobic and Philomathic. Mathophobic managers are those that are aware of the need to learn but have a reluctance to engage themselves and will avoid taking any responsibility for their personal learning needs. They will usually eschew any risk in their approach to learning and will wait for the organisation to instigate any development, often driven by an appraisal process or organisational need and will be apathetic about their self-improvement. This can be due to an individual's lack of confidence in their ability to learn, a lack of ambition to progress, an unwillingness to explore different ways of learning or it could be that they have no clear sense of career direction, often due to micro changes to the organisation or macro changes in industry. Philomathic managers on the other hand are positive about the requirement to learn and will actively engage themselves beyond the boundaries of the context in which they normally operate and will demonstrate a positive attitude by seeking exposure within their job and by making the most out of the learning opportunities that are available to them. It is likely that the philomathic managers will be well suited to the online learning discussed above as Artino and Stephens (2009) suggest that success in online courses relies on the motivation and the self-regulation of learners. They also suggest that "highly motivated and self-regulated learners have greater confidence in the task-value relationship and clearer purpose when enrolling in online courses". In practice this means that managers are more likely to seek to learn because learning is meaningful to them and less likely to learn anything that has been mandated by the organisation "merely to play by the rules of the political game" (Antonacopoulou, 2002, p26).

2.5 Leadership and Forming Management Teams

So far most of the discussion in the literature review has focused on leadership and management in the form of the skills and knowledge required by individuals to lead and manage but has neglected the need for the leader and senior leaders to be a part of a team themselves. Whereas the heroic manager of the past was expected to know all, do all and solve every problem, it is now essential that everyone is capable of joining in the decision making process, therefore the post-heroic manager is now more likely to ask how every problem can be solved in a way that develops others in the team (Handy, 1991). In concurrence with this Papadakis and Barwise (2002) suggest that while the characteristics of both the management team and the CEO influenced the strategic decision-making process, the management team had the greater influence. This could be due to the fact that the modern organisation consists of knowledge specialists, where no knowledge has greater importance than any other and each is judged by its contribution to the task rather by any inherent superiority. Therefore the modern organisation cannot be an organisation of boss and subordinate, it must be one of equals, of colleagues and associates organised as a team and although decision makers will still be required there will be considerable autonomy, which will bring with it considerable accountability, a manager's job in "the modern organisation is not to command, it is to inspire" (Drucker, 1995, p80). This means that the appointment of a new leader, or the appointment of senior leaders by the leader, needs to cogitate the balance of agreement required by the group. Handy (1993, p165) notes that "when people put groups together, they select individuals mostly on the basis of their official function in the organisation, seldom do they think in advance of the other functions they have, or the ways they behave, which have a profound effect on the success of the group" that they are expected to work in. Gunter (1995, p10) argues that "teams based on consensus value systems only give recognition to operationalizing-defined skills and do not operation the plurality of skills

which people have”. In addition to this Handy (1993) notes that group situations can confront individuals with considerable role and identity problems, which in turn can cause problems for organisations. The problem for organisations is that individuals need to be organised into teams to make the most effective use of the mix of their skills and knowledge. This comes with the caveat that too much emphasis on the team can blunt the individual contribution; whilst too much emphasis on the autonomous individual may hinder the development of team identities. Watkins and Gibson-Sweet (1997) recommend the use of Belbin’s team role theory (table 3) in formulating team roles, while Vilkinas and Cartan (2006) take this a stage further and explain a range of academic leadership behaviours through their Integrated Competing Values Framework (ICVF), the use of the roles table 4 are explained in the framework in table 5.

Plant	Plants are creative often unorthodox and a generate lots of innovative ideas.
Resource Investigator	The Resource Investigator gives a team enthusiasm at the start of the project by pursuing opportunities creating opportunities, though they may omit small details.
Coordinator	A Coordinator is a likely to be the chairperson of a team, since they have a talent for stepping back to see the big picture. They are usually confident, stable and mature, recognising the abilities of others; they are very good at delegating tasks to the right person for the job.
Shaper	The Shaper pursues objectives and has a need to achieve – for the Shaper, winning is the name of the game. The Shaper is committed to achieving and will show ends and will ‘shape’ aggression in the pursuit of achievement. Two or three Shapers in a team, according to Belbin, can lead to conflict, aggravation and in-fighting.
Monitor Evaluator	Monitor Evaluators are observers and judges of what is going on in the team and are often the ones to see all options with clarity and impartiality. They take a broad view when problem-solving, and move slowly and analytically. They can become critical and damping enthusiasm for others.
Team worker	Team worker are good listeners and diplomats they avoid conflict, they can go unnoticed and unappreciated until they are absent, when the team begins to argue, and small but important things cease to happen. Because of an unwillingness to take sides, a Team worker may not be able to take decisive action when it is needed.

Implementer	The Implementer turns their colleague's ideas into action. They are efficient, self-disciplined and motivated, often taking on jobs everyone else avoids or dislikes.
Finisher	The Finisher is a perfectionist and will often go the extra mile to make sure everything is "just right," They set very high personal standards rather than working on the encouragement of others. They may frustrate their teammates by worrying excessively about minor details at the expense of meeting deadlines, and by refusing to delegate tasks that they do not trust anyone else to perform.
Specialist	Specialists are passionate about learning in their own particular field, they are likely to be a fountain of knowledge and will enjoy imparting this knowledge to others. Specialists bring a high level of concentration, ability, and skill in their discipline to the team, but can only contribute on that specialism and will tend to be uninterested in anything which lies outside its narrow confines.

Table 3 Belbin's Ream Roles

Innovator	Come up with inventive ideas? Explore new concepts and ideas?
Broker	Exert influence in my area? Influence program related decisions made within my area?
Monitor	Maintain control of resources? Detect discrepancies in reports and documents? Monitor compliance with universities' policies and procedures? Check for errors and mistakes in any activities in my area? Keep track of what happens in my area?
Deliverer	When required, set my area's goals? Anticipate workflow problems? See that my area delivers on stated goals? Clarify my areas' priorities and direction to staff in the area? Make my area's goals clear to the stakeholders? Bring a sense of order and coordination into my area? Coordinate activities across my area?
Developer	Treat people in a sensitive, caring way? Show empathy and concern for staff? Encourage participation in decision making? Surface key issues amongst staff members and work together to address them?

Integrator	Learn from my experiences in my current position? Change my behaviour after reflection? Respond to others appropriately? Accurately interpret signals in either my internal or external environment? Respond appropriately to situations? Focus on the most important signals in either my internal or external environment?
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Table 4 Items describing each of the ICVF roles for roles displayed and importance of roles, (after Vilkinas & Cartan, 2001, 2006).

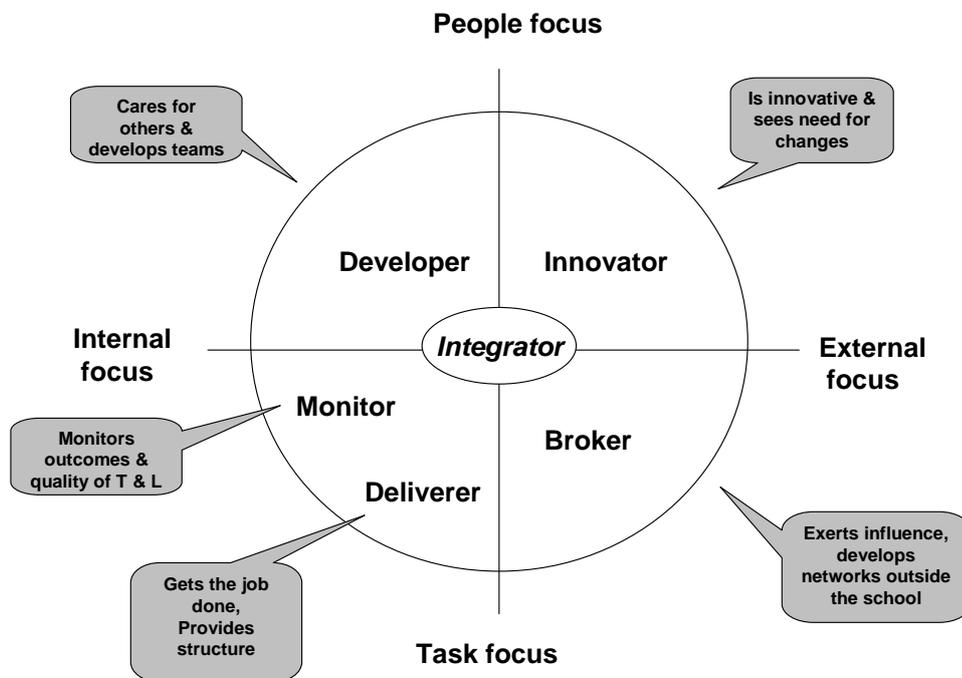


Table 5 The Integrated Competing Values Framework (after Vilkinas & Cartan, 2001, 2006).

Drucker (2001) has commented that any organisation should build a team where each member not only makes their own contribution, but where they all contribute towards a common goal. Their efforts must all pull in the same direction, and their contributions must fit together and produce ‘a whole’ without gaps and without unnecessary

duplication of effort. Although it is considered that groups are more stable when the group members have similar attitudes, values and beliefs and that homogeneity tends in general to promote satisfaction within groups, it would be erroneous to make the assumption that homogenous groups are more efficient. In fact Handy (1993, p159) points out that while heterogeneous groups will tend to procreate a greater amount of conflict, “most studies do show them to be more productive than the homogenous groups”. More conflict is also likely to be observed in groups that are made up of very intelligent individuals, as they tend to spend a large part of their time engaged in abortive debate, trying to persuade the other members of the team to adopt their own particular, well-stated point of view, they lack a coherence in their decision making and important jobs are often neglected (Belbin, 2010). As a coincidence the more intelligent individuals are, the less likely they are to conform, but they will tend to be less anxious, have more spontaneity and self-confidence (Papadakis and Barwise, 2002; Handy, 1993). A dichotomy discussed by Narango-Gil, Hartman and Maas (2008) considers the fact that whilst heterogeneity enables management teams to better identify strategic issues homogeneous teams may be more effective in operational execution. Bush (1998, p40) describes strategy as:-

The term used to describe the overall, or synoptic, management of organisations. It generally operates over an extended timescale and guides decision making through that period. Strategy provides the link between the vision of the organisation and its operational management and helps to ensure integration between different parts of the college.

Narango-Gil, Hartman and Maas (2008, p229) go on to suggest “that when filling management positions, organisations should try to ensure that enough diversity exists within the team”, they go on to suggest that the ability of management teams to develop dynamic strategies is likely to be more reliant upon the educational and functional background and the organisational tenure of the membership than other factors such as

age and gender, as these characteristics are likely to be an important cognitive resource which is a “crucial benefit of heterogeneity in complex circumstances” (Narango-Gil, Hartman and Maas, 2008, p22). This social identity argument would suggest that job-related heterogeneity is more relevant than non-job-related heterogeneity in forming specific identity sharing groups but may alter in different groups as all groups will only be heterogeneous in certain specific characteristics (Handy, 1993). Maringe (2012) adds that there seems to be greater heterogeneity in middle- and first-line management teams, while higher decision-making groups are seen as ring-fenced, privileged pockets of power and influence which a majority see as offering little access. This issue of the social identity is not always recognised and often there is insufficient value given to the fact that in general, individuals categorise themselves and others into social groups, and that group identity becomes an important determinant of subsequent commitment and motivation (Haslam, 2001), even to the point where the name of the group and rituals show signs that the work of the group is important to the individual (Handy 1993). In support of his comment and in ensuring that action is followed through, Raynor (2002) sees the need to support a heterogeneity of thinking with a homogeneity of purpose and values, the key is possibly in recognising the traits as Hoy and Smith (2007, p158) point out that often individuals are attracted to others who are similar to them. Several conflicts can arise during this discussion; Gleeson (2001) in FE and Peters and Waterman (1982) identify as part of the emerging corporate culture the need to speak with one voice to create a homogeneous staff and although they note the danger of developing a ‘yes man’ syndrome (p, 290) ultimately an organisation needs to create a culture that will facilitate change. James (1996 p122) says that the “promotion of genuine educational change usually requires a shift in practitioner perceptions, beliefs and practices and that such change is only likely to be brought about through active discussions and the opportunity for professional development and ownership of change

by all parties involved within the process”. The ability to engage in an appropriate debate, that could lead to change, needs to be facilitated by appropriate structures for effective communication. Schein (1997) says that: “strategic change is often manifested through new or amended structures”. Leaders may adopt these reshaped frameworks in order to secure implementation of their policies or, more ambitiously, to underpin their own cultural assumptions. This may not succeed unless the new structure also takes account of current cultural realities and the values of the staff. The organisations structure and design can be used to reinforce leader’s assumptions, but is rarely an accurate initial basis for embedding them because the employees can usually interpret structure in a number of different ways. The relationship between organisational structure and culture is of crucial importance and a large and complex organisational structure “increases the possibility of several cultures developing simultaneously within the one organisation, whereas a minimal organisational structure enhances the possibility of a solid culture guiding all areas of organisational activity” (Bush, 1998, p32). Cultures and their architecture are the subject of constant pressure towards change by internal and external factors, the impact of externally imposed change is often structural rather than cultural, since it is easier to legislate about peoples work situation and practices rather than their values and beliefs (Bush, 1998). Handy (1991, p113) suggests that the “wise organisation realises that intelligent individuals can only be governed by consent and not by command, that obedience cannot be demanded and that a collegiate culture of colleagues and a shared understanding is the only way to make things happen”. Certainly the contemporary ways of business planning and target setting actively encourage staff to partake in decision-making in the hope of them taking ownership and it is espoused that education reforms have led to enhanced responsibilities and accountabilities (Gok et al, 2005; Leithwood and Jantzi, 2006) which have shown the importance of distributed leadership to school success (Yu et al,

2000; Kwan, 2009). However as discussed at 2.2, this in itself is not without problems as conflict can replace agreement leading to a balkanisation and even hostilities in groups, and ultimately the decision making or the power will be held with individuals that will carry the accountability for the decisions they make. In recognising that management is messy and has to deal with ambiguity and paradox, Gunter (1995, p10) suggests that “the language of empowerment and ownership may be used and heard, but in fact proactively created teams mean that participation is “in the gift of management” something supported by Ofsted (2008) where they report that “participatory styles of management are taking some time to become embedded in colleges, often because middle managers have become used to senior managers deciding everything amongst themselves” (Ofsted, 2008). Gunter (1995, p10) “goes on to suggest that the capacity to self-organise around issues and form political interest groups is underestimated and under-utilised”, in an organisational context this could be demonstrated through a greater use of cross-functional and cross-divisional teams and could be seen as the manifestation of the extensive organisation-wide networks. This could provide greater opportunities to bring together people from different strata of the organisation which, would “enhance and facilitate the process of the management of information relevant to decision making and the process of conversion of data and information to knowledge” (Lakshman, 2007, p56). A point not lost on Eggins et al (2008) who say that there are few contemporary organisations that do not make use of groups at some point in time and that people are familiar with the “experience of coming together with others to take part in planning or decision-making exercises or as part of their daily work” (p277). Groups are often formed on an ad-hoc basis with the assumption underlying their use that their engagement will be of some benefit to the organisation; these groups are expected to be efficient, motivating and communication rich. Not least, they are also expected to enhance the employees’ sense of commitment to their work (Eggins, et al,

2008). However, organisations that commonly make use of focus groups for planning purposes often give little thought to the dimensions on which those groups are formed even though this is likely to have a significant effect on the ultimate success of any planning exercise (Eggins et al, 2008). Eggins et al (2008) go on to suggest that groups should be organised in terms of individual identities related to work in order to have an impact on the way people respond and to ensure that people feel that they have the opportunity to provide input that is relevant, useful and important.

Essentially an organisation should start with the assumption that change is a continuous, open-ended and unpredictable process of aligning and realigning an organisation to its changing environment (Morrison, 1998). Burnes, (1996) advocates the theory of emergent change arguing that it is more suitable to the turbulent environment in which colleges operate in because, unlike a planned approach, it recognises the need for organisations to align their internal practices and behaviour with changing external conditions. There is an increasing view in FE that change will need to be adopted quickly; as currently vocational educators are being asked to adopt change with increasing frequency. Much of this change results from vocational education being seen by Governments as central to achieving national policy goals such as economic competitiveness (Billet, 1995). This may be discouraging new applicants for senior positions while part of the reluctance to apply is said to be the increasing impatience of boards of governors. This impatience has been noted by many managers who are now being a bit more selective about what they apply for (Pendle, 2008). Then there are the effects of excessive audit cultures, inconsistent funding and multiple community engagements that are also putting off qualified candidates from applying for principal vacancies (Collinson and Collinson, 2009).

2.6 Summary of Literature Review

The literature review has had a significant impact on determining the direction of the study, largely due to the original intention of using a grounded theory approach and also because there was no hypothesis to test. Eventually several themes began to be constructed as follows:

- The Changing Landscape of Further Education
- Managerialism
- The Perceived Skills and Knowledge of Managers and Leaders
- Leadership
- Defining the Term Curriculum Middle Manager
- Learning to Lead
- Motivation to Lead
- Leadership and Forming Management Teams
- Perceptions of Equality in Leadership and Management
- Recruitment and Selection
- Induction and Mentoring

Table 6 Themes emerging from the literature review

There is a significant overlapping of some subject areas and additional sub-headings could have been included or some of the headings that have been used could have been merged. The sub-headings have helped to give the report some structure and have enabled themes to emerge that can be observed throughout the study, they have also enabled the systematic organising of ideas, in a way that leads the reader on a logical route through the thesis. The fact that there has previously been very little research into what makes a good manager/leader in FE should make this literature review of interest to anyone aspiring to promotional opportunities and particularly to those aspiring to senior posts in the FE sector. The perceptions outlined in the literature review demonstrate relationships between managers at different strata of organisations, these relationships have a lot of generic similarities to other organisations and many examples of these workplace relationships are taken from industry. The literature review elucidates the fact that there is substantial ambiguity surrounding role clarity for

managers at every level and around psychological contracts with the organisation and with colleagues. It also emphasises that education in general is a complex and demanding business that remains in a state of flux and that can render significant initiatives from one situation as insignificant in another situation, time or place.

The inclusion of a range of publications largely between 1984 and 2013 has given a perspective over time and across a range of organisations and from industry though mainly focusing on education and in particular FE where that has been possible. This period of time has also taken into account the particularly turbulent times that surrounded the ERA (1998) and the post-incorporation period; this period of time as seen an alchemy of changes in the shift towards a managerialist paradigm that was seen as the panacea to management of the public sector. The literature review determined the eventual direction of the study and in turn some areas that have been reviewed have been determined from the original respondents comments to the questions they were asked. The study has built on previously published works with the intention of raising rather than addressing any hypotheses that may then become the focus of further research into management studies. The literature review has also furthered a personal knowledge and professional interest in the subject and will be extremely valuable personal development as a manager in FE.

Chapter 3

3.0 Methodology of the Study

3.1 Introduction

This chapter will explain and justify the research methodology which will underpin the study, as suggested by Denscombe (2003), attention will be paid to elementary factors as research is open to criticism when these are ignored and questions may be raised about the findings. Cohen et al. (2000) suggest that research is concerned with understanding the world and that this is informed by how we view our worlds and how we see as the purpose of understanding, while Bell (1999) says that research is a matter of working through a methodical process to add to one's own body of knowledge and to that of others; by the discovery of facts and insight and that it should be conducted to solve problems and to expand knowledge, stressing that research is a systematic way of asking questions. The study, therefore aims "towards developing knowledge-for-understanding and could, as a result of this, be used as a basis to enable "knowledge-for action" (Wallace, 2003, p.18). One of the most crucial aspects of the research process (whether qualitative or quantitative) is the research question, yet Burck (2005, p240) says; "ironically, it is also the least well described", as without a well-honed research question, framed so that it is possible to answer it, researchers are in danger of losing their way. A good research question needs to be supported by a clear rationale, as it will by necessity have to leave out aspects considered important; it is also advantageous if they are simple and direct (Burck, 2005). A good research question invites an answer to help provide the researcher with a focus to direct their own and their reader's attention (Polit and Hungler, 1993). Whitehead and McNiff (2006) consider that academic educational researchers have a responsibility to generate theory on the basis that dominant forms of propositional knowledge and theory should continue to provide an epistemological base for educational research and direct the way for policy. Rising

numbers of academic researchers however, reject this view on the grounds that its colonialist impulses lead towards an intellectual and social apartheid, where they are positioned as superior to those whose studies they are supporting and assessing. The celerity of change in today's society, and in education in particular, is forcing the avant-garde researcher to develop new skills based on the ability to forecast what is required of them and how they need to develop. For this reason a qualitative approach was considered appropriate for the study as Wellington (2000) suggests that it can enable a greater understanding of how leaders learn to lead and can provide insight and possible answers to questions such as What? Where? When? and Why?

The function of the researcher has shifted from problem solving using quantitative measurement tools to naturalistic research; using descriptive and illuminative designs based on case study and social anthropological designs (McKernan, 1996), which allows for the richness and insight of human interaction within educational settings (Foskett et al., 2005). This paradigm shift continues and Bluhm (2011) notes that more qualitative work has been published in the last ten years than during the previous twenty years and the interest and influence of this qualitative research continues to grow, perhaps because it has become more accepted and allows greater description of the subject (Newby, 2010). The aim of this study was to juxtapose the perceptions of the knowledge and skills managers in FE perceive they require for leadership and management in Further Education with the people who are appointing individuals to management positions. The development of the methodology for this study and schedule are also discussed, together with methods used to generate and analyse the data, and the measures taken to ensure that appropriate ethical standards were maintained throughout the study.

3.2 Methodological Approach

Research methods are described as the techniques and procedures used in the process of data gathering, the tools used by the researcher and the research questions and then the methods used to analyse and interpret the information gathered Cohen et al (2000). The methodology and the methods used are important in success of the research project as they influence the processes that will be used to collect, analyse and interpret the research data (Hitchcock and Hughes, 1995). McNeil (1990, p115) posits that “anybody who wishes to study an aspect of the world about them has to decide what methods they are going to use”. At the start of this study there had been an intention to use a grounded theory approach to generating data as there were no a`priori assumptions to set up a hypothesis to test and as such it would have mirrored a piece of ‘grounded research’ as described by Glaser and Strauss (1967). It was axiomatic that any approach to looking at management in the further education sector would need to consider that the area lacks a history of research with Rennie et al (1988) noting that there were then few examples of theorised work on education management, though Gunter (2000) subsequently suggested that it was growing rapidly. This approach would have also had a congruence with Charmaz (1995) and Henwood and Pidgeon (1996) who note that this approach is particularly appropriate for discovery-oriented research in areas that are under-theorised. Having started to engage in the iterative process of generating data as suggested by Glaser and Strauss (1967) it became clear that it would be difficult to employ grounded theory in its entirety. Bryman and Burgess (1994) suggest that it often only applies to aspects or phases of the investigation, this can cause a mystification of the epistemological paradigms that the study is being carried out in, as the use of mixed approaches could lead to a muddling, slurring and blurring of methodologies as the data collection is not consistent with the prescription of the research approach selected (Wimpenny and Gass, 2000). One of the issues faced early in the study was that of

being limited by the data collected. Thomas and James (2006, p3) suggest that “we should be guided rather than limited by the data”. It was anticipated that the interviews and the literature review would develop in parallel and would also be cultivated iteratively to take into consideration the data that came out of each interview. The reality was that there was relatively little linking of the theory in the literature review and the practice discussed by the interviewees. It was also becoming clear that there was insufficient theory in the notes from the interviews to follow this approach, as Lincoln and Guba (1985) assert that a grounded theory should be induced from the data. As there was little management theory been generated during the interviews, largely due to the fact that most of the respondents do not have any background in studying concepts of leadership and management. Therefore this method started to appear unfeasible as more theory was needed from the literature review to provide a direction for the study. Constructions were to be made from the analysis of the interviews with practicing managers, an interpretivist approach was therefore deemed to be more appropriate as it was assumed that there would be no absolute answers, something accepted by advocates of interpretive approaches such as Van Maanen (1990), Boud (1993), Cohen and Walker (1993), Schon (1993) and Mezirow (1995) . Candy (1991, p426) goes on to say that “research for social sciences involves description, interpretation, self-reflection and critical analysis”, which makes it an appropriate paradigm for studying in educational settings, especially when the aim of the inquiry is to develop an understanding, rather than to prove or disprove any universal law (Cohen, et al, 2000) or to make sweeping generalisations (Candy, 1991) but more understanding the “way in which the individual creates, modifies and interprets the world he or she finds himself or herself” (Cohen et al., 2000 p. 7). In addition to this, Garrick (1999) points out that the philosophical assumptions that underpin interpretive research are seldom critically scrutinised in literature focusing on education. The interpretivist paradigm encouraged working in the

context of discovery having flexibility during interviews to be dynamic, allowing the field-work to follow any emergent empirical findings rather than trying to verify the finite number of ideas present prior to starting the inquiry (Baker and Edwards, 2012). In following this paradigm, Garrick (1999) warns that ideas that have a subjectivity that can be accompanied with the exercise of power and that interpretative research can be used instrumentally to serve the economic interests of an organisation, there is also a danger that in exercising this power, interpretive accounts could inadvertently marginalise the voices they are supposedly representing by adding additional perspectives; though used appropriately the interpretive approach can be a powerful shaper of knowledge and of the lived experience (Usher 1992). One of the benefits of using a qualitative approach in this study was in having the ability to work in the context of discovery whilst remaining open-minded, having a flexibility to follow emergent empirical and conceptual findings whilst allowing the investigation methods to have congruence with the study question as suggested by Wimpenny and Gass (2000). In small scale studies such as this, where the interpretations will always contain subjectivity there was a concern about the representation of the “I”, which is critical and would have to be brought to the foreground, particularly as during everyday discourse the practice of many managers would be observed in-vivo. It is axiomatic therefore that these interpretations could alter the standpoint occupied at the start of the study; as Ropers-Huilman (1999) suggest that the process of witnessing can change our perceptions as it reconstructs our relation to others through the engagement with others in meaning making, through acts of naming and creating languages for and of expression, we shape ourselves and our understanding. This raises the issue of whose side is the researcher on and what is the researcher’s agenda (Usher, 1992). Agee (2002) suggests that this ambiguity is addressed by considering ourselves as witnesses located within complex intersections of knowledge, through the simulations or the translations

we create as witnesses, because we take part in shaping the discourses in which the research participants are situated. In view of this close relationship with the subject of the study; the background and context is clearly outlined in chapter 1, as advocated by Barker and Pistrang (2005), in order that the reader can appraise the necessity and personal interests of the study. The reader can also evaluate its procedures and make sense of the interpretations of the findings and develop their perception of the voice, the researcher's position in the context of making meaning and the constructions from the research, something that Denzin (1997, p54) says "is rarely clarified". Denzin (1997, p54) goes on to say that if the writers "lived experience is not shared with the reader then the connection between the texts and lived experience will remain unexamined". Sabbe and Alterman (2007, p532) concur; "few studies make their theoretical starting points explicit", language therefore, is a constitutive force that creates a particular view or reality and no textual staging can ever be innocent, the voices included in the text and how they are given weight and interpreted have moral consequences and the way that the data portrays others has profound implications, not just for how readable the text is, but also for how the people the text portrays are read and understood. Not surprisingly increased attention has been given to the process of writing, as it transports the researcher from the context of discovery to the context of presentation as the product of inquiry and the written account is now under such intense scrutiny (Sparkes, 1995). This is essential in this piece of work as it is previously suggested that there are no a priori assumptions something that may be questioned when I am imbibed in the process of college management, leadership and culture on a daily basis.

The crux of this study was in being able to get close to the respondents; to generate an ambiance where respondents were completely at ease and could speak openly, giving richness to the discourse. This provided great opportunities to witness the lives of others' constructing meanings from their experiences, though with this came the

inherent danger from the power associated with the act of setting ourselves up to communicate and make meanings for and about others as discussed above in ensuring that they are represented in the way that they had intended; and in dealing with the obligations and opportunities that are worthy of exploration. These include: recognising the engagement in active and partial meaning making, recognising that the research will change others and understanding that we too must be open to change. As witnesses we are producing simulations within discourses, we are fabricating worlds, not to falsify data or prevaricate about what we have learned, but because we are constructing truth within a shifting, limited discourse. Our witnessed accounts are valuable only in certain contexts, to certain individuals who believe in the value of our stories, it is anticipated that this study will be of value to those who are aspiring to work in higher level management positions, particularly in education and more specifically in FE, as there are likely to be issues that they would need to consider that will be discussed during the study. Researchers, who interrogate the principles of inquiry and the processes of knowing about others, suggest that a variety of relationships exist between the researchers and those that have participated in the research. Some critical scholars suggest that we must be careful about our effects on, and power relations with our researched others (Ropers-Huilman, 1999). One of the primary challenges of qualitative research is in ensuring quality and reliability, it is too easy to hope that the quality of research results in knowledge claims that are so convincing in their own right that they carry validation with them as this rarely happens; more commonly the value of qualitative research needs to be argued for and justified. Without this, qualitative researchers lay themselves open to criticism from those of the positivist persuasion who regard qualitative research as merely subjective assertion supported by unscientific method (Finlay, 2006), whilst educational theorists have long debated the value of granting students the authority to construct their own understandings (Mayer, 2009).

The concepts of reliability mentioned above, validity and generalisability provide a basic framework for conducting and evaluating traditional quantitative research, however, Finlay (2006) says that qualitative researchers contest and reject these positivist concepts as the reliability or the consistency of data collection is largely irrelevant in the case of qualitative research as by definition, it does not seek to be consistent or to gain consistent results; rather it seeks to elicit the responses of a participant or researcher at a fixed time and place and in a specific context. Qualitative research takes the position that situations can never be replicated, where completely different data could be produced using a different group of respondents on another day. The validity rests upon an assumption that the phenomenon being investigated possesses objective reality; given the diversity of the social world, qualitative researchers argue that it is a mistake to assume the existence of one unequivocal reality to which all findings must respond. Instead it must be asked: whose reality is the research addressing, as qualitative research by definition involves subjective interpretations. This can be by participants and researchers and “if it is accepted that the interpretation cannot be excluded from the research process, it follows that any one analysis can only be presented as a tentative statement opening upon a limitless field of possible interpretations” (Churchill, 2000, p164). As for generalisability, qualitative researchers do not seek to estimate findings from a specified sample of the wider population, instead, they are concerned to show that findings can be transferred and may have meaning or relevance if applied to other individuals, contexts and situations.

Some qualitative researchers may be happy to accept the depth that can be obtained from individual participants that have been purposely approached and that a large randomised representative sample misses their point entirely. Making sense then of all this data requires careful analysis, as the data cannot be used until it has been interpreted; often the social scientists’ assumptions can be so well hidden that they are

unaware that they are making them (Brent and Williams, 1995). Even statistics used to interpret data will have ideas and assumptions embedded. The point is that the so-called facts of science always have the underlying ideas of the scientists mixed into them. Many researchers from marginalised groups acknowledge that scientific inquiry is culturally and socially embedded in their research and instead of purporting to be impartial and distant from their research subjects, they identify with and advocate for those whom they are researching, and they are aware of and state their own biases. In addition LeCompte (2000) suggests that because the data is collected by human beings they will make selections in issues that are of personal interest to them and that it is important to be aware of how this affects data collection. This does not make the research any less valid, because all research is influenced by the values and beliefs of the researchers. Indeed, researchers who claim that they are impartial and objective often have values that uphold the status quo. In addition, while acknowledging that absolute truth and objectivity are unattainable; those who represent minority groups can make the process of science more honest by making their own values and social location explicit. This information helps to acknowledge the limits of science and can be used to assess research outcomes (Kim, 1997).

In subsections of this chapter the methods of data collection to be used will be described in more detail. The key instrument used in this study was the semi-structured interview, described by Alexiadou (2001) as an interview agenda shaped by the operationalisation of the research questions, but retaining an open-ended, flexible nature, to encourage interviewees to 'define' the situation based on their personal experience and to give a voice to participants. It was considered that this would give a focus to what the interviewees would consider relevant; asking open questions, encouraging the respondents to explore the question and give thick responses allowing respondents to expound their response to give a depth to their knowledge in linking theory to their

practice. These utterances were recorded using a small hand held recorder and later transcribed; to ensure that the transcriptions did not enter the public domain and for security they were stored electronically and a password protection was applied. This study was based in four further education colleges, three in the north of England and one in the north midlands, to give a more purposive range to the sample, which Newby (2010) suggests can help keep the fieldwork aligned to the goals of the study, whilst recognising that generalisability, that is to draw general conclusions from particular instances (OED) and described by Brown and Dowling (1998, p82) as, “empirical research that is fundamentally concerned with the generalising of local findings to wider ranges of empirical settings” is not possible within a small scale qualitative study. There is however, an assumption as Payne and Williams (2005, p3) suggest that “many qualitative sociologists engage consciously or unconsciously in generalisation”, in recognition of this an attempt has been made to describe as fully as possible the relationship between my personal experiences and this study; so that the reader can put any constructions into their own contexts and take what value they can from them. Even though there is no attempt at generalisation the study followed the advice of Gillham (2005) who suggests that representation can be improved with a systematic sampling framework. The objective here being to give a balanced picture of the informants discourse, this was achieved by sampling at different strata within the organisations in terms of status, occupational category, gender or degree of experience, as it was considered that participants placed within a range of settings can provide different information and different ways of understanding it. Although the sampling frame is discussed to give a variety to the representation of the sector, it is worth noting that the scope of the study is restricted to populations that could be accessed at the time of carrying out the fieldwork; which Breakwell et al (1995) point out, would restrict the degree to which any themes could emerge from the data.

The colleges that engaged in this study were selected on a non-random basis as suggested by McTavish and Miller (2009, p352) “to ensure a geographical spread, a mix in size of staff and student populations and a curriculum balance that represented a strong cross sample of the FE sector”. Two of the organisations, known as organisation G and organisation W are large, one is a large mainly single campus site and the other is a multi-campus site, organisation N is a medium sized college and the other organisation C is small, described (in section 1.4) in terms of their annual turnover. In the interviews a series of questions were asked relating to the managers perceptions of:

- their job role and the skills and knowledge required to carry them out,
- their attitudes and motivations to promotion and the ease of career advancement;
- of transparency regarding promotion;
- the supportiveness of line managers to career aspirations;
- the supportiveness of organisational leadership towards career advancement,
- experiences of making progression through the strata of further education colleges.

At this point again on the recommendation of Breakwell et al (1995) it is worth reporting that no persons approached to help with the project refused access and all were extremely obliging.

As there were no a priori assumptions the literature review was used to inform the interview format in order to explore emerging theories in more depth; shaping the study through a process of “decontextualisation and recontextualisation” (Ayres, Kavanaugh, and Knafl, 2003, Morse and Field, 1995). During decontextualisation the data was assigned codes to units of meaning in the texts and in recontextualisation the codes enabled similar utterances to be brought together forming patterns and then reintegrated, organising and reducing the data around central themes. This interpretive method described by Starks and Brown-Trinidad (2007), distils textual data to a set of categories or concepts from which the final product can be drawn. Historically, qualitative research has been given less than a fair sense of appreciation and has been

criticised for a lack of scientific rigour, small samples, subjective and non-replicable efforts (Goodyear, 1990). Some of the attacks suggest that educational research and in some respects social science research more generally is too often conceived and conducted as a “cottage industry,” producing small-scale, disconnected, noncumulative studies that do not provide convincing explanations of phenomena (Torrance, 2008). In addition to this Garrick (1998) has problems with individuals reaching their own understanding of phenomena and qualitative research is still seen by some as the provision of a type of homogeneous data collection; however, the key to effective research lies in its flexible approach. Qualitative research plays an important part in accessing and generating discussions with key decision makers in organisations, where respondents may be reluctant to disclose information which is regarded as sensitive and pertaining directly to their organisations (Crimp and Wright, 1995). Easterby-Smith et al (2002, p47) suggest that a “flexible approach, would provide explanations” for an inquiry about how social structures and processes are accomplished. This approach is supported by the use of a questionnaire that was used to provide additional data to support comments made during the interview stage. Although the questionnaire is associated with positivism, a term that is now often used derogatively in research circles (Carr and Kemmis, 1986), it has to be recorded that positivists have contributed greatly toward the understanding of philosophical questions, having an approach that encouraged participation and rigour (Phillips, 2004). Positivist research methodology usually refers to procedures associated with inferential statistics, hypothesis testing, mathematical analysis, and experimental and quasi-experimental design. Its demise was recorded in the journal *Sociology*, where it found in the late 1960s that 75% of its articles used statistics, this had turned round to 81% making no use of statistics by the late 1980s (Gartrell and Gartrell, 2002), changes that could be related to the economic and cultural milieu. The fact is that the qualitative researcher rejects the idea that

science can only be concerned with certainty and truth and argues that it has to acknowledge the impossibility of absolute knowledge. Social science is now concerned, not so much with gaining access to some absolute truth but with uncovering explanations of social behaviour. In fact scientific truth results from both the act of observation and the emerging consensus within a community of observers as sense is made of what has been observed. In this pragmatic approach to social science research, empirical reality is seen as the on-going interpretation of meaning produced by individuals engaged in a common project of observation. An interpretivist approach is therefore, appropriate to understand the process by which actors construct meaning out of inter-subjective experience and should be used in a way that is logically consistent with key assumptions about social reality and how that reality is known. It is less appropriate though when you seek to make knowledge claims about an objective reality, and more appropriate to do so when you want to make knowledge claims about how individuals interpret reality (Suddaby, 2006). This approach to educational research rejects the positivistic notion of rationality, objectivity and truth and sees truth as historically and socially embedded, and not standing outside the concerns of participants in real social situations. Moreover, it does not have a technical interest in problem solving, but sees social science itself as an opportunity for the participants to tell their story (Carr and Kemmis 1986).

McNeill (1990, p126) suggests taking this debate in another direction where we: “Work within a set of assumptions about what the natural world is like”. He calls this a ‘paradigm’ and says that normal science operates within paradigms, which guide the selection and evaluation of evidence. As time passes more and more evidence appears that does not fit the paradigm. At first this is ignored or explained away, but eventually becomes so numerous that the paradigm is overthrown in a ‘scientific revolution’. A new paradigm is established, and normal science resumes (McNeill, 1990). The point

here according to Phillips (2004), is that scientific knowledge does not exist separately and objectively, but is constructed and created by social scientists within a framework of assumptions, characterised by a post-positivist philosophy. This post-modernist philosophy will have the view that there are multiple realities, beliefs and paradigms and that no individual methodology provides the only road to truth. It is consequential therefore that the human imperative remains, as science cannot be seen as the paradigm for the regeneration of cultural values. In the drive towards total quantification the simple fact remains that not all the knowable is rigorously measurable and that human emotions must be recognised (Ferrarotti, 1999; Alexander, 2006; Carr and Kemmis, 1986). It is therefore possible that post-positivist inquiry will be deemed to have a less ambitious aim attached to the inquiry than the positivists, and is content to be gaining a greater approximation of the truth. This attitude encompasses an acknowledgement of the inevitability of researcher biases and the complications of claims to universal knowledge (Clarke, 1998).

3.3 Research Schedule

It is generally considered that qualitative researchers do not capture their data from large swaths of people, as is often the case in quantitative research, and that their studies generally involve many fewer people with a finer analysis and a greater depth of questioning that probes individuals and cultures in the hope of generating an understanding of their perception and interpretation of their interactions; rather than generating a large mass of data (Adler and Adler in Barker and Edwards, 2012, and Bryman 2012). In addition to this there was a planned heterogeneity of participants as suggested by Bryman (2012) to provide sub-group variability, offering a variety in the views and experiences in the discourse. Taking this into account as well as the requirement to meet deadlines and the availability of the selected respondents the

schedule of events for the study was determined. The initial contact with interviewees were made through an introduction from senior staff in organisations C and G, who work with a consortium that delivers the PGCE/Certificate in Education for the local University and at organisation W and N through the respondents line managers. The respective respondents will be known throughout this study as respondents M1(C), M2(C), M1(G), M2(G), M1(N), M2(N), M1(W), M2(W), (middle managers), and SM(C), SM(G), SM(N) SM(W). This coding will afford the respondents anonymity and allow the reader to assess how many times each respondent or organisation has been cited during the analysis. Initially there were another nine interviews planned however, when results began to be repeated it was decided that additional data would be generated through the of a questionnaire. The initial contact was made in July 2009 and the interviews were completed in December 2009. Arranging the interviews proved to be exigent, particularly at college C which is a one hundred and eighty mile journey and it was planned to conduct all three interviews in one day due to the distance to be travelled. The interviews at college G which is a seventy five mile journey required three separate dates due to a lack of availability of the interviewees'; the interviews at college W were a one hundred mile journey. A preliminary introduction with the interviewees was conducted by telephone so that "reasonably informed consent" (Cohen et al, 2000, p51) of those who were involved could be gained. The protocol began with an introduction, stating the purpose of the interview, this clarified any questions about the study and informed the respondent about confidentiality and how the data generated would be used. The introduction indicated how long the interview was likely to be and provided an overview of the major topics to be discussed. All participants were assured that confidentiality of their input would be guaranteed and the withdrawal at any stage from the project would be accepted without question as suggested by Oppenheim (1994) and Cohen and Manion (1996). To assist in the time management of the project a

calendar in Microsoft outlook was used to plan activities to ensure timely completion. The requirement to meet a set target date for completing the writing up of the findings, coupled with personal and professional commitments, made having a clear definition of the scope of the study, together with a schedule, in the form of simple Gantt chart, absolutely essential. Care in choosing a topic that can be effectively researched in the time available and clear definition of the planned scope of reading were prerequisites to completing this study on schedule. A small contingency plan was incorporated into each stage to allow for the inevitable overruns and professional commitments.

The questionnaires were administered in the organisations where I have worked, these were used to gain additional knowledge that could be used to support statements made during the interviews following transcription and analysis. They were completed in February 2010 at organisation N and in June 2010 in organisation W as an entrée to managers training events with prior acquiescence from the event's organisers. Again an introduction was given confirming the rigorous approach to ethical conduct discussed in greater detail in section 3.4.3.

3.4 Research Method

In this study of the perceptions of the skills and knowledge of managers in further education historical reading in the form of a literature review was used to determine themes that became the focus of a series of semi-structured interviews, described in detail at 3.4.1. These interviews were used to interrogate key issues and were aimed at eight different middle managers with the selection criterion of being deemed by their managers' as highly motivated, successful individuals that aspire to senior management positions within their organisations'. These interviews were completed in four separate organisations with distinct characteristics to provide the study with a range of data and

to gain access to staff performing a range of roles in organisations that vary in size and focus in the FE sector.

Interviews were also undertaken with the principals of the four organisations so that synergy between the perceptions of middle and senior managers could be juxtaposed. The interviews were administered in a way that would allow the respondents to explore the questions; these questions were seeking to address the themes identified during the literature review. It was expected that there would be variations in responses based on the previous experiences of the respondents and due to their different vocational backgrounds. The colleges were chosen for the surveys because they met the criteria suggested above in giving the study a greater range of data, for their accessibility and because they could be engaged through communication via personal contacts with senior managers in their organisation and also because it gives an opportunity for the reader to see that the phenomenon has been interpreted from a variety of organisations. The interviewing of five male managers and three female managers was purely a coincidence of the people that met the original criteria; however, this did create a dimension of marginalised groups to the study that had not previously been an intended aspect of the study but is a critical aspect of today's FE college. The original ambition of this study had been to interview a member of the senior management team but as a bonus to the field-work all four principals agreed to take part in the interviews; three of which were male and one was female, two of the male principals were from a white British background and the female principal was from a BME background. The questionnaires were completed in two organisations, where all participants received a thorough introduction of the aims of the study. The diversity of the curriculum areas represented, the levels and genders of managers present and a reminder of the opportunity to remain anonymous all contribute to the internal validity of this study. In developing the survey instruments care was taken to ensure that all methods used would

be acceptable to the organisations and to the individuals taking part. The need was to identify methods that would provide the necessary information about the leadership attributes as perceived by the principals themselves and by those who aspire to senior management positions without being burdensome. All of the work has been carried out in colleges of FE so that the findings will be as relevant to the sector as possible and will help those who aspire to senior management and principal positions. This study recognises that as little is known about the characteristics of the leadership role and responsibilities of senior managers, principals and CEOs in FE and considered that an interpretivist approach would appear to be an effective method of achieving its aims. As a middle manager in FE I was sympathetic to the demands made on the time of a principal and on managers; so the survey methods were designed to be as succinct, yet as focused as possible, whilst providing sufficient information on which to base reasonable conclusions. The interview was chosen for its ability to create a relationship between with the respondents that would not be possible using other methods.

3.4.1 Purposive Sampled Interviews

As previously described the interviews were executed in discrete organisations where participants were not known to me so that they did not feel the need to be restrained in any way with their responses, or to give answers that they thought were expected of them rather than of been their own thoughts, this is supported by Glesne and Peshkin (1992) who question research that examines your own institution, or among friends or colleagues. In defence of this comment they go on to explain that researchers bring their values, biases and understandings to a project, so although an intimate knowledge of a setting may be an asset, the negatives outweigh the positives. From the planning stage for this study there was concern that some respondents may be reluctant to disclose information which is regarded as sensitive and pertaining directly to their organisations

(Crimp and Wright, 1995). There was also a concern that respondents would either give responses that were expected or that would not offend others within the organisation or that were portentous, all of which have the ability to generate invalid data. To avoid this scenario from occurring purposive sampling was used, this is where the “researcher handpicks cases to be included in the samples, in this way a sample is built up that satisfies specific needs of the research” (Cohen and Manion 1996, p89). It was considered as plausible that the sampling may sanction the inference of findings to other empirical settings, though due to the small scale of this study inappropriate inferences would be avoided (Bryman, 2012, Onwugbuzie and Leech 2010) and therefore any generalisability would not be possible. Guest, Bunce, and Johnson (2006) argue that twelve interviews suffice for researchers when they aim to discern themes concerning common views and experiences as is the case with this study. Any inferences made by the reader may help them to situate any findings with their own phenomenological experiences and satisfy the needs of Brown and Dowling (1998, p82) who postulate, “empirical research is fundamentally concerned with the generalising of local findings to wider ranges of empirical settings”. To achieve a reasonable heterogeneity of sampling, colleagues from a university network that I am a part of and who worked in the organisations were contacted to ask if their principal or a member of the senior management team and two managers from each organisation would engage with the project. A brief was drawn up for the selection of the managers that required of them to be; regarded by themselves and their managers to be positive in their work, keen to gain further promotions and to develop personally and professionally. It was felt that these qualities would be most suitable in eliciting the kind of data the interviews were hoping to generate, in response to issues that were predicated on the main themes to emerge from the literature review and were grouped to gain perceptions under the following seven headings, largely because the completed work was expected to be of more interest

to philomathic managers as discussed in chapter 2 who are likely to have the same traits as those identified in the study:

- Motivation
- Teams
- Leadership and Management
- Skills Knowledge and Competencies
- Training and Planning
- Recruitment and Selection

Table 7 Structural headings for the study

In interpretive studies the objective of the interview is to elicit the participant's story and it is hoped that their words will be used to form constructions as the spoken word had intended and that their words will speak for themselves, here I am presented as the listener and ask respondents to give accounts of their experience of the phenomenon (Easterby-Smith et al, 2002). Probing questions were asked so that the participant could elaborate on the details and stay close to the lived experience. In the position of the researcher it is important that 'what has been spoken can be validated', as Denzin (1997, p231) postulates: "what we look for is unfortunately, what we shall find". There are those who have moved away from the idea that interviews tell researchers the truth about actions or events that people engage in (a positivist oriented position), or that they demonstrate a relationship between positions and interpret events and relationships (a realist oriented position), what is examined are the regularities and features of an account (May, 2001). Under post-positivist philosophy, the researcher and his or her perceptions are not seen as being wholly detached from inquiry, science is not seen as a personal opinion or private experience, but as one where personal processes and involvement are acknowledged as being a characteristic of human enquiry (Clarke, 1998). The interpretive perspective opposes a positivist assumption that assumes the language of the natural sciences should and could be the language of the human

sciences. This assumption that references to the social world that could not be verified under quantifiable, observable, scientifically controlled conditions should be passed over in silence. Statements regarding human subjectivity, intentionality and meaning were superficially treated or excluded from the positivist's domain, whereas interpretivist embrace expression and the subjective human experience (Denzin, 1989). To try and ensure that the report has verisimilitude; Hammersley and Atkinson (1995) recommend the use of respondent validation that consists of determining whether the beliefs and behaviour of those being described recognise the validity of their accounts by asking them to read the transcripts of the interviews and to read the final analysis. This will also prevent story telling which Fitch (2006) says is included where some well-known cognitive facts about conversations are incomplete and are supplemented by the imagination. Because of the significance of the interpretations and the meanings that individuals make a decision was made to use the semi-structured interview with both the middle and senior managers (appendix 1) and (appendix 2). A semi-structured interview refers to an interview agenda shaped by the operationalisation of the research questions, but retaining an open-ended and flexible nature. The intention was to allow the interviewees to 'define' the situation on the basis of their own experience and to focus on what they considered to be relevant (Alexiadou, 2001). This flexibility allowed any unexpected comments to be followed up, to validate other methods and to probe deeper, as suggested by Kerlinger (1986) and Cohen and Manion (1996). The term probe is used to describe follow-up questions; "probes are one of the main advantages that interviews have over questionnaires" (Oppenheim, 1994, p90). The reason for choosing the semi-structured interview is to get much richer data than can be gained from either the questionnaire on its own or from a very rigid interview. Contemporary qualitative research has predominantly moved away from using a format where questions had to be asked in a particular order and rigidly adhered to, and tends to use

an interview schedule as a guide to ensure that particular areas are covered and to standardise the approach with all respondents. Room is left to explore more particular meanings when research participants respond in a unique and individual manner (Burck, 2005). Robson (2002, p45) agrees and says “the collection of these narratives is often straightforward and have a quality of undeniability, which lends verisimilitude to a report”.

When designing the interview schedule several considerations had to be made, firstly as suggested by Easterby-Smith et al (2002) is to determine how much structure to put into the interview. Making the point again that there is no such thing as presuppositionless research and as interviews are completed and more patterns are seen in the data, the more likely the need to want to explore in a variety of directions. In these situations the frameworks should serve as a guide and the interviewer should not get tied to them. One of the key concepts in consummating the interview framework was the recommendation of Anderson (1998) of maintaining around forty minutes per interview. The interview framework had nineteen questions that were designed to address the themes that had emerged during the literature review; the questions to the senior managers were designed to be converse, asking the same question from another perspective. Anderson (1998) also stresses the importance of the venue to be used for the interview and how interruptions can affect the interview process and have repercussions with regards to the confidentiality of the discourse when concluded in a busy office, this was observed in a couple of the interviews where the interviews were interrupted by telephone calls where managers needed to stay in their own offices. Anderson (1998) goes on to suggest that somewhere is used where participants would feel comfortable, something that was discussed during the preliminaries along with ethical issues such as the confidentiality and the right to withdraw at any stage of the project (Oppenheim, 1994; Cohen and Manion, 1996). The preliminaries also reiterated the reason for this study and were

shared with the interviewee at the start and end of every interview, also before each interviews there was an outline of the questions, the major topics to be discussed and I also thanked respondents for their co-operation. Also during the preliminaries and in the telephone calls and emails that preceded the interviews the advice of Johnson (1994) was followed, that is to establish a good rapport to create a comfortable relationship with the interviewee that facilitated a smooth entry to the discussions on the day of the interview. To assist in the time management and to give a flow to the discussion an audio recorder was used, the decision on whether to use a recorder was to depend on the individual interviewee's anxiety about the confidentiality and the use to which any information divulged might be put. For this reason again all respondents were given the option of using the recorder or withdrawing, all participants agreed to the use the recorder, which was left visible at all times as a reminder that it was still running. The main reasons in favour of using a tape recorder were that it would aid the listening process and give the opportunity of an unbiased record of the conversation. Good audio recordings are essential for accurate transcripts and also enable the researcher to re-listen to the interviews and hear things that they may well have missed at the time, they also provide a permanent record and allow the interviewer to build a rapport of social interaction rather than having to concentrate and make notes during the interview (Easterby-Smith et al, 2002).

As time with the respondents was limited, it was intended that the discussion would be fairly free flowing using the flexibility of the semi-structured interview to change the order of questioning as some of the themes that were being addressed overlap and an adequate response to one question could be gained when respondents were addressing another. Care with this needs to be taken as Easterby-Smith et al (2002) warn that assumptions in a non-directive interview, where the interviewee talks freely without interruption or intervention, is the way to achieve a clear picture of the interviewee's

perspective. Some consider that this is far from true and that actually, it is more likely to produce no clear picture in the mind of the interviewee of what questions or issues the interviewer is interested in; and in the mind of the interviewer, of what questions the interviewee is answering. Too many assumptions of this kind lead to poor data, which is difficult to interpret, Anderson (1998, p183) agrees with this and posits, “interviewing for research purposes must follow a plan related to the objectives one wants to achieve in the data collection. It is not sufficient to meet with people and conduct an informal chat”. Whilst carrying out the interviews a tight schedule was adhered to, not only because of the awareness of the time that the respondents would be giving out of their working day but also so that thick data could be achieved in a reasonable time frame. Chi (1997) warns that verbosity is likely to occur and focusing on what the subjects say, rather than how much they talk, can factor some of this out. This means not counting the number of words a person has spoken as an index of the amount of elaboration, for example, but uses a more appropriate measure such as the number of independent ideas generated. The danger being that transcription could become an over onerous task in itself as a “one hour tape may take six to ten hours to transcribe and can result in fifteen to fifty pages of text (Chi, 1997, p283).

Analysing qualitative data is a systematic process that organises information into manageable units, combines and synthesises ideas, constructs themes, patterns or theories and illuminates the important discoveries of the research. It is a huge task that begins as soon as data is received. Qualitative data analysis is a continuous activity that constantly evolves, it often uses triangulation and is usually seen as arduous, the reason why it is found to be difficult is that it is not fundamentally a mechanical or technical exercise, it is a dynamic, intuitive and creative process of inductive reasoning, thinking and theorising. All of the data was analysed as soon as possible after it was collected, a process that enabled a better understanding and interpretation of the findings as

researchers tend to draw upon their experience within different settings, informants or documents to interpret their data. The object of analysing qualitative data was to determine the categories, relationships and assumptions that inform the respondents' view of the topic. Miles (1979) argued that "the analysis of qualitative data was perhaps the most demanding and least examined aspect of the qualitative research process". Raw data can be very interesting to look at, yet it does not help the reader to understand the social world under scrutiny, and the way the participants view it, unless the data has been systematically analysed to illuminate a situation. Coding the data has an important role in analysis and involves subdividing the data as well as assigning categories (Dey, 1995). Codes or categories are tags or labels for allocating units of meaning to the descriptive or inferential information compiled during a study. Codes are usually attached to chunks of varying-sized words, phrases, sentences or whole paragraphs, connected or unconnected to a specific setting. They can take the form of a straightforward category label or a more complex one and are links between locations in the data and sets of concepts or ideas. They are in that sense heuristic devices, which enable the researcher to go beyond the data, category names can come from the concepts that researchers already have from the literature review, or they are the words and phrases used by informants themselves. Coding and analysis are not synonymous, though coding is a crucial aspect of analysis (Miles and Huberman, 1994) and the analysis is an important part of the qualitative research paradigm, but one that is often misunderstood. In practice it had been intended to analyse the data and to start coding (attaching meaning) to the data as it was transcribed. This proved impractical as so much concentration was required to carry out the transcription and it was therefore decided to carry out the coding when the transcription had been completed. This data analysis was completed by attaching each utterance to one of the themes that had emerged during the literature review. This helped me to start and construct meaning from the utterances and

to provide a framework around which the analysis could be completed and conclusions could be formed. This process was successful in helping me to arrange my constructions and to store the voluminous amount of notes in as system with some kind of referencing so that they could be retrieved and used. There are some false assumptions related to the analysis of qualitative data, it is believed that since qualitative research involves smaller samples and does not deal with large data sets, it does not require a long time for analysis like quantitative research. On the contrary, the analysis of qualitative data is rigorous and is not a discrete procedure carried out at the final stages of research. It is indeed an all-encompassing activity that continues throughout the life of the project (Basit, 2003). Robson (2002, p460) postulates: “The single constant factor reported by qualitative researchers is that their studies generate very large amounts of raw data”, because of this there was a constant impact on my own learning and my perceptions of what I had heard could change as I learned new facts from the interviews and from the wider reading, I began to make more educated interpretations with deeper meaning. Before coding can begin it is imperative to consider the epistemological paradigm in which the research is to be set, as this can impact on the framing of the research question as Robson (2002, p242) suggests: “researchers have the task of linking the research question to the survey question”. In framing a research question consideration needs to be given as to how social structures and processes influence how things are accomplished; as with interpretive approaches a difference emerges with respect to how the research question is framed and how the participants are sampled and the data is collected.

All respondents received a typed copy of the scripts following their interviews, as discussed earlier, and were asked if these were a true representation of the dialogue and that they had not been misrepresented. They were also asked at this point if they wished to make any amendments and were also once again given the opportunity to withdraw

from this study in line with the code of ethics and as discussed during the introduction to the interviews. A computerised code and retrieve system was used as discussed above to analyse the data and to help construct themes from the discourse; it also allowed large volumes of data to be stored and systematically reviewed against the emerging themes. Rouse and Dick (1994, p59) postulate: “manual methods for analysing qualitative data are not only inefficient, but are likely to deter all but the most determined researcher from exploring the data from many points of view”. Manual methods were criticised for their lack of transparency, which is re-established with the use of the computer, though an important point to remember is that the computer and the text analysis packages do not do the analysis for the researcher. Even if computer packages are used, it is the user who must create the categories, do the segmenting and the coding, and decide what to retrieve and collate. No amount of analysis will produce new theoretical insights without the application of disciplinary knowledge and creative imagination (Coffey and Atkinson, 1996); in fact it is the researcher’s prior knowledge that enables them to make constructions (Driedger et al, 2006). Robson (2002, p459) goes on to say “the analysis is as much a test of the enquirer as it is of the data, to have the ability to process information in a meaningful and useful manner”. In précis, coding is an intellectual exercise that does not eliminate the need to think and deliberate, generate codes, and reject and replace them with others that are more pertinent and which explain each phenomenon better. The relationship between the researcher and the data will remain exclusive, Basit (2003, p151) sums this up succinctly by saying that coding “allows the researcher to communicate and connect with the data to facilitate the comprehension of the emerging phenomena and to generate theory grounded in the data”. Therefore, the proprietorship of the data and subsequent analysis remains inherently subjective, because the researcher is the instrument for analysis. This gives the researcher the roll

of ensuring trustworthiness by making all the judgments about coding, operationalising, decontextualising, and recontextualising the data.

In the interpretivist paradigm the researcher engages with the analysis as a faithful witness to the accounts in the data and immerses themselves in the data. They must be honest and vigilant about their own perspective whilst completing the self-reflective process of “bracketing,” whereby they recognise and set aside, but do not abandon their a` priori assumptions and knowledge, with the analytical goal of attending to the participants’ accounts with an open mind (Starks and Brown-Trinidad, 2007), something that was adhered to at every stage of this study. One key to the success of this was in following the guidance of Berger and Kellner (1981) and Hutchinson (1993) who advocate that qualitative researchers need to become aware of their own personal preconceptions, values and beliefs and then hold them in abeyance. In addition to this, all prior knowledge and tacit learning has been acknowledged, to bring such experiences into the open (chapter 1), so that the reader can assess how it has affected the theory development (Lincoln and Guba, 1985). Another important consideration before coding and during the data collection process was the intention to transcribe hesitations, anacolutha, silences, asides, sarcastic comments, and any points at which intervention is required in an interview; as these could end up constructing meaning when coding identifies multiple occurrences (Hannabus 1996). To ensure that these processes are adhered to a line-by-line analysis as suggested by Robson (2002) was adhered to so that a consistent coding system can be developed whilst being immersed in the data.

3.4.2 The Questionnaire

Questionnaires for quantitative research in the social sciences are usually designed with the intention of being operational definitions of concepts, instruments that reflect

strength of attitudes, perceptions, views and opinions, they can be difficult to do well and easy to do badly, in the latter case the data can be worthless and in the former, they tend to be superficial. With questionnaires, only limited inferences can be made, this is because you cannot explore what lies behind the answer to the questions (Gillham, 2005). Choosing the sample can pose problems; this decision will depend on the type of measurement made, the population in the study, available resources and the complexity of the survey design. The use of surveys is a central part of social research; they provide a rapid and relatively inexpensive way of discovering the characteristics and beliefs of the population, and therefore are one of the most frequently employed methods in social research. The aim of the survey is to describe or explain characteristics and opinions of populations by using a sample, the principle advantages being its simplicity, versatility, easy analysis and for many research topics they provide data which is good and can be used to make suggestions (Breakwell et al, 1995). The use of the questionnaire in surveys commonly involves trying to measure and quantify how intensely people feel about issues, as opposed to what they know or can do (Black, 1999), and are best employed as a survey technique, to gather straightforward factual data in response to closed questions.

Traditionally questionnaires have been seen as a panacea by those working in a positivist epistemological paradigm, which sees the world as subjective, measurable, value free, generalisable and replicable, where there is a logical set of rules and explanations for phenomena. Easterby-Smith et al (2002, p117) posit that; “numbers are both seductive and persuasive, and for many managers or funders, the political need for numbers wins through against attempts to provide “rich descriptions” though Gillham (2005) and May (2001) suggest that to describe surveys as positivist would be a clear over simplification; a point concurred in this study, which is entrenched in the

interpretivist paradigm and used questionnaires to support data generated through the initial interviews.

The questionnaires were distributed to thirty seven managers at two separate organisations, (college N) and (college W) at training days by agreement with the organisations to ensure an ethical integrity (as discussed at 3.5). By issuing the questionnaires personally, it was possible to reassure those taking part that their responses would not be judged personally. It also reduced the chances of a non-response, which can be a problem because of the likelihood (repeatedly confirmed in practice) that people who do not return questionnaires differ from those who do (Moser and Kalton 1971). By waiting for respondents to fill in the questionnaires there was a 100% return. With regard to the distribution of questionnaires, Bell (2001, p128-129) suggests that there are: “distinct advantages in being able to give questionnaires to subjects personally. You can explain the purpose of the study, and in some cases questionnaires can be completed on the spot. You are likely to get better co-operation if you establish personal contact”. As respondents were asked to give up their time voluntarily to take part in the survey, the questions were designed to stimulate participant’s interest in the topic. The questionnaires were designed around recommendations by Cohen and Manion, (1996, p93) who say that an ideal questionnaire possesses the same properties as good law:

It is clear unambiguous and uniformly workable. Its design must minimise potential errors from respondents and coders. And since participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their cooperation, and eliciting their answers as close as possible to the truth.

The design of the questionnaire endeavoured to ensure that questions were interesting and relevant and to make it easy to give a minimal response, at the same time sufficient space was left and wording made to encourage the respondents to elaborate and to elicit

further detail and strengthen the interpretive data generated in the interviews. The questions have been written to ensure they are valid, explained by Bell (1987) as legally acceptable or usable and measures or describes what it is supposed to. A reliable item is not necessarily valid. It is important to ensure that a question is worded in such a way that the answer gives the researcher the information required (Bell, 1987). Bell (1987, p103) goes on to explain reliability as being “able to be relied upon, consistently good, the extent to which a test or procedure produces similar results under constant conditions on all occasions”. The number of questions and pages used was kept to a minimum, but were still able to extract sufficient information to be of value in supporting the comments made during the interviews and to provide support to the statements made in the interviews to give the report verisimilitude. From personal experience when completing a research questionnaire a barrier to completion seems to arrive at around twenty questions, while Black (1999, p132) says that “long questionnaires, any over four pages long, can put people off”. At the top of the questionnaire (appendix 3) will be a statement suggested by Oppenheim (1994) that will reassure the respondents with regards to confidentiality. There is also a letter of introduction on the opening page to show that the questioning is being used as part of a doctoral thesis with the University of Huddersfield, this letter once more confirms the respondents’ right to anonymity and explains how the data will be used. The questions described are predicated on themes that emerged during the literature review and where additional supporting evidence could add strength and support some of the comments made during the interviews. There will also be questions around the integrity of the questions used, understandably responses can only be given to questions asked and data can be lost if the respondents are not asked the right questions to begin with. The following set of rules has helped in the questionnaire design.

1. Avoid double barrelled questions
 2. Avoid proverbs
 3. Avoid double negatives
 4. Use simple words avoid acronyms, abbreviations, jargon and technical terms.
 5. Avoid words that have alternative usage
 6. Avoid words notorious for ambiguity
- (Oppenheim, 1994, p129).

Before being operationalised critical friends were used to pilot the questionnaire, to ensure that the questions were understood, and that there is ample space to respond (Oppenheim, 1994). When all completed questionnaires were received, the responses were collated and provided data to support the analysis of the themes being constructed. The data in the questionnaires represented the whole spectrum of vocational areas found in a typical FE college and was tabulated using excel spread-sheets to simplify analysis and provide easy referencing for use throughout the analysis section. Any comments and responses from question number one were taken verbatim and used to support emerging themes or used as direct quotes in the analysis section. One caveat of using this data is that during the week prior to issuing the questionnaire one of the colleges had announced a re-structuring and three of the respondents had decided to take early retirement, therefore data relating to future training needs may be slightly skewed and shows that any research can only ever be a snapshot of a given moment in time. This is very relevant to this study and to those who read it, as the reading for the literature review started in times of relative prosperity and the writing was completed during a period of austerity following a change of government. This does raise questions as to the replicability whereby it should be possible for other researchers to repeat the survey using the same type of sampling and questionnaire and get the same results. It is suggested that a replication of a survey producing the same results with different groups and at different times will increase confidence in the first findings, this also relates to reliability and validity (May, 2001; Blaxter et al, 2006).

3.5 Ethical Issues

Delanty (2000) suggests that “one of the hallmarks of any form of educational research is its integrity; as robust social science this therefore requires researchers to report their work in productive, purposeful and ethical ways”. To ensure that ethical issues were considered throughout this study the British Educational Research Association (BERA) (2011) ethical guidelines for education, current when the fieldwork was undertaken, were adhered to, in order to ensure that ethical practice was followed. Oppenheim (1994, p83) says, “the basic ethical principle governing data collection is that no harm should come to the respondents as a result of their participation in the research”. Cohen and Manion (1996, p347) concur in that “most standard textbooks on ethics in social research advise researchers to proceed ethically without threatening the validity of the research”. If these basic principles are not observed, data identifying individuals may have to be shelved (Walford, 1991). Oppenheim (1994, p104) suggests that “all survey data must be treated as confidential, in the sense that only the researcher(s) will have access to them and steps must be taken to ensure that no information will be published about identifiable persons or organisations without their permission”. A general rule of management can be observed here as suggested by Macpherson (2008) that shows many ethical “principles” have endured, suggesting their continued utility, one example is the so-called “golden rule” of ethics; to “treat others as you would like to be treated.” It has been shown to champion reciprocity in human affairs requires coherence between what is “desired” and “desirable,” and can be used to evaluate and improve behaviours on the basis of fairness and care. In working towards these ethical guidelines it was ensured that informed consent was gained, access could have potentially been an issue, permission was granted from the principal of each organisation before any contact was made with participants or before any field-work commenced in their organisation. The

confidential and anonymous treatment of the participant data was considered the norm during the data collection and the BERA (2011) guidelines, current at the time of the fieldwork, were followed to ensure that ethical issues, confidentiality and the level of personal involvement between the subject and the researcher were considered at all times. As a manager in a FE college and having previously worked at the same level as the managers interviewed, I had the advantage of being an ‘insider’ to gain access and a degree of empathy while conducting this study. However, as the initial contact with the interviewees was made by colleagues at the University of Huddersfield, who also worked in the participating organisations, one as a vice principal and one who was a member of the Initial Teacher Training (ITT) Team, which could have affected the degree of information and insight that they may wish to disclose. For this reason a thorough explanation of how the data would be analysed and written before “reasonably informed consent” (Cohen et al 2000, p51) was gained, and participation was agreed. Respondents were informed of the reasoning behind the proposed strategy and methodology for this study and reminded that they would be given an opportunity to read how their comments had constructed meaning in the final report ensuring that this was a true reflection of their discourse. They were also advised how this study could be of benefit to them and to their colleagues and organisations when completed.

3.6 Summary of the Methodology

In this chapter I have sought to provide an overview of the approach adopted for this study in order to put into context the ontological, epistemological and methodological position. I have also explained the research strategy and method used and outlined some of the issues which surrounded this approach. The field-work methods used were designed to elicit as much information as possible, establishing a robust approach to this study to ensure its integrity as research in the social sciences and is based on criteria

identified during the literature review and to find explanations to the original aims of the study identified at 1.4 in a cost efficient and timely manner. In developing the research methods, thought was given to the eventual analysis and presentation, which could have proved difficult due to the qualitative data collected (Cohen et al, 2000). I have tried to justify the extent of the reliability and validity of this study and I have discussed the ethical issues that have been considered in what is essentially a qualitative study in an interpretive paradigm. The discussion on the field-work methods employed has shown significance is placed on the uniqueness of each individual leaders account. In explaining how the sample was selected and how the data was analysed and acknowledging the limitations of the study, this chapter has aimed to show the potential of the chosen methodology for a study into the perceptions of the skills and knowledge required by leaders in FE.

Chapter 4

4.0 Findings and Analysis of this Study

4.1 Introduction to the Findings and Analysis of this Study

In this chapter the key findings of the study are analysed in terms of the study's previously stated aims and it must be noted that my perception has to be used in all of the constructions to try to emphasise the key points that had prominence during the wider reading and field-work process. The analysis started by making constructions from the interviews as these would be used to direct further wider reading and questions to be answered during the study. Each interview was recorded using an Olympus VN-2100PC digital voice recorder so that they could be stored on a PC and so that the files are easily accessed and ready for transcribing. I then completed the transcription personally in the hope that this initial imbibing of the data would begin the process of constructing meaning. However, due to constant stopping and re-starting of the recordings which slowed down the time of the typing process and the amount of time taken for each interview this did not prove to be successful and the analysis of the data was completed following the transcription. This was done by carefully reading through the transcripts (examples at appendix 5) and assigning tags to statements that had reference to one of the headings in the original literature review. This enabled me to be able to visualise the number of times comments were made and where a significant comment was made that either mirrored or blatantly disregarded elements drawn from the theory observed during the wider reading. During this process I found myself constantly flitting back and forth between the practice from the participants and the theory from the literature review to enable construction to be made. As I became immersed in this process it became evident that as my own body of knowledge increased I was changing my perception of some of the meaning that was being constructed to enable me to build new understanding of leadership and management and

the complexities within the further education setting. During the transcription an attempt had been made to record hesitations and anacolutha as suggested by Hannabus (1996), in section 3.4.1, (particularly in the transcription of M1(G), appendix 5) however this provided no additional value to the interview experience other than to identify a training need if this type of observation was essential, this was therefore disregarded more as the interviews progressed and I concentrated on what I thought were the key messages that the respondent needed to share to tell their stories. The storage of the data was successful and enabled constant reviewing throughout the field-work and analysis stages; it also ensured the safety of the data as no hard copies needed to be retained and they were stored in an area where they were password protected so that their true identity would only ever be known by myself. Following this initial analysis, a questionnaire was used to provide supporting empirical data from a wider field to endorse the forming of constructions.

The questions used in the interviews originated from subjects that emerged during the wider reading for the literature review, one issue that arose from this was that there were some pre-conceived ideas of what responses would be expected and acceptable in answering the questions during the interview. In an attempt to ensure that an unbiased approach was used during the interviews; the respondents were asked to explore the questions, it was explained to them that they would not receive any guidance during the answering of questions, which led to some of the responses being long and at times abstract to the question as they searched for confirmation that the response was sufficient again this process at times felt a little uncomfortable as there could be some gaps as respondents took time to think as they spoke. This was done in part to determine the respondent's knowledge and experience of the subject, which in some instances became as valuable as the utterance itself; in that it demonstrated that managers often had very little understanding of the theory of leadership and management linked to their

everyday practice as managers, which was the start of the confirmation for me that the British approach to management, as suggested in chapter 2 by Handy (1991) and Drucker (1995) was amateurish, particularly when related to the further education sector. It was conceded that with more experience of this type of interview, additional data could have been produced whilst maintaining a robust integrity and that perhaps the constructions would not have been distorted by the acknowledgement of the responses and time could have been saved by having a more focused approach.

During the analysis and discussion chapters the interviewees will be identified by a three part alpha numeric code. The first part of the code identifies the interviewee, the second part identifies the college and the third part relates to the relevant part of the interview transcript from which the quote was taken. Thus M1(N)A4 refers to Manager 1, College (N), answer A4 in the interview transcript, For example,

M2(C)A4 = Manager 2, College C. Answer 4
SM(G)A6 = Senior Manager, College G. Answer 6

Following the use of the interviews a questionnaire was issued to thirty seven members of the college management teams at colleges N and W, each questionnaire was analysed in turn and straightforward data was collated so that any themes emerging could be tagged, contributing to the constructions to be made. These questionnaires were completed anonymously and all responses remain anonymous, as promised to the respondents when they were completing them. The first question asked for the respondent's perceptions and their responses are included in the table below; while many of the items discussed will be found in a thematic form in support of comments made during the interviews. One of the initial problems that occurred in completing the questionnaires was the ambiguity caused by individuals having to identify themselves in a strata of management; although this had not been identified during the piloting process

of the questionnaires, this could have been outlined in the preliminaries following wider reading to give clarification. The difficulty surrounded the meaning of the terms “junior manager” and “middle manager”, this incongruence was evident during the interviews as well; when interviewees from the same strata of management within an organisation introduced themselves with different titles, whilst the principals also had a divergence of opinion about where the line would be drawn between a junior and a middle manager, for example SM(C)A3 suggested that all of his managers above course leadership were middle managers which has a disparity with SM(N)A3 who says that his junior managers are curriculum based and his middle managers are general managers who manage a number of curriculum areas. This resulted in a difficulty in making comparisons between some strata of an organisation; and the value of some data became part of wider constructions rather than having a specific focus on job roles. When considering college structures this difference in opinion may be explained by the size of the organisation as there was a large difference in size between the largest and smallest of the colleges in this sample. Additionally SM(W)A3 intimated that many of the job roles actually overlap, there was an expected culture within the organisation of leadership at every level and although in listing these common competences there is a clear link to those examples suggested by Bagilhole and White (2008, p4) and Holmes (2010, p1) in chapter 2, as key skills for leadership. In addition to this all of the managers are at their own point in a continuum of tacitly gaining skills; and there is evidence from the responses in both the interviews and the questionnaires that a transition is taking place between the mainly task orientated work at the lower levels of management to an emphasis on the people skills as described by Schein (1998) as being crucial in senior positions as managers gain more experience. M2(W)A3 said “I was in business for myself for over ten years before I came into education and had experience of managing customer expectations and of employing staff, but I never had the need to

consider the communication skills required in a large organisation like this, everything you say is scrutinised and often mis-interpreted, especially when the message is going to be unpopular”.

Although some managers think that promotion and progress through the management ranks in FE is directly related to qualifications M2(G)A10 reflects that:

I think sometimes it's the focus is on more how many letters someone has after their name than what they've actually done, and whilst I admire anybody with ... ye know that can be a doctor or something like that I feel that there has to be a balance.

In reality this issue of using multiple skill sets whilst working under considerable pressure appears to be the crux in the ability of people to move through the strata of management in large organisations as they are able to take into consideration the value of emotional intelligence a term popularised by Goleman (1996), that means among many other things, the ability to read how others are feeling and the ability to imagine yourself in someone else's shoes, whilst remaining focused on objectives. The communication skill level of the senior managers could also explain a variation between the organisations in the amount of contact between the senior managers and the level that they would regularly have a working dialogue and communicate with. There is a resonance in this statement and between the senior managers thoughts and the work of Schein where all four of the senior managers discuss the significance of the development of analytical competence, task competence, interpersonal competence and emotional competence. It was evident during the interviews that when teaching staff are promoted to management positions they have a difficulty in identifying their *raison d'etre* which Gleeson and Knights (2008) suggested was due to them wanting to retain their pedagogic values and identities whilst Gunter (2003) and Fitzgerald (2009) identified the dichotomy of the dual roles in management positions between leading on

curriculum issues and the administration and legal issues related to staff and resources covered further in section 4.2. Another concern observed in the data during the analysis stage was that contradictions occurred, for example in the interviews all respondents suggested that they have insufficient time to do their jobs, struggling to strike a work life balance with both M1(W)A16 and M2(N)A16 saying that they were “dedicated to the job and were willing to work any hours necessary to be successful”, this was heavily supported by SM(G)A14 who said:

I have been involved in business in China and India and I never get that time back, in fact last year I didn't take the annual leave entitlement that I have, and so I am conscious in my case I am not getting the work life balance right and I find if there's one aspect of my leadership that I need to address, I don't know how I will do that it is getting that balance right and I think as you go up in an organisation it becomes more difficult, because the demands are not nine to five demands, it's a job role demand and I guess it's for the chief exec and their team to make sure the staffing are brought in when senior managers work life balance gets out of kilter. I actually think over the Christmas period I will have to review that because we have been pushing a pace, an amazing pace and I think maybe we do need to have a look at the structure as we take on new developments for the new year

It therefore seemed a little surprising and a slight contradiction of the data when the respondents to the questionnaire suggest that half are able to achieve a work life balance with 49% of respondents saying that they could find a work life balance. However, some of the additional data drawn from the interviews suggest that those who say that they are able to find a work life balance do so because of an assiduous commitment to their work and a willingness like M1(W)A6 and M2(G)A6 to work any hours required to achieve their goals and to be successful. This appears to be demonstrated by an acceptance of staff in FE to be dedicated and to work additional hours as seen in the examples of the 63% of managers who work on average more than 8 hours per week over their contracted hours and the 13.5% of managers that worked a staggering 14

hours per week more than their contractual hours. When asked about this M1(G)A4 says that although he does love his work, he likes to get jobs out of the way so that there is “nothing hanging over his head”. Another example of the data incongruence was where a question that related to a college’s use of staff feedback forms showed that half of the respondents in a college said that the organisation conducted this exercise and the other half of the respondents in the same college said that they did not. Although the two data sets were originally analysed separately as they came at different times during the study, they are being reviewed simultaneously during the writing of this chapter so that any constructions may be addressed thematically.

4.2 The Perceived Skills and Knowledge of Managers and Leaders in Further Education

Ultimately the perception of the skills and knowledge required by leaders and managers is the primary discussion point of the study. Presumably those who are aspiring to promotion will want to know what they need to do, to be successful in their current position, and what they need to know and be able to do to progress their careers into senior management positions and as Lumby (1997) suggests this information can be used in developing their skills in a systematic manner. There will always be ambiguity and paradox in attempting to answer any question that is as diverse as this, especially when so many aspects are based on subjectivity. It is also important to recognise that any response may be subject to variation from one organisation to another or at different epochs in time. Certainly there was a wide range of responses given to questions; this might be explained by social and cultural differences, the ages of respondents and the amount of time they have spent in the sector, as well as their aspirations to gain further promotions. The table below shows those competences thought by the respondents as being important to be successful in management in FE. Interestingly none of them related directly to the expectations for managers of HMI such as demonstrating an

ambitious vision, having high expectations for learners, attaining high standards of quality, improving teaching and learning and rigorous performance management as laid out in the Common Inspection Framework for further education and skills (2012) and discussed in chapter 2.

During all of the interviews there was a real cultural awareness of the power of communication and its influence on people management skills, which could almost link the two highest responses together. This was emphasised by M1(C)A8 when it was described how a previous position in the armed forces had taught the values of managing people and how subordinates can often accept clear messages that have been delivered appropriately even when the news is not good. It was considered that this was because people could still feel empowered through making decisions for themselves whereas, if communications are not clear then people can feel that they are not been considered by their managers and therefore feel undervalued. M2(N)A8 emphasised the significance of the perception of staff to what has been said and how this can be influenced by the way the message is delivered, even with people making inferences from tone and body language. M2(N)A8 went on to say that this cultural discourse was a surprise when first starting in the further education sector having come from industry where there was far less concern about management styles and the tone when giving and receiving instructions, and that this was something that had to be learnt very quickly by managers to be accepted by their followership and to avoid any confusion and perturbation. M1(W)A8 suggested that “managers need to consider how all of their actions are perceived by others including:- the way they dress, their presentation skills, their body language, their spoken word and even whether they smiled and appeared happy”. This could be heightened at particularly stressful times such as during an inspection when teams needed more reassurance and looked to their leaders for calmness, focusing on morale confidence as well as job specific aspects and managing

data. M2(N)Q8 put this into an educational context when it was discussed how teams needed to feel that they had an autonomy and that they were empowered in their decision making, as in the collegial model described in chapter 2 by Bush (1994), Wallace (1988) and Campbell (1985) and that takes into consideration their expertise and opinions as professionals. There is a clear link between the theories from the literature review relating to collegial approaches and the structures and communications that the organisations observed during the field-work are attempting to put into practice. At all levels of these organisations this autonomous empowerment and leadership at every level M1(W)A1 was recognised as an imperative, if this was achieved then it was considered realistic that organisational strategies could be operationalised successfully, with full buy in from staff, something considered essential in the education sector by M2(W)A8 due to the volume and rapidity of change as education tends to be at the forefront of government policies and drivers with directions changing at what appears to be the whim of a minister in search of short term point scoring to impress the electorate. M1(N)A8 concluded that:

We try very hard to be inclusive and to ensure that everyone's voice is heard. Of course there are always going to be negative voices, people always have some issues with something that is happening in the work place and in the worse cases they can make things very difficult for a team to move forward and they can certainly make a managers life very difficult. But at least we can say that their opinions have been considered and can provide reasons for what is happening. At least when you have been transparent they understand why organisations sometimes have to make some very tough decisions.

Communication	25	Manage Change	3
People management	14	Time management	3
Flexibility	11	Approachable	3
Knowledge of areas and policies	7	Analytical	3
Tenacity	7	Supportive	2
Patience	6	Open to ideas	2
Make Decisions	6	Research Skills	2
Good organisational skills	6	Problem solver	2
Vision	6	Consistent	2
Strong minded / willed	5	Good delegator	1
Confident	5	Be objective	1
Enthusiasm	5	Employer engagement	1
Trustworthy / honesty	5	Mentor	1
Firm but fair	4	Understanding	1
Compassionate	4	Understanding of role	1
Can follow policies and guidelines	4	Sense of humour	1
Motivating	4	Innovative	1
Team worker	4	Strategic thinker	1

Table 8 Competences deemed to be important in leadership and management by managers in response to the questionnaire.

One of the key aspects observed during this study was to listen to managers at different strata of their organisations, for them to express their opinions on what skills and knowledge they thought are required of good managers in further education. All of the respondents in the interviews, at all levels of management, recognised the importance of success in a current position, although SM(C)A2 was quick to point out that particularly the knowledge sets were different as people moved through strata of management, therefore “as the person making the appointment, what you are looking for during the selection process is potential”. It is suggested that one of the biggest mistakes candidates make when they are applying for positions is that they want to share stories of what they have done in their current or previous position, but do not link their skills and knowledge to the position they are applying for and demonstrate how they could be successful in their new post. On reflection, when considering this response there is a suggestion that perhaps skills and knowledge sets should be able to be articulated in a much more objective manner and in some way linked to managers training and

development plans. There is no evidence though that this is followed through when the appointments have been made as none of the senior managers considered that there would be training needs identified in meeting organisational strategic objectives and their subordinates were left to identify their training needs completely free from any rationale that was linked to organisational needs. Although there was no hypotheses to test with regards to the previous employment of the managers it was never the less a great coincidence and interesting, to find that all of the managers that took part in the interviews had previous management experience from industry and had been used to leading teams and dealing with subordinate relationships and in agreement suggest that it would have been a far more problematical transition into management if they had not previously experienced the difficulties associated with leading and managing teams. During the interviews, with the exception of M1(G)A2, who recognised that previous experience in change management was a major contributory factor in being appointed in post, the managers tended to depict a generic vagueness in responses to their current skills and knowledge and their relationship to the reasons that they had been appointed to their current positions, and they allotted a greater emphasis to attributes such as enthusiasm for the job as being important while M1(N)A11 thought that his skills as a teachers having been graded as outstanding in his last six lesson observations were key to his appointments stating that other teachers would look up to and respect him. M1(C)A4 and M2(G)A4 agreed that they had never sat down with a line manager and discussed the fact that they had been appointed because they had a particular skill set or knowledge that was vital to the organisation and that this would be used in a particular way so that the organisation could achieve an objective. Other than ensuring that things ticked over and that they worked to ensure that the areas to be developed on the quality improvement plan were completed neither had ever sat down with their immediate line manager to discuss specific objectives and although both organisations follow a

structured appraisal process, the actual content of the appraisal has a vagueness and in no way they suggest is it an implementation of their respective organisations or departments objectives. Neither does the respective appraisal processes really engage with intended performance expectations and certainly not in the words of the CIF where there is an intention to rigorously performance manage staff. This vagueness in linking personal attributes to theoretical aspects of the job descriptions was interpreted for the purposes of this study as a null response, and could be considered to be indicative of a lack of theoretical knowledge in the discipline of leadership and management by the respondents. There were several questions that elicited responses that lacked depth and despite the considerable amount of previous experience of managing people this was only recognised by M2(G)A11, who reflected on the importance of people skills, though these skills proved to be intangible and difficult to define; the questionnaires support this utterance and suggest that managing people and good communication skills are the two most important skills required by senior leaders, though in the space for additional comments none of the respondents elucidated on this to actually say what was so important about communications, what should be said or how, from this it felt more like respondents are just saying that need to be visible, walking the job and talking to colleagues and it was not made explicit that respondents were actually talking about for example collegial approaches to working and transformational leadership styles. It has become quite fashionable to talk about different intelligences (Gravells and Wallace, 2013) and however they are to be defined it is likely that, professional people in FE are going to need every single one of them. The importance of emotional intelligence appears to be receiving greater recognition in NPM organisations, which concurs the relevance of its teaching in leadership programmes as suggested by Rynes et al (2003) and Eberhardt, McGee, & Moser (1997) in chapter 2. These softer skills appear to out rank basic accounting skills as being important and only one comment

was made throughout the field-work that has any link to commercial awareness and financial accountability, something that seems to have been neglected by respondents as important, this was unexpected considering that the study has taken place during an austere economic climate where the primary concern of the public purse is financial accountability and success. A move towards the collegial model of organisational management, espoused by Bush (1994), Wallace (1994), Campbell (1985), Handy (1991) and Woods and Gronn (2009) has certainly been recognised as a significant strategy in the management of colleges by all respondents during the study with a common phrase continually heard about team working and staff “buy in” as been the key to an organisations ability to adapt to change. M1(N)A9 cited change as the biggest challenge in FE going on to say “there are so many changes every week that make it difficult for academic staff to keep up with what they should be doing and how they should be doing it, and we have to keep going back to them and it just looks as though we are asking for something else and adding to their work load, it can be so difficult sometimes to explain what we need the information for”. M1(N)A9 goes on to say that

“the teaching staff just want to teach, they want to be left alone in their specialist subjects and concentrate on supporting learners and they expect the managers to manage, they don’t want distracting with the continuous paper chasing that college systems seem to demand, this is a constant complaint from teachers and to be honest I think that a lot of the managers agree, but although we accept this as part of our job we can’t do it all and have to rely on teachers to do course reports, self-assessment, quality improvement plans and all the other stuff from outside the classroom. In fact I would say that they spend more of their lesson preparation time on stuff that supports their managers”.

Another theme that the respondents, to both the interviews and questionnaires, were overwhelmingly supporting as an imperative in leading others is the ability to organise and although again, no concise and meaningful examples of what needs to be organised were given or examples shared or used anecdotally of what has been organised, this is

congruent with the views of Easterby-Smith et al (2002); who note that planning, organising, coordinating and controlling are the main functions performed by managers. In relating this to the comment above about continuous change M1(N)A9 goes on to suggest that “I think sometimes all the staff want from their manager is to be told how to implement the change and how to complete paper work and admin tasks, all they really want to do is be with their learners in the classroom teaching their subjects”. More general comments were made such as “having the ability to manage your own work-load and that of others” M2(C)A10, this type of comment appears to be indicative of the massive workload faced by so many of the staff working in the sector, this was a major theme observed at all levels in FE and evident throughout this study. M1(W)A10 suggests that managing workloads is perhaps an understated aspect of the job, all of the staff are always very busy but you do have to keep checking that they are prioritising the right aspects of the role. M1(W) went on to say that

“you wouldn’t believe how many times you have to send reminders out to the teachers, in fact it is nearly a full time job for our admins staff, even for things like reminding staff that there is a parents evening, even though it has been in the year planner since the start of the year, they need a reminder the week before, the day before and the morning before. I know that may sound ridiculous but you just wouldn’t believe how many of them would forget. I used to think they were trying it on but many of them are genuine, they just need constant reminders, I’ve seen people walking out the door before now when we have parents evening and they have said that nobody had told them and you could go and look through emails that they have opened that shows that they were told several times”.

In moving towards senior management positions, four of the respondents M1(C)A9, M1(G)A10, M2(W)A10 and M2(N)A10 considered that in addition to their previous record of success, the ability to use data effectively is an area that they would need to develop to be successful in senior management positions along with a “knowledge on administration and finance”. This need to learn about administration and finance would

suggest that the training needed by those managers during the post-incorporation period, where managers had to deal with the policy shift toward the “New Right” and economic agendas that introduced NPM as discussed by Briggs (2004), Alexiadou (2001) and Gleeson (2001) at 2.1.1, are still a focus and a priority for today’s managers. Having said that there is again a divergence in thoughts, for example M1(C)A4 says that he “worked very closely with the head of quality and received support because of a lack of knowledge”, thus showing that the manager can access support in the more objective parts to their work. The use of data and systems were not recognised at all as a critical requirement by senior managers who suggested that there were other specialists working in support roles within colleges to analyse data and finances, a fact noted by SM(N)A5 who said:

“Look. When these managers get their first appointment as a manager they have usually spent a number of years in industry and then become a teacher, when they move on to front line management there are plenty of people who can help them to read spread sheets and to be able to look at their KPIs with them so it’s more about been able to manage and organise. Having said that, if they are aspiring to be good managers I would expect that they could pick that up fairly quickly, we’ll provide the support but they would get up to speed pretty quickly. By the time they get to middle management they will do that second nature but will then need to be able to motivate junior managers and will need the power of persuasion so that their teams believe in them”.

It appears that it is accepted to provide support and to burden some of the responsibility for governance which also demonstrates further that these tasks can be learned tacitly as and when required, or that many managers are learning these already in their current positions. In addition to this Schein (1998) suggests that the manager’s role and modus operandi will alter anyway. The senior managers will instead be more focused on the needs of the organisation and on the ability to inspire others and to ensure that “subordinates could achieve their potential” SM(W)A2. This was captured by SM(C)A1

who sagaciously said that although “previous success is an indicator” that someone is likely to be successful, it was more important to “find somebody with the X Factor”. This is further consolidated in an appraisal of the best senior managers by SM(N)A5, who like Peters (1989) suggests that “the best senior managers are very good at man management, at unlocking that potential” in getting other managers excited about their work and in cherishing their subordinates accomplishments. An interesting feature in both data sets was the lack of evidence of middle managers being authorised to make decisions; anecdotally all of the managers interviewed could give examples of very low level decision making that was inexorably linked to operationalising decisions made by others, rather than of an ownership and an encouragement to take part in the strategic decision making process; which Lumby (2005) suggests is often indicative of a distribution of operational responsibilities rather than a distribution of power and is evidence of the emergence of a contrived collegiality. This was summed up by M2(W)A14 who said:

“Sometimes you know it drives me mad, ye know I interview and employ people, I make decisions about learners during a disciplinary, I work with employers to generate business and employment opportunities, I price up full cost activities and plan a curriculum that is worth around two million pounds a year. But if I want to go on a training course, say for example for a day, that might cost say one hundred pounds, then that has to go to a panel with the Deputy Principal and the HR Director and they have to approve the payment. What other kind of business could function like that, who would put up with been treated like kids”.

This is met with an antagonism to the preferred transformational leadership style that endorses and stimulates ownership of the decision making process, not just by the CEO but through leadership at all levels as suggested by Clarke and Newman (1997), Schein (1998), Papadakis and Barwise (2002) and Raynor (2002). It would appear from this study that many middle managers accept the idea of strategic decision making as the

domain of the senior managers, which Lakshman (2007) says is a lost opportunity of a key corporate resource by many organisations and lost opportunity for all managers to make a positive impact. One of the problems according to M1(N)A5 is that there are not enough opportunities to get involved with the real decision making process saying:

“yeah we get to tinker with the curriculum but really were treated like school kids at times by the senior management team. There more concerned with the ticking the box stuff like have we completed appraisals is mandatory training up to date rather than spending time listening to industry and making decisions with a real impact on teaching and on the lives of learners”.

This was mirrored by M1(W)A7 who said that:

“decision making is still pretty bureaucratic in that, senior managers meet and discuss policy and make a decision on the colleges strategy or approach to a particular issue. This is then cascaded down to people at our level often either by word of mouth from a layer of management in between us and the exec team or even through emails. One of the problems with this is that it just feels as though they are creating jobs for us, we certainly don’t feel as though we have any ownership or that there is any professional respect for those lower down the food chain, there aren’t any opportunities for us to get involved in decision making”.

Raynor (2002) suggests that this lack of opportunities for managers to develop their skills through exposure to new challenges is likely to prevent organisations from changing and from moving forward. M2(W)A3 considers that someone who is seeking promotion to that level should be “in line with the corporate objectives” “so that people agree to move in the same direction” a point made in the literature review by Gleeson (2001) and Peters and Waterman (1982), who both identify that as part of the emerging corporate culture an organisation needs to create a homogeneous voice, this could be difficult if a transactional management style prevails. One of the areas of common ground between all of the middle managers and senior managers is the ability to be flexible, and creative in problem solving, which will help organisations in preparing for

change, which Morrison (1998) previously stated is continuous. This personality trait that lends itself to change management will also need to be comfortable working in turbulent environments, which Burnes (1996) and Billet (1995) say FE and colleges constantly operate in to ensure financial competitiveness. SM(N)A3 said that “this was one of the biggest issues that their managers faced due to their responsibility for contributions to be made from their curriculum areas back to the centre”. Not only do they have the responsibility; but they need to work with their teams so that all staff understand the imperative accountability for ensuring that learning programmes have a financial viability “to ensure staffing efficiencies and avoid any overspends without losing quality, just like industry mistakes can be costly to the business” (SM(N)A3). For many when they start to manage they do not have a clear picture of how their financial contribution impacts on the wider college situation and tend to concentrate on what they know best, which is making sure that the curriculum design is working. M2(W)A7 concurred with this saying that:

“college finance is a massive and complex process to understand and goes on to say: I must have been a college manager for about six years before I really got to grips with the whole idea of how one year’s student numbers determined the following years allocation, and this kind of detail is on top of understanding changing formulae’s for individual funding for things like additional learning support (ALS)”.

The ambiguity around funding and business planning appears to be one of the areas that was least known about when the managers took up their posts. M1(N)A7 would agree with this and says that even previous experience of self-employment and employing others in industry had not been adequate preparation for leadership in a college; referring to the myriad of paperwork and processes involved. M1(N)A7 went on to say that:

“I am one of the few people I know that have a higher level qualification in the sector, having completed a MA in Education Management, but nowhere in that qualification did it prepare me for dealing with staff performance related issues, preparing for meetings with a Principal and Finance Director over finance and dealing with the Human Resources (HR) business partner to ensure that people in the organisation did not contravene legal guidelines”.

Further discussion suggests that aspects of the management courses again reflect high theory content on these courses which neglect some of the hands on skills that have been learned tacitly in the workplace. There appears to be lots of new knowledge requirements for those moving into management positions and M2(N)A1 described how all this information was thrust upon the managers, suggesting that this could be quite stressful at times, though this was something that managers did not like to discuss for fears that this would be seen as a sign of weakness, “so all of the managers just seemed to accept the work load and get on with it”. M2(N)A1 continued that there “was a minimal amount of support from a line manager and some colleagues on the same level; but the reality is that you just have to work it out for yourself”; a common theme echoed by most of the managers interviewed, though not considered at all in table 8 the list of competences deemed to be important in leadership and management. In discussing this with all of the senior managers, who make the appointments of managers, it was considered that this knowledge could easily be acquired by their managers, though they did not have specific tests at interviews to see if these competences were developed (see 4.7).

4.3 Learning to Lead

Having determined some of the skills and knowledge required to progress to higher management positions, it could be deemed to be simple for individuals to decide where and how they will proceed with the learning of them. However, it would be ignorant to make the assumption that this could be so simple and it neglects to consider the

different individual learning styles, previous experience, qualifications and the existing commitments of those likely to be participating in management studies. The questionnaires certainly showed a lack of management qualifications on entry to post, with only 56% of managers having gained a management qualification of some description, whilst only 14% of these were in education management. From the interviews it was clear from the manager's responses that they considered that their management experience from industry would be sufficient for them to work as managers in the further education sector, though some of the responses to questions around leadership and management certainly highlighted a lack of been able to support their practice with theory at best and a naivety of the some of the complexities that managing in large organisation can bring. This was typified by M1(G)A1 who said that:

My last job was a decommissioning manager for a top company locally and I was a decommissioning manager. Before that I was a first line manager for the same company, prior to that team leader, prior to that on the tools, prior to that contracting gaining experience and lead technician

I had no yearning or burning desire to come into education, when I was trawling the web sites and what have yer there was a job there that said engineering curriculum leader, I looked up what that was and it was an engineering manager and I thought well engineering manager now in industry that's what I'm doing now, there can't be a lot of difference, my golly was I wrong ... eh, big time wrong, it was a big learning curve for me.

This clearly shows that there is a divergence in the expectations and challenges that the role of manager in FE offers and the expectations of many who take up the challenge, particularly when considering that M1(G) had never even taught before becoming a manager in the sector, something that had been recommended by Foster in 2005. Those managers that do have qualifications (see table below) provide evidence that there is no guaranteed progression route to success in gaining entry to a management post in education, as there are ten different qualifications listed that were deemed to have

content that would help in the development and education of the aspiring manager. This could lead to one of the biggest frustrations of the aspiring managers as M2(N) note when asked whether they knew what CPD they would require to help them achieve their aspirations:

Not really and I find that quite frustrating and although it is not something we really talk about I know that other feel the same. You know in an organisation who the people are who are trying to get on and work really hard and if a promotion came up they would be really keen to apply and get on a bit. The problems seems to be that you never actually know what best to do to be able to get on, I mean ye know look at different senior managers at this college and I suppose at many other colleges, they all have different qualifications so what should you do? There doesn't seem to be any kind of a road map by which you could do your career plan, It seems to be a case of suck it and see how it goes, just hoping you get lucky, ye know, I mean I'm doing a degree now so I hope that helps me in the future.

This could suggest that many managers have been promoted on the basis of success in a previous position and it is certainly supportive of the 41% of managers who said that they were not prepared for the transition when they progressed into their management positions. Loots and Ross (2004) in chapter 2 noted that few principals and senior managers in FE have any formal qualifications and rely heavily on tacit learning, SM(W) said that she had started the now defunct Principal Preparation Programme but did not continue to complete the programme when its mandatory requirement was removed as she did not think it would help her in the post and did not want to commit additional time to studies that would be better spent dedicated to the job. M2(C)A1 said that “I thought it would be a lot more straight forward as when I spoke to colleagues very few of them had any management qualifications, I thought it must be quite simple to learn for anyone who has been a teacher”; whilst M2(N)A1 said that “I had seen the way that my predecessor worked and didn't see that I could do any worse when I applied for the job”. These comments seem to support the British approach to

amateurish management suggested in chapter 2 by Handy (1991) and Drucker (1995) and that this has continued in to education management despite the NPM push of the government to ensure a tighter control of institutions post-incorporation.

BA Management	4
MBA	3
Postgraduate Diplomas	3
BA Education & Training	2
MA Education Management	1
M Res	1
ILM	1
Senior Leadership Programme	1
Hotel Management	1
Institute of Admin Management	1
NVQ level 4	1
Level 3 Management	1
HNC Business Studies	1
No Management Qualifications	16

Table 9 Current management qualifications of the respondents to the questionnaires.

Observing some of these comments it is clear that some of these newly promoted managers probably did not know what was expected of them and it is difficult to ascertain how their skills and knowledge and training needs were identified, as 51% of the managers in one of the organisations where the questionnaires were used said that they had their training needs identified during the interview process, it is difficult to believe that a similar interview process is not administered on all incumbents in the same organisation for posts at the same level. There had even been differences in interview processes for people applying for the same job in one organisation as discussed by M2(W)A2 who said:

“I remember sharing an office with a guy when I first started as a curriculum manager and I discussed the interview process which I thought was very tough. I had been teaching in another college for about eight years and had been doing some IVing and stuff when this job came up. Well I had psychometric tests to do and preparing

a presentation to a team and round robin activities. It was exhausting at the end of the day, but you know what when they offered me the post I felt as though you were valued cos of all the work they put into selecting you. And the guy I ended up sharing an office with started the year before me and had just done a formal interview, no presentations, no assessment or any of that”.

One of the big concerns here is that for an industry that appears to be so well regulated there appears to be no regulation on who is working in the sector. Not only does this present the appearance of chaos to those from the outside of the FE environment; it clearly shows that there is no clear route for those currently employed in FE to make progress through the strata of management. As a high percentage of the workforce would appear to be under-qualified in terms of recognised structured qualifications for their posts, a concern arises that Handy (1993) pointed out and has occurred in other industries, is that this might indicate that “many have perhaps been promoted to the level of their own incompetence and could be incapable of performing to the level needed in the new post”. In some organisations it is expected that learning will happen informally, Rubin and Dierdorff (2009) suggest that in the modern organisation naturally occurring learning through on-the-job experiences, informal training and mentoring could account for as much as 70–90% of workplace learning, M2(W)A2 says that:

“The difficulty is getting the promotion, I went to many interviews and always seemed to be completing a range of random tests that are not really connected to the post, however once you have achieved that you can learn on the job, I have never heard of anyone not getting through their probationary period for not doing the job sufficiently”.

This could account for the large number of under-qualified managers, a serious issue considering that Ofsted (2005) had an expectation in their inspections for the training of staff and managers in colleges. In addition to this many managers claim to learn in-situ,

although they are unable to articulate themselves as to what they actually learn that is related to the theory of leadership and management and how this relates to improved performance in the job (MN(1)A7) and anything anecdotal from the discussion was purely task orientated related to the operationalisation of strategy, and not predicated on any supported evidence based management theories. Surprisingly very few managers study management though only 43% of managers actually articulated the fact that they do not study management techniques or the practice of others to improve their own performance, while others suggested that what they did was very minimal and unstructured, the wording of the question did not ascertain whether those that studied did this formally or informally and also did not conclude what they did with this new knowledge. One point to arise is that although according to Mintzberg (2013) 40% of a manager's time is spent in communication, none of this time is devoted to sharing anecdotal vignettes of their experiences with other managers on the actual practice of management. Yet, there is evidence of lost opportunities M1(W)A6 said that:

“I have been thrown into a few situations where I have felt ill-prepared, a couple still stand out, the first one was when I was involved in a complaint against a member of staff, this led to me leading an investigation into the complaint, meeting the individual with a HR business partner while the member of staff had union representation, everything had a real legal proceeding about it, I felt intimidated even though I was the one carrying out the investigation. Another incident included having to tell a member of the management team that they were going to be made redundant, following this the individual made a complaint against me for sexual harassment, again this was a very difficult process to go through, there seems to be very little support, you are left on your own with the prospect of an industrial tribunal proceeding against you. I guess now I look upon these incidences as occupational hazards and have even been able to use my experience to support others in a similar situation but at the time it is very scary”.

It is perhaps stories like these that highlight the difficult situations that managers face as part of their work and also identify some of the more informal learning experiences that do not form part of the senior leadership programmes of study. It is also difficult to see

where learning opportunities occur for the more formal aspects of college leadership; as neither middle managers nor senior managers were able to give examples of being given exposure to additional responsibilities or working outside of the boundaries and context that they normally work within. M1(W)A4 and M1(N)A4 both identified areas where they consider that there are people in cross college posts that do not have expertise to plan projects and that the management structure “could make better use of personal skills”, M1(W)A4 went on to say that:

“They have our CV’s and know what we have done in industry and in education but neglect to use this expertise, I have worked as an external verifier (EV) and a qualifications consultant for an awarding body for ten years but have never been asked to share any expertise or knowledge from the learning that has taken place in this additional post within my organisation. We all have lots of experiences, in my previous positions I have been involved in inspection preparation teams and standards teams and although this helps me in my current position it is not shared across the organisation in a way that could be meaningful in supporting colleagues and other teams. Everybody just seems to be stuck in their silos when they have lots more to offer, there is so much inflexibility in the way that we work. See, I think that this does not just benefit the organisation; it gives people a fresh challenge Reinvigorates them and also shows other people in the organisation what you are capable of doing. I think it can give you an exposure to, you know so that people from other areas know who you are outside of your own little silos”.

This concern is shared by Gunter (1995) who suggests that the use of interest groups, cross-functional and cross-divisional working is underutilised and opportunities to bring together people from different strata of the organisation to convert information into knowledge as suggested by Lakshman (2007) are lost. The impact of this is not only organisational but also the aspiring individuals lose an opportunity to observe role-models in action and learn and share from those experiences.

There appears to be a mixed methods approach to systematically identifying learning needs and the fact that in addition to the 62% of managers who have their training needs

identified through appraisal, 78% of the respondents also carry out some form of personal skills analysis. It seems that reflective practice is developed over time; 88% of the more experienced managers (7+ years) carried out skills analysis compared to 75% of managers with 4-6 years of experience. These figures suggest that the managers do have a philomathic approach to their personal development and learning. It would appear from the senior management comments that a philomathic approach is essential as they consider that the appraisal process is ad hoc and should be led by the appraisee rather than the appraiser (SM(C)A2), SM(N)A2). SM(W)A3 suggests that CPD “is not well monitored by managers who tend not to be strong enough in their directives for CPD for their staff whilst also conceding that it is weaker in support areas than academic areas, as academic staff do consider how they want to develop”. In addition SM(N)A4 agrees that:

“The better managers can identify the areas they need to develop, whereas weaker managers are able to hide their deficiencies”. They’re all very busy people and at the end of the day they spend all of their time doing the job that needs doing today. Many of the managers if they’re honest know what they need to develop and know what they are not very good at but to be honest they will find a way of hiding the weakness or get someone to help them to get that task completed rather than go out and plan their CPD, I think that’s about where things are at. You might get a few that are really ambitious to get on up the ranks and they may have worked out a bit of a game plan and will plan their CPD around that. There isn’t really a recognised route, even when I look back at my career I couldn’t say that there was one thing I did that helped me to progress, more than anything I really always enjoyed the job but there was never any magic formulae, I worked with some great people and I saw some of the good things that they did but every day is different, there’s always new problems to solve, new challenges ye know what education is like, there’s always something changing”.

It was a surprise that the SM(G)A3 and SM(C)A3 do not expect to see any link between the strategic direction of their organisation and the appraisal process, neither is there any consideration of the socialisation of incoming managers to ensure an

internalisation with corporate values and vision as suggested by Peters and Waterman (1982), Gleeson (2001) and Lakshman (2007). This is an indication that the CPD planning is parochial and is not seen as the panacea for organisational realignment with business opportunities as Hannagan (2007) suggests might be expected in NPM organisations.

Prima-facie suggestions are that personal learning plans are being carried out successfully and that senior managers are developing their subordinates in what appears to be systematic progression planning, and 62% of respondents agreed that their line managers support their CPD requirements. However, in concluding the interviews it becomes apparent that there is a misperception between the terms ‘continuous professional development’ and ‘career planning’. The former has occurred most frequently in discourse, M2(C)A4 and M1(C)A5 discuss the ad hoc requests for CPD related to the immediate needs of the organisation, often driven by curriculum or inspection requirements, rather than by individuals or their line managers making a long term commitment to placing themselves in a position of readiness for progression opportunities. M1(C)A6 gives an excellent confirmation of this by saying that “the college have staff training days with a selection of tool-boxes to choose from” and that their managers will support most external training days, in other words they are tangible to short term college objectives but do not form a part of a more robust programme of activities. Before any such programme could be introduced the sector needs to reconcile its need for professionalism and make time for developing its employees, something that Barker and Brewer (2008) recognise as requiring attention. This lack of support is echoed by M2(G)A5 who states that any development is completed in your own time; while M1(G)A6 seemed resigned to the fact staff development is “non-existent” and even bemoaned that “CPD tends to be a burden”, not the sort of attitude expected in a paradigm of societal philomathia. This was elaborated upon by M2(N)A6 who said:

“Yes, it’s difficult for anyone to do career planning now, I am quite fortunate, I’m a head of school now and I had qualifications supported by the college in the past and have an MBA, but I see staff who are a few years younger than me but have a similar ambition to what I had a few years ago and they are facing barriers. The funding just isn’t there for this level of support any more. Staff are expected to pay for their own courses if they are doing degrees and management qualifications, these can cost thousands of pounds and the pay for many is far less than it was when I was starting, there’s no overtime and some of the salaries are capped. I know that we are in a recession and its hard going for everyone but it can be a bit demoralising, people lose their motivation and then lose their enthusiasm for the job and for progressing. I know a couple that are paying for qualifications but they don’t have any family or commitments. I don’t know quite how this will impact on the sector, in the future there will be less people with higher level qualifications, a couple of years ago I thought everyone would end up working at masters level but we seem to have gone backwards over the last five or six years”.

So clearly there are concerns around the investment I developing staff and of how staff apply for funding for courses, which M2(N)A6 went on to explain further by saying:

“Anyone who wants to do any CPD whether it is a one hour, one day course or a degree has to complete a form to request funding, this goes to a panel that consists of the deputy principal, the HR manager and the finance director for approval. some of the shorter courses are ok but there’s little success with the longer courses, which I don’t really understand cause normally they’re running and staff just infill to make the numbers up. They usually come back from the panel with a response as to why they haven’t been funded and they usually say that it isn’t directly related to the requirements of the post; so say a teaching qualification Cert Ed or something might be supported, but you’re also told that if you leave the college within two years of completion hen they will ask for the money back and all of this seem to completely neglect the issue of progression planning and surely our standing with the investors in people award”.

This comment was backed up by SM(N)A3 who noted that:

“There is funding available for professional development, as a college we set a percentage of our budget aside each year to fund these activities, they’re prioritised, we have a panel that consider all applications and then we try and apportion the spend where we think it is most appropriate for the business. It’s difficult to consider individuals, it’s really about supporting the

business needs, keeping up to date and meeting the needs of learners. We did have a talent pool a couple of years ago and we have thought about re-introducing that, that way we can at least identify those staff with potential and give them the skills to progress, we have an in house package that helps people to understand how a college operates and about college systems so that they can be more affective in providing what the college needs from its managers”.

So it would seem that organisations currently appear to lack the appetite for robustly developing their staff and preparing them for leadership which supports the research of Lumby (1997) and Page (2011), who suggest that many managers experience difficulties following promotion. In preparing themselves for the future one of the key decisions for managers and those aspiring to promotions is where and how they will acquire their formal qualifications, of those respondents to the questionnaires only 16% felt that they would be able to make the time to study for formal qualifications and only 10% would be willing to spend the £4000+ required to study a formal management programme

M(G)A4 thought I was joking when he was asked about making time for personal development and went on to point out that there just was no time :

“It just er, it evolves shall we say, it happens as ad hoc when I can do it, I mean there’s the, the ehrm They send out timetables of when you should go to these management training sessions for example and you look at them and match them up with your diary and off you go, so yer know, I’m pretty much self-managed, I’ve got a very heavy work load and as and when I can I try and fit some cpd in, but it happens as naturally as I can let it happen really, yer know I have to let em down sometimes I don’t know if burden is the right word ... but it is sometimes one that you knock off because of other priorities and you hope to pick it up at a later date so I don’t know if burden is the right word because I do find use in it, I do find use in going to the right training sessions and ehrm I find it essential sometimes”.

One particular response completely neglected the career development aspects and when asked about CPD and making time M2(C)A5 answered:

“We don’t actually get our personal development time, we get our staff training days, who ... I think I should know this, I think we have three or four in a year; we’ve also been encouraged not to timetable on Wednesday afternoons, and that’s so that we can have staff training, so that’s our personal development time”.

This kind of comment clearly shows again that training is very functional and specific to ensuring that individuals can carry out the function for which they have been employed and again neglecting aspects of career development. In consideration of the workloads of those working in FE it would appear that learning is going to have to be carried out in bite size chunks, so that managers can acquire qualifications to suit the time that they have at their disposal at a given time and also into affordable chunks so that individuals or college budgets are capable of paying for this training. All of the managers interviewed said that if there was appropriate work online that they would consider that as an option for personal development in preference to trying to attend delivery every week or at a weekend. The question that appears to be emerging is that of career development versus professional development, this is typified by M1(C)A5 who in agreement with comments above said that “there is just no money for staff development anymore, what happens is that you can identify something that you would like to do and fill in a request; but if this is not a mandatory aspect of the job role then it is likely to be refused. In the future it really is going to be down to individuals to invest in their own personal development if they want to be successful, following the model that Drucker (1995) had suggested in chapter 2 where people are expected to place themselves in a position to achieve their aspirations in a competitive knowledge society. This model is now one that has been adopted by the coalition government where those individuals who cannot afford to invest in themselves are expected to take out a student loan to pay for these programmes and therefore place themselves in a position to be employed in their desired roles. Of the managers interviewed none were at a point in

their careers where they would be taking on a major commitment that would need paying for in this way, in considering the future managers M1(N)A6 and M1(W)A6 recalled anecdotally stories of their colleagues and friends who were leaving university with debts from student loans upwards of £20,000 and could not imagine that the next generation would then be willing to indebt themselves further to complete management and masters level programmes. This was concurred by M1(C)A5 who noted that several members of staff that have shown a lot of promise and were dedicated to their roles were now becoming disillusioned by the lack of support from either the government or their own organisations in providing opportunities to develop themselves for promotion. M1(W)A5 went on to say that “as a manager I do as much as I can to encourage staff through appraisal and informally to develop themselves, I currently have three members of staff completing degree level courses, I am as sympathetic as I can possibly be in supporting them to attend classes and write assignments but they all have to pay their own fees”. The management programmes available such as the MA in Education Management and others such as those provided through the excellence gateway and mentioned in chapter 2 are not well known by those interviewed, they all provide a similar content which encourages students to undertake projects in their own working environment and tend to be priced by the unit but; work out between £4000 - £60000 for full qualifications.

As discussed in the introduction above; there were some contradictions around striking a work life balance and although some managers responded through the questionnaires to say that they were able to strike a work life balance, the data from the interviews appears to be substantiated by the response to the questionnaire where 100% of the respondents have gone on to say that they work more than their contractual hours, while 57% of managers work more than 46 hours a week, nearly 30% extra, and 14% of managers work more than 51 hours a week or 40% extra. The hunger to succeed and be

promoted is highlighted by M1(C)A15 who when asked about dedication to the job, spoke about a “willingness to work any hours to be successful”, a point concurred by many of the respondents including M2(G)A17 who gave examples of regularly working 14 hours in a day. These people do realise that they have not successfully managed to achieve a work life balance and this level of dedication is apparent through all of the data generated during the field-work for this study. This dedication may not always be appreciated by senior managers, one of whom SM(G)A2 suggests, perhaps rather naively that a work life balance is “easier to achieve for junior managers and lecturers than for senior managers who are over stretched”. This could be a part of the reason why M2(G)A5 and M1(G)A6 say that there is insufficient time to undertake CPD in their organisation, though not on their own as only 29% of the respondents to the questionnaires say that they have sufficient time to meet their CPD needs and none of the respondents to the interview questions were able to provide evidence of a real hunger for career development. There are other possible reasons for the shortfall in attendance on longer training programmes such as the financial burden and the assessment methods, as discussed in chapter 2 (Foskett and Lumby, 2003) that do not make an efficient use of time. The financial inferences have been exacerbated by the austerity packages following funding cuts since 2010. SM(W)A10 concurs with comments above that:

“All requests for CPD go through a panel chaired by two members of the SMT and if investment is required they need to go through business planning, the only ones that gain approval are those that are directly linked as an essential requirement of someone’s job description”.

In addition to the demonstration of a lack of hunger for organisational progression planning, this further highlights the lack of autonomy in planning personal development and of decision making by managers. This lack of opportunity to develop personal

learning and skills is a serious and perturbing issue, considering that all respondents observed during the field-work for this study have promotional aspirations, when juxtaposed to comments by Ofsted (2008) that there are not enough leaders that are capable of getting the best from their staff and managing highly complex businesses. There is also a paradox in the number of respondents that say that they have promotional aspirations; which conflicts with the statement by Gleeson and Knights (2008) Pendle (2008) and Kingston (2008) who discuss the concerns from Whitehall about the reluctance on the part of middle managers to apply for leadership positions, which generated an anxiety about the difficulties of the recruitment of new leaders.

This apparent need for promotion, and 48% of respondents to the questionnaires said that they would like to be promoted to the next level in their organisation, while M2(C)A10 said “yeah I could see myself getting another promotion in the next two years and possibly making the senior management team in five years” M2(N)A10 “well I could do my boss’s job quite easily and would love to move up the ladder again”, shows a competitiveness in society today, but may not necessarily be indicative of a desire to learn, so one key question would appear to be; what motivates managers to want to move up to the next level of management?. Respondents do not appear to be put off by having the additional hours of work that often need to be carried out, as Kerfoot and Knights (1993) suggest, because it carries with it a tacit promise of future career development. It may also suggest that there is a divergence between the perception of the skills and knowledge required to be a successful leader and the reality; as 54% of respondents to the questionnaires feel strongly that they are prepared for the next level of management. This would also seem to further suggest that there is more importance given to the tacit learning deemed by Armstrong and Mahmud (2008), to be one of the key factors that distinguish successful managers from others and is clearly as important to those making the appointments of senior managers SM(G)A2 and SM(W)A2; both

said that formal qualifications help people to reach the interview stage but they are not a determining factor during the interview itself, where the key is working out whether they could fit into the organization and whether they bring with them current relevant knowledge that can support the strategic direction of the organisation. At the time of carrying out the interviews none of the organisations were giving any thought to the socialisation for incoming managers (M2(C)A18) (SM(N)A8); which Taylor (1998) suggested would help new managers adapt to their changing roles, something that Peters and Waterman (1982) and Gleeson (2001) consider a priority. Indeed there was a naivety from the organisations involved in this study in relation to socialisation and very little credence had been given to the notion of culturally based doctrines that drive the values of their managers and staff and totally neglect that value of the psychological contract described by Arthur et al (1999) and considered by the interviewees as something that was important to them in knowing that they were valued by the organisation. SM(G)A14, SM(N)A6 and SM(W)A14 all wanted to develop an in house programme for training managers and could see that this type of programme could also be used to introduce new managers to the corporate culture which it was considered was not addressed in formal management programmes. It would be very interesting to see how the course content could be determined as Pfeffer and Sutton (2006) argue that it is too difficult to pick one's way intelligently through the research base to find knowledge that might best inform management practice. One initial fear, shared by Brundretts (2000), and Bush (2008) is that these programmes may have limited expectations of participants to engage with research and literature that would be expected in the best university courses. Another fear is that of designer leadership by the SMT on a micro scale; much the same as the concerns raised by Gunter and Fitzgerald (2008) by the government on a national scale. On a more positive note this type of programme, of quasi-formal management learning could allow opportunities to integrate education with

practice opportunities provided in-situ, something that Mellon (2009) suggests is a difficult concept for many practitioners, thus subjugating the fear of Mintzberg (2004) that theory and practice remain abstract. It would also ensure that knowledge becomes situated in the practice of everyday work rather than being the possession of individuals as suggested by Lave and Wenger (1991), though it is still not likely to be linked to a manager's preferred learning style as suggested by Armstrong and Mahmud (2008) and Kolb (1984). When asked about motivation for promotion to senior management positions none of the interviewees considered the prospect of further training to be a motivating factor in their performance and only one manager considered financial remuneration suggested by Kerfoot & Knights, (1996) as the heroic vision of securing material and symbolic success as important. This converges with the thoughts of Herzberg (1959) who challenged the assumption that remuneration is a key motivator and the following list of motivators were deemed to be of greater importance.

M1(N)A16 M1(W)A16 Respect and esteem.

M2(C)A17 Recognition, esteem and satisfaction, and autonomy.

M1(G)A17 To be respected for doing a good job and financial rewards.

M2(G)A18 M1(N)A18 Status, competitiveness self-esteem and ownership

This is supported by SM(N)A15 who suggests that managers are motivated by a pride in their work, passion and recognition, in agreement SM(C)A12 says that managers have a need for satisfying their own ego as well as needing the recognition of their peers. This suggests that the majority of people working in these environments are good team builders and they will want to maintain a positive image, seeking the approval of their peers, both of these positions merge with the key organisational theme for collegial working. The one notable difference between the two sets of respondents is the need for autonomy, suggesting that the contemporary organisation described by Drucker (1995) of equals has not yet been achieved as the senior managers still consider the middle managers to be subordinates. The reality in the colleges is that there tends to be a

distribution of responsibility rather than of leadership, Lumby et al (2005) describe this as a contrived collegiality, which in reality is what most organisations end up with and contains a degree of the familiar practice of transactional leadership mixed with transformational leadership; which Gleeson and Knights (2008) suggest is associated with the good leadership. This approach is perhaps more sustainable and allows for the accountability of individuals. SM(C)A12 was certainly aware of the value of emotional intelligence as suggested in chapter 2 by Rynes et al (2003) and Eberhardt, McGee, & Moser (1997) when he discussed the need to “manage egos”, something that was very important for managers, many of whom have already demonstrated an ability to be successful and who need to ensure the continued support of their followership. M1(N)A18 understood his need to be seen to be successful and identified a personal trait that has a need to feel satisfied by achieving success and then moving on to something else where once again success can be demonstrated, which can be traced back to a personal motivation.

4.4 Leadership and Forming Management Teams

In forming and developing teams, considered the most important task of a manager by M1(C)A8, there appears to be real doubt in the views of the senior managers who fail to operationalise praxis. At 4.4 the senior managers were found to be operating in a paradigm of contrived collegiality and underestimate the need for managers to be involved in and to have autonomy in decision making. Antithetical to this is the comment by SM(C)A9 that “autocracy must be avoided” and that there is a “need to have positive debate”, almost to the point of suggesting “leadership by objectives to ensure that outcomes are met”. This comment about the need for debate is not

convincing on its own that there is a move towards shared leadership, SM(W)A8 says that:

“We have a mantra in the college, there must be leadership at every level, I expect there to be communication between all levels of staff from teachers to senior managers, these are well documented and there is evidence that this takes place. In addition I ensure that I meet with learners and staff at every site during the year and I ensure that my executive team also meet with staff on every site during the academic year. All of the minutes from executive meetings are shared with staff at every level in an attempt to be open and transparent in our actions. Also I expect everyone in the organisation to take responsibility and too own their decision making”.

The issue of shared leadership is a point made by Belbin (2010); who points out that intelligent individuals can spend large amounts of time engaged in abortive debate often to the detriment of more important jobs. This recognition by SM(C)A9 is followed by the suggestion that although a team needs heterogeneity it is equally important that they have a motivator.

“I’ll put it this way, when I put together teams whenever I can I try and think two dimensionally. By that I mean yeah often you need someone who’s good at numbers figures or money around the table. Sometimes you need someone who’s good at the curriculum side who’s prepared to spend endless hours reading curriculum reports, sometimes you do need a creative thinker for instance ehr let me just back track so .. whereas you might need functional er er skills or knowledge but the other dimensions are the personal skills, within any within my best teams you do have a creative thinker, you do have er er finisher so I can get a deadline completed, those are the best teams that have got that mixture, and sometimes I consciously think about who do we need in that team, not necessarily as a functional skill but who’s gonner get the others fired up and it’s a motivational thing”.

SM(C)A9 appears to be arrogating that it is the CEO who must be able to motivate their managers and teams, when the expectancy according to Kets de Vries (2006) is that individuals should motivate each other and develop relationships rather than being led by charismatic leaders, this also subscribes to Belbin’s (2010) theory regarding individuals and team roles. SM(W)A14 says, “I like to give managers and teams

autonomy, with that comes a responsibility to deliver the targets, if they are achieved I am happy for managers to make their own decisions and to do things the best way they can, if the targets are not achieved then there will be reviews where we can agree a way forward”, and goes on to say “I think managers enjoy a reasonable amount of responsibility and often thrive under the pressure to deliver, I expect them to work the same way with their teams to achieve the best for everyone”. Several of the managers made comments that they are not keen to have managers questioning every decision that they make and being micro-managed, M1(N)A14 said “I had a manager who would talk to all of the staff in my team and try to micro-manage every situation, to the point where I began to question my purpose for being in post” whilst M2(W)A14 said that “we make plenty of very important decisions relating to the curriculum that have a huge financial implication but we are then very limited to how much we can spend before the “sign off” is elevated to the next level of management”. The debate about the pros and cons between heterogeneous and homogenous management teams is difficult to acquiesce to, this is highlighted above and in the comment that SM(N)A8 makes that “debate is fine, but not in terms of personalities and in working harmoniously” in other words “teams that can’t work together will self-destruct”. In ensuring that this is facilitated SM(N) likes to change people’s roles to avoid parochialism SM(N)A7. One of the visible signs of the breakdown in operationalizing heterogeneity is that “there are no formal mechanism for developing and sharing new ideas” with managers (M1(C)A12), this is likely to prevent the team from being fully functional and will marginalise some, particularly those such as the Shaper (Belbin, 2010); whose role it is in the team to be creative and to generate lots of innovative ideas often with an unorthodox approach, and as Holmes (2010) suggests; teams should be able to communicate their ideas. It could also prevent important aspects of the induction and socialisation process of new

members to a team, particularly in companies with portfolio workers or 'Triple I' organisations where internal relationships can be difficult to formalise.

One of the more positive aspects in the culture of the organisations in this study is that they all have a willingness to engage in experiential learning and have a tolerance of failure; something that Peters and Waterman (1982) posit is a special attribute of the success-oriented and innovating environment. Both the middle managers and the senior managers are prepared to challenge their teams with new ideas, there seems to be an acceptance in FE, of Peters and Waterman (1982) aphorism that you can make mistakes. An interesting point in the discussion of experiential learning is the need for managers to be able to make mistakes; they recognise the importance of being willing to fail rather than trying something new and go on to say that the managers who do not make mistakes are not making decisions, "you need the ability to fail you cannot innovate unless you are willing to accept mistakes", (Peters and Waterman, 1982, p223). In general management parlance, tolerance for failure is a very specific part of the excellent company culture, to be successful it is necessary to try lots of new ideas and "consequently suffer some failures or the organisation won't learn" (Peters and Waterman, 1982) a point recognised by SM(C)A9 who says that there is just so much change in FE, our managers discuss policy with managers at other colleges and internally and then have to make an informed decision on what is best for their department, it would be impossible to get everyone right, what we have to do is continue learning and not repeat our mistakes". Kelly et al (2004) recognise this in education and comment that the only difference between an experienced principal and an inexperienced one is that the experienced one has had more time to make more mistakes and to learn from them. They do go on to cede that the critical thing, is to know your mistake, and to be able to learn from it this; SM(C)A10, SM(G)A1 and all of the middle managers confirmed that their organisations are not afraid to make mistakes

in their development, they are encouraged to be adventurous as long as mistakes are not iterated.

As with many of the subjects of this study, the recruitment of managers appears to be inconsistent at best and at times chaotic. M1(N)A2, M2(N)A2, M1(W)A2, M2(W)A2 and their respective senior managers all experienced different processes during the recruitment and selection processes for their posts and M1(W)A2 explained that during the previous eighteen months attendance at eight different interviews for posts at the same level had used a myriad of methods during the selection process. This is suggestive of a lack of standardisation across the sector and also indicative of the fact that educational organisations have still to fully come to terms with the HR expectations of them under NPM as discussed at 2.8. One thing for certain is that colleges have not yet embraced the practice of portfolio working and short term contracts to achieve specific goals as suggested by Flores and Gray (2000) in chapter 2, as almost all appointments are for full time positions, this is something that is surprising and could be employed more often in a sector where change is frequent, roles have a great deal of fluidity and specialist skills are required for certain periods. There is also a feeling of frustration among some of those that are aiming for promotion that the key to their aspirations lay not in achieving relevant qualifications or in success in their current position but in practicing for the selection tests and in honing their interview skills as more weight appears to be apportioned to these aspects of the recruitment and selection process than any hard evidence from historical performance.

4.5 Summary of the Analysis of Findings

When the analysis began it was difficult to make a lucid start on forming themes and placing the data in an appropriate way to support the findings of the studies original aims. During this period it was considered whether an approach to collecting the data

could have been more focused and therefore less time consuming during this stage of the process. None was forthcoming and it was accepted that perhaps this is one of the complexities that has to be conceded when using the grounded theory approach as described by Cutcliffe (2000), Suddaby (2006), Hutchinson (1993) and Glaser and Strauss (1967) and referred to in chapter 3. In summary there appears to be a shortage of opportunities for gaining experiences that could lead to progression and also a shortage of training that would provide the skills and knowledge for practitioners, especially for those further down the strata in a large organisation, this can often be due to organisational austerity measures in training budgets. There are also lost opportunities for developing communities of practice where management becomes parochialised, largely due to a lack of sharing of experiences even though 56% of respondents to the questionnaire claim to study current discourse in management theory, some of which it could be said is well buried, Rousseau and McCarthy (2007) suggest this could be filtered and evaluated to reduce the voluminous amount of often conflicting studies.

It would also appear that the suggestions of Foster (2005) to bring in managers from industry to manage education would face difficulties due to the complexities of the job roles which is emphasised by the fact that 70% of the managers in education have been managing for 7+ years; which shows both the knowledge and skills deficit that people from outside education would have to overcome.

Chapter 5

5.0 Discussion and Recommendations from the Study

5.1 Introduction to the Recommendations of the Study

The role of managers in Education and particularly in FE in the UK continues to be under-researched and under-theorised and as such it is an important time for those undertaking investigations that are aimed at understanding a role that could be considered to be vital to the future economy of the country. The intention of this study has been to try and identify areas that could be relevant to future research projects to identify the skills and knowledge requirement of leader and managers in further education. Of the studies available on leadership and management in further education there are few in the UK where the field work has been carried out internally by people that are currently employed in the sector, either as managers or as tutors, with their colleagues, which gives this work an original perspective. In this chapter the findings of the study are considered in the context of the main aims of the study that emerged as an iterative process from the literature review and the manager interviews, the key recommendations of the research are drawn from the conclusions and discussed; and it is intended to identify possible future hypothesis that could be tested through further investigations and research as suggested above. The recommendations are discussed thematically as they have been discovered as topics in both the wider reading and during the data collection processes, although as with other sections overlap is unavoidable and will be made where it is felt appropriate to do so. The use of the interpretivist paradigm during the study proved to be appropriate in allowing interpretation to be made from the data generated during the field work and allowed a freedom to build upon utterances made by the participants of the study and also allows the reader to have their own perceptions of the data generated based upon their own experiences and accepting that there is never only one reality. The original intention of this study was not to test a

hypothesis but to generate hypotheses that could lead to suggestions for further areas of research, this has occurred throughout the study and some of these areas are discussed further on in this chapter, with a genuine intention of helping those that will become the future leaders and to try and formalise a recognised progression route for the sector.

5.2 Leadership

Having spoken to many managers in the further education sector both during the data collection process and in my roles as a Head of School in a large FE college and as a qualifications consultant with a large awarding body, it is apparent that before significant progress can be made into the development of learning programmes more time needs to be spent in clearly identifying and defining the roles at each level at each level of management; so that the tasks and the expectations associated with these roles can be fully understood by the post incumbents, by their managers and by the sector as a whole. In identifying these sets of skills and knowledge in a clearer, more structured way those wishing to progress through the management strata would be more informed about the working environment and the skills and knowledge required at the next level to help people make informed decisions about the professional development needs and their investment in their future career progress. It would be useful if there was a national approach to formalising structures as, although managers at equivalent levels in different organisations are carrying out similar tasks the individual organisations make role identification difficult by secreting job roles deep within a myriad of job titles and structures all designed independently of any national structure. Because of this one of the main difficulties for the sector which Lumby (1997) identified is the lack of consistency in developing managers, they are being developed in a parochial fashion to suit line managers and organisational needs and this practice appears to be continuing today and from the interviews with senior managers it was evident that they are happy

to develop a neo-conservative training programme for their managers that will prepare people for functionality as required by that organisation at that time but will neglect to deliver a broader Liberal curriculum for general development with transferable skills that would enable progression across a range of roles and organisations. There is currently a continuing lack of clarity of the training needs required in the sector, in part due to the continuous change in the sector which was evidently the greatest concern emerging in the discourse both in identifying a role clarity and in providing time for engaging deeper with a learning process. This lacks practicality given the range of skills needed and the time of the managers to identify this through ad-hoc systems such as self-evaluation and their annual appraisal.

The now defunct Principal Preparation Programme attempted to address this and Oplatka (2009) said that the programme would support novice principals and those aspiring to the position with the skills and knowledge to face the complexities and challenges which was not the case observed in this field work where none of the principals had completed the programme and one had even left part way through when its mandatory attendance was removed as it did not deliver the intended outcomes. Unfortunately, the mandatory requirement to achieve this qualification was one of the first casualties of the then Coalition Government's austerity measures in June 2010, though Wye (2012), the then CEO of LSIS, was keen to develop programmes to support future and aspiring leaders. These are now available and a key feature of any further investigations into this subject would need review the progress of this kind of course, particularly in terms of its ability to prepare the participants for progressions within the sector, it will be an imperative to discuss this course with participants when cohorts are enrolled to see if the content now meets the expectations of the participants. The courses are designed to meet individual preferences with a choice of Masters level qualifications delivered in partnership with universities costing over £7000 for the full programme

(AOC, 2014) or a shorter Senior Leadership Management Development Programme, which consists of five modules, each delivered over two days on a residential basis at a cost of £1000 per module (AOC, 2014). These programmes like some of their predecessors discussed in chapter 2 still appear to be largely theoretical and again have not managed to articulate the actual skills requirements and considered the actual skill base that needs to be identified and developed.

The fact that a good number of aspirational people who are working in the education sector still do not know what qualifications and experience are most likely to facilitate their ambitions, is suggestive of the need to have such a programme and also to have other embedded qualifications that could act as stepping stones and show a linked up progression route that will encapsulate all of the management functions desired at each level. Perhaps the caveat here would be relating to inter-personal skills which, although forming a part of a learning programme would be difficult to pass or fail with an objective criteria. There has been a tendency in the sector recently of downward delegation, this has become even more prevalent in this age of austerity and sees middle managers accepting responsibility for tasks previously eschewed. In an attempt to manage their own work-loads the middle managers then have to downward delegate some of their responsibilities to junior managers and lecturing staff. This role delegation blurs the role of managers and lecturers which is leading to them experiencing role strain and conflict as the expectations of their role set change. In response to this situation it is imperative that managers are given time to manage; and are also given the time to develop the skills and knowledge required to carry out their roles, as often there is a shift in emphasis from the traditional academic tasks towards new management duties borne out of the transition to NPM (Hannagan, 2007; Briggs, 2004; Gleeson, 2001). While this recommendation is nothing new (Briggs, 2003, Bennett, 2003), it is evident that this recommendation has not been implemented and that 'management

time' is insufficient in general to fulfil the diverse range of tasks that form the manager's role and in this study was a continuous concern for managers who were often unclear on prioritising workloads. It appears that during this transitional period, where the management paradigm shift is occurring, colleges may have underestimated the time required to perform these management tasks successfully and the range of new skills that need to be identified and implemented, often in the form of specialist recruitment to non-academic cross college roles. The expectations of HMI continue to have many ambiguities making this difficult and managers must have a clear understanding of these expectations in order to be successful. Whilst trying to understand and determine what skills and knowledge are required by leaders and managers in education there needs to be a concurrent review of the tasks expected of the incumbents to ensure that the workload is manageable and that applicants for the positions can be prepared. In addition to this there needs to be recognition of the fact that this list is not exhaustive and will be in a constant state of flux and mechanisms need to be in place where qualifications can be responsive to changing landscape so that management teaching do not contain historic references.

5.3 The Perceived Skills and Knowledge of Managers and Leaders

In section 4 the perceived skills and knowledge of managers and leaders were identified from the study and were discussed in terms of the literature review. Often these perceptions are based on a culture that senior managers like to think that the organisation is operating in and therefore, when respondents say that they prefer a collegial organisational approach to their structure and to their culture then they need to feel that this is what they are given, the fact that this may be contrived collegiality may often go unnoticed. The problem here Drucker (1995) suggested, rests with the senior manager's ability to see middle managers as equals, and senior managers need to begin

to share both leadership and responsibility, thus removing the feeling for the middle and junior managers of being sub-ordinate. The data generated by the field work was informative though certainly not conclusive or exhaustive, with many of the responses identifying the skills and knowledge required, such as; communication skills, people management skills and being flexible, which need distilling and referencing to specific tasks, for example; if a collegial approach is expected how does a manager lead team meetings or allow all staff to have an input, what does it look and feel like in action, issues such as these need to be addressed so that the skills required could be assessed in a more objective way. At times during the investigation one of the biggest stumbling blocks to generating valuable data was the lack of understanding by many managers of the theory and sciences behind management and an ability to link theory to practice and therefore it is an imperative that researching with managers in FE would need to be simultaneous with a thorough explanation of such theories to ensure that the investigations can be fully informed by the expertise of these managers. This was a weakness in this investigation as I had assumed a reasonable level of understanding of management theory among the managers and had also made the decision that a null response would actually support this. I now realise that I would have generated much better data by giving some small explanations as the investigations progresses so that all participants had a full understanding of what they were been asked during the interviews. These responses do however provide a starting point that may be used alongside the knowledge gained from research in industrial management applications to form the outline of the curriculum of training programmes for managers in education, with the addition of new topics to be included as new knowledge becomes available and as the management agenda continues its exponential growth in complex alchemies of paradox and ambiguity. One of the key starting points will be that described by Rynes et al (2003) and Eberhardt, McGee, & Moser (1997) of the emerging importance in NPM

organisations of emotional intelligence. These softer skills have been recognised by leaders during the study as been of greater importance than all others and aspiring managers will need to have an awareness of the importance of emotional intelligence and must be prepared to incorporate it into their learning programmes. In preparing further education management for its next stages of development future investigations need to consult with managers and leaders to discuss both the aspects of NPM and the softer skills discussed above so that managers will know how to link the more theoretical aspects to their practice, in other words it can be easy to attend courses and read management literature but how do managers operationalise what they have learnt, how do they know that this is successful with their followership and how can they continue to make improvements in their management performance without having to wait for the measurement stick that is wielded in NPM organisations.

5.4 Learning to Lead

What became clear throughout this study was that the practice of many managers in FE could best be described as amateurs, this is due to the low number of managers that have any kind of management qualifications and when considering the lack of links between their practice and the support of any associated theories. It was also an accusation made by Handy (1991) and Drucker (1995) about UK managers in general and it became clear that some kind of structure needs to be in place to facilitate progression and to support managers in their work. Perhaps the most considerable issue encountered during the study was the volume of entrants to management positions that had no previous management experience and qualifications, most it would appear have shown that they have been good teachers and willing workers but not necessarily demonstrating through qualifications that they have any of the skills and knowledge perceived to be essential to progress to senior management positions in further

education. Of equal significance again was the volume of entrants who expected to be able to pick up these skills and the knowledge required tacitly from their colleagues as they go along. There must be some kind of certification that demonstrates a competence to carry out the role, especially in a sector where we are encouraging others that they need relevant qualifications to demonstrate competences to employers in their chosen occupations, for example would the general public want to employ a plumber or a hair dresser who was not qualified to carry out the job. There appears to be an irony in the fact that we then have an amateurish approach to selecting our leaders, one where there is no formally recognised qualification and where the emphasis in appointments appears to be placed on a myriad of unreliable techniques as part of the selection process. In order to develop efficient programmes for training the future leader's in education, further research is needed on the curriculum content and how and when learning will take place. The sector needs to do more to understand the tasks that leaders and managers undertake and the skills and knowledge required of its workforce and also needs to be able to lay out clearer pathways with milestones that recognise both competences in terms of performance as well as qualifications. This could also have an inclusion of current performance, after all, the performance of the sector is recorded in the public domain and like many other industries it has a closely linked community of practice where details of individual's performance could easily be shared. This could perhaps be done by having a register of advanced practitioners held centrally by the funding bodies, as this would ultimately be in their interests to maintain it. A clearer understanding of the actual competences of the tasks could also lead to a competence framework so that qualifications could be achieved in a more flexible and cost effective way for individuals and organisations than some of those mentioned above. In a similar fashion to those of the vocationally related qualifications managers could learn tacitly and avoid some of the unrelated and over burdening theories, recording their

achievements against a competence framework which would provide them with supporting evidence of their achievements when they apply for promotions and attend selection days, a kind of NVQ in further education management.

Easterby-Smith, Burgoyne and Araujo et al (1999, p219) suggest “securing funding for training through compulsory taxation and making colleges pay a set percentage of their pay-roll on education and training” though some colleges are where the preferred learning will take place. The reasons for this are that this study has on numerous occasions identified time as a pre-eminent barrier to the learning opportunities of the workforce in further education colleges, this is a serious issue that needs reconciling in order that the sector maintains its professionalism and takes seriously the CPD requirements of its workforce, a serious issue in its own right if the IiP certification of companies is to remain meaningful, then funding for time and training is an imperative. One of the dichotomies for institutions in the immediate future will centre on the obligation and responsibility to train staff, with the increased costs of education introduced by the Coalition Government and the austerity measures in public expenditure; funding is only being made available for those qualifications that are made mandatory by legislation. The rising cost of courses will impose an almost insurmountable barrier to the most philomathic staff which, in turn will be to the detriment of the profession and ultimately to the skilling of the workforce and the national economy. The institutions themselves will therefore have to become more aggressive in their recruitment processes as the finite number of qualified staff gradually diminishes. This needs to be recognised by these institutions and by governments in anticipation of the skills drain, one suggestion on ensuring the burden of training is shared across the sector is to levy all organisations as suggested by Easterby-Smith, Burgoyne and Araujo et al (1999), in a similar way to that which was introduced by the ITBs in the 1960s.

This will help to prevent organisations that are actively training staff from having their trained workforce poached by financially wealthier organisations. Another reason for determining where and when training will occur is that this study and current research is being carried out largely with existing managers brought up with traditional ‘didactic teaching and learning’ and there is a new generation of managers entering the workplace that are considered to be IT natives and whilst these people, brought up using modern technologies may like to learn on-line at a distance asynchronously, parallel programmes may not yet be developed in all specialist fields that meet individuals preferred learning styles. In identifying where, when and how training can take place, there is an expectation that managers will continue to develop their ability to be reflective evaluative practitioners (Schon, 1993), a skill that they have already developed in their PGCE Cert Ed programmes (Rousseau and McCarthy, 2007); so that they can identify and plan their progression routes. In order to accomplish this they will need to be philomathic as it is unlikely that line managers will take any responsibility for this training and incur the burden of financing the progression of their sub-ordinates. In addition to formal learning with the need to gain qualifications; managers will also need to seek out opportunities that will expose them to their development needs. This can be facilitated by the organisations in the form of project inclusion based on the thoughts of Handy (1991), Drucker (1995), Goshal (2005) and Lakshman (2007) who discuss the moral contract in terms of portfolio workers. This process could be used with full-time staff, who currently engage very little in cross organisational activities, their employment being based on their individual strengths in developing the organisation and spending most of their time on more mundane tasks that are considered to be the primary reasons for their employment. This type of opportunity could be used to expose promising young managers to a range of tacit learning opportunities that would help them to develop their personal skills, raising their confidence and profile

within the organisation. Success in this type of project working could be rewarded by increasing the exposure to greater opportunities which, in the long term will motivate the managers and could make savings in the recruitment and selection process for the organisations as they participate in progression planning by cultivating their own future leaders. The impact of this is not only organisational but can also be motivational for individuals who will gain an opportunity to observe role-models in action and learn and share from those experiences. This type of activity can also go some way towards ensuring that staff at all strata are provided with training opportunities following a criticism levelled at colleges by Lumby (1997) that first-line managers are less likely to be involved in training than senior managers. Raynor (2002) reminds us here that preventing all staff from accessing training opportunities not only has a negative impact on the motivation and progression opportunities for the individual but will also impede upon an organisations capacity to develop.

The use of teams that are regularly forming and disbanding with different staff members in them and from different strata in an organisation could also help to introduce the formation of communities of practice where managers can discuss their work and provide support to one another. These could be in the form of informal groups that look at the decision making process, where experiences can be shared of how problems have been resolved and for disseminating good practice, there could also be cross fertilisation of these groups as managers participate in more than one group. These communities of practice could also be used for the distillation and discussion of new management theory and for linking this theory to their practice; a problem that Rousseau and McCarthy (2007) highlighted as problematical for managers who have difficulty in learning about new finding as they emerge and need help in filtering and evaluating this theory based evidence and in applying it to their practice. These types of group could be organisational drivers for CPD as well as change management, something that could

consolidate an organisational approach to collegiality, empowerment and transformational leadership; motivating staff to contribute to leadership at every level, something that can improve an organisations capacity of self-governance which Lakshman (2007) says is an excellent opportunity of a key corporate resource. This move towards a collegial model of management, espoused by Bush (1994), Wallace (1988), Campbell (1985), Handy (1991) and Woods and Gronn (2009) has certainly been recognised as a significant strategy in the management of colleges by all respondents during the field work.

The use of these communities of practice in introducing evidenced based theory to education management can support a formalised approach towards the professionalisation of the sector, the growth of which is being promoted and where Schön (1983) and Robson (1993) point out that their investigation, enquiry and evaluation are all part of the professional role, in concepts such as ‘extended profesionality’ and the ‘reflective professional’. In taking this forward there needs to be an initiative that can begin to form these communities of practice, organisationally at a micro level; this could be done through individuals and the best leaders should now be developing an environment where this can take place. At a macro level this will need priming and would ideally have been done at a national level by one of the government agencies or it could have been an extension to the now diminished programmes through the National College for Teaching and Leadership that were heralded as a huge success by Levine (2005) and Southworth (2004). These programmes that are aimed at consolidating the approach to leadership at the top that have now been divested, could have expanded to include middle leadership, this would lead to a standardised approach to managing FE in the UK and could be planned with transition through junior management and middle management to senior management. This would seem to make sense as Gronn (2003) says that leading and teaching in non-uniform and non-

conformist ways is difficult and risky, and despite the requirement for organisations to satisfy its parochial needs, they are already being inspected in a homogenised way through the new CIF, which in 2000 according to Kelly (2006) began to focus more on leadership and management as a core theme reported by the DfES (2002) as important for the success of the sector and has continued increasingly to become a focus of inspections in further education since then. The needs of the individual organisations will then need to be shared through bespoke organisational programmes that ensure that the corporate objectives are shared by the management team as recommended by Gleeson (2001) and Peters and Waterman (1982), so that the organisation has an homogenous voice. This also needs to cover the socialisation of incoming managers, a key feature that appears to have been neglected by those employing new managers and by the managers themselves that have been ignorant of the need to learn these values.

This type of approach would endorse a professionalisation of the sector, it could also provide a referencing systems for anyone with the ambition to progress, with the added benefit that if managers with qualifications from other industries joined the sector their qualifications could be referenced against a set of nationally recognised occupational standards, thus recognising skills and knowledge gaps and providing a system that would allow recognition of prior learning and assessment.

An alternative way of introducing this model of working is to create a competence based programme in the form of a Vocational Related Qualification VRQ as discussed above which could be developed from the national occupational standards for leadership and management in FE; this could also be used to promote the move towards a more androgical approach towards management learning as discussed at 2.4. This model would provide a platform whereby assessment of the skills and knowledge of tacit learning, deemed to be one of the key factors that distinguishes successful managers from others (Armstrong and Mahmud, 2008), could be recognised and an individually

designed programme of learning could prepare candidates for future assessment of competencies not yet achieved. By developing this into an electronic portfolio learners would be able to participate remotely at their own pace supported by an assessor. These programmes will need then to be reviewed and re-accredited periodically to ensure that the content remains up-to-date and appropriate and so that new elements can be introduced as new theory becomes available. This type of programme will also satisfy the fears of Foskett and Lumby (2003) who were concerned that management training was too academic and insufficiently related to the then current education practice, using inflexible and outmoded learning and assessment techniques that are too expensive, both in cost and time. Once developed these national occupational standards could also be used by managers as the basis for their personal skills analysis and also by their managers to drive a systematic appraisal system; this will also help managers to make the divergence between CPD and career planning, an imperative for managers with career aspirations, something that Peters and Waterman (1982) and Gleeson (2001) consider a priority.

In the first instance it is recommended that all staff understand their own development needs particularly in terms of skills and knowledge requirements, this should certainly form a part of any management curriculum to ensure that as individuals we do not rely on feelings to tell them that their personal needs are being met but that they actually understand what our own psychological and sociological needs are, so that they can work towards these targets objectively and systematically. The subject of what makes us interested in any kind of work can never be fully reconciled due to the subjectivity involved but some general observations were made throughout the study that causes concern. The first is the number of hours that many managers in the sector are working, there seems to be no resolution to this issue as there is always someone else waiting to take the place of those that falter, this is despite the constant warning throughout the

literature review of a lack of willing participants putting themselves forward for management positions. The issue of work loading therefore needs to be addressed again through a national approach to structuring organisations that ensures a consistent approach to remuneration for responsibility vis-a`-vis the numbers of staff that managers have responsibility for and the complexity of the work. This need to perform that was evidenced in all respondents involved in the study, where 100% of the respondents say that they work more than their contractual hours, clearly shows that financial reward is not the key to the sectors problems and supports suggestions by Kerfoot and Knights (1996), where such factors are considered to be items that can reduce motivation. The key issues appeared to revolve around self-respect and self-esteem, satisfaction and a sense of ownership, all of which can be achieved by managers who have a clear understanding of emotional intelligence. There is a real concern in the sector about rising levels of stress and the fear of not being able to manage time and achieve a work life balance; and also that individuals will suffer burn out or leave the sector. As well as understanding personal factors, it is also essential that managers understand what motivates their sub-ordinates and particularly what their expectations were when they started; as Arthur et al (1999) remind us of the power of the psychological contract, as the breaking of this contract can be the first of the factors. This could be the reason that Ofsted (2008) suggested that there are not enough leaders that are capable of getting the best from their staff and managing highly complex businesses.

5.5 Leadership and Forming Management Teams

The key to leading teams, irrespective of leadership style, would appear to be situated in the ability to get the best out of every member of the team and to ensure that subordinates are encouraged and allowed to achieve their maximum potential in any

given role. This does not detract from the subordinates need to be philomathic, or from individuals to be able to understand their own needs. As there does not appear to be a conclusive outcome to the question of preference for management teams to be made up heterogeneously or homogenously this would make an excellent additional further study in management in general as well as in further education.. At this point it is considered that both heterogeneity and homogeneity could be used in forming teams at different times and for different tasks. If an organisation adopts the model suggested above of using project teams then people can be moved in and out of different teams depending on the skills that they are able to bring to teams. An interesting point of note here is that when using Belbin's (2010) team roles as a guide; some people are able to perform different roles in different teams but perhaps the key again is that the person responsible for leading a team is in being able to build the team with the right individuals to produce the desired outcome. This can be achieved if leaders have an understanding of how individuals and teams can work together often using conflict as a motivator. The other key role for the leader, in addition to being able to motivate a team is being focused on the outcome and ensuring that if there is a requirement to build a team of heterogeneous individuals, they will need to have an awareness of how and when conflict can lead to breakdown, and at what point intervention or team changes are needed to avoid the effects of missing the point of change on the sigmoid curve. The key here, as discovered in the list of perceived skills and knowledge of managers and found to be the most important, is to be able to communicate, to ensure that individuals have been allowed to share their own ideas and also for them to know that these have been considered and if rejected, the reason for this. Of even more importance in project teams where relationships can be difficult to formalise managers do need to challenge their teams in order for them to be innovative, sometimes this will mean learning from mistakes.

Although not a focus of this study it was clear that the equality agenda has progressed since the initiatives in the late 1990s of the then Labour Government under Tony Blair, but they still have some way to go. There is clear evidence from the study that the number of females in management positions in further education matches those for their male counterparts; but this is not the case at CEO level and is certainly not the case for those from ethnic minority backgrounds, which is considerably behind their representation in the workforce. Whilst the recommendations from the study cannot advocate that the sector employs anyone other than the best person for any post based on the perceptions of the skills and knowledge that they possess the sector as a whole needs to ensure that there is a continuous move towards fully representing the workforce demographics. One thing that is clear from the study is that Fosters (2005) suggestion of bringing managers from other sectors to manage in FE would be ill founded due to the complex alchemy of the academic requirements of a managers responsibilities running synchronously with the need to meet the NPM requirements of those managing in the public sector, and from the one manager who had entered further education by this route and had struggled to come to terms with the demands of the sector and the role.

Until such time as the work of the managers in further education can be thoroughly distilled and roles defined into tasks that can be measured objectively; a harmonious recruitment and selection process will be difficult as the skills and knowledge required to do the job have not yet been fully defined and articulated. The sector is likely to continue using a variety of techniques and strategies that lack any real objective value and will be based largely on subjective likes and dislikes of individuals that do not necessarily identify an individual's successful acquisition of a recognised skills and knowledge set, during what is generally a short interview process often supported by a random task that does not measure any of the traits associated with being a good

manager that have been discussed during this study. It is therefore recommended that further research is needed into the actual skills and knowledge required so that these can be articulated in a way that can support a job specification that in turn could inform the recruitment and selection process to ensure that, as Bush (1994) and Armstrong (1992) suggest, not only are the best people recruited but also retained. What is clear from the comments made by those wishing to make progress is that they would like clearer guidance on what is required of them and what milestones they can put in place to be able to work towards these targets in an objective manner. They feel that it would be beneficial if they could have some confidence going to an interview in knowing that they have a reasonable chance of been successful at the interview and that the interview itself will be a good indication of their ability to be successful in posts if the tests are designed to simulate the requirements of the work.

5.6 Summary of the Recommendations

Form this small scale study it has become evident that further in depth research into management and leadership in the further education sector is essential in order for these functions to metamorphose and for their value to be fully realised. At the outset of this study it would have been considered a success if some recommendations were made towards the direction of further study that could benefit the future development of leadership and management in the further education sector. Clearly through this chapter there have been several key themes that have emerged, some as future research subjects and others of suggestions for the improvement of management practice.

One of the key recommendations for further study has to be the need to clearly define the roles of the different strata of management in further education, which could help to inform policy makers and trainers of the competences to be appraised as part of a career preparation programme, as these currently appear to be hazy and ambiguous and not

cognised by those in senior management positions or those aspiring to those positions. One caveat to this arrangement is the need to build in the ability to update programmes to meet the constant change placed on the sector by stakeholders, especially those forced through changing funding mechanisms that drive the policy from central government. The development opportunities themselves need flexibility as practitioners in different phases of their professional and personal lives will have individual needs and may be limited to the amount of resources that they can devote to their learning. Central to these recommendations has to be recognition of the shared responsibility for ensuring that philanthropic managers are supported in their professional development by policy makers to ensure that this talent pool continues to be well populated by all societal groups especially those considered marginalised and not restricted to the already affluent classes. It is suggested that further research is needed to provide a clear framework for career progression and guidance which could help those with aspirations to map their careers and to identify training needs and development opportunities to progress to higher levels of responsibility. These frameworks could support a more objective approach to management and to the future recruitment of managers. The keys to the future undoubtedly lay in the changing face of education and the emergence of new technologies that bring with them new opportunities as well as the appetites of organisations and individuals to engage in personal development. The current funding situation is likely to remain a barrier to learning and will play a significant role in the development of education and the country's economic prosperity in the immediate future. The challenges that need to be overcome will be institutional and individual as the burden of funding education is likely to be dispersed to individuals who will need to take out educational loans to invest in their personal social and career mobility. The original intention of this study was not to test a hypothesis but to generate hypotheses that could lead to suggestions for further areas of research and there has

been a number of issues identified that would benefit from further research. Some of these have already had some preliminary suggestions made though these also require further research to expand upon the constructions made in this study as this study has illustrated that particularly in colleges; there is still only a limited awareness of the multiplicity of different elements that make up the manager's role. This in itself illustrates a requirement for further research and could be extended to include more organisations to acquire a wider knowledge-base and also to further refine the recommendations made from this study. There is also a greater scope for further investigations into the role of managers in the public sector and particularly in education. Clearly, as discussed, the role of managers in FE remains an under-researched area in the UK; it is therefore an interesting time for those seeking to carry out research aimed at understanding these complex roles that carry with them such societal and economical responsibilities. The key points to research further are broken down to those that could be managed centrally through a government agency, those that are institutional and those that are individual. The reason for this is so that the reader is in the best position to know what they can influence personally as well as to provide a scope for others to participate in further investigations.

The key factor that could be investigated centrally are those around defining job roles and having clearly signposted pathways to progression in the education sector as well as having a standardised approach to HR functions such as the recruitment and selection process. This could become a major paradigm shift back towards centrally managed functions following the independence that organisations received in the post-incorporation period as discussed by Gleeson and Knights (2008) (see 2.2). This central governance for education also needs to consider the content of the curriculum as well as funding issues such as who will pay for progression planning to ensure that the workforce contains an adequate supply of suitably qualified staff in the sector. It is

considered that managers at all levels in organisations could use cross departmental and cross strata project teams to develop staff and to provide a variety of tacit learning opportunities. The extension of these into communities of practice is an exciting prospect that could also promote aspects of collegiality, this could be furthered by the educational establishment who provide access to a massive range of resources throughout a period of study such as this but remove access once the study is complete. If education is to be shared then access to resources will facilitate this and make the opportunity a reality. Individuals with career aspirations need to be aware of their own motivational needs, they need to be philomathic in their approach and they need to make sure that they seek out opportunities that will help them to develop, likewise organisations need to ensure that these opportunities are made available to facilitate progression planning.

Chapter Six

6.0 Reflections and Dissemination

6.1 Reflections

The last 20 years have been a period of turbulence in education and especially for colleges in the FE sector. With reforms during the post-incorporation period and continuous changes to the Ofsted inspection framework and an increasing number of central government initiatives driven by the new managerialist expectations and the competition to enrol more learners to increase funding the role of the manager has become ever more complex. Middle managers in particular have seen a large increase in the expectations of themselves as individuals and also in the performance management of their subordinates both from their organisations and the inspectorate; they are also under pressure with burdening quality assurance processes that form the central plank of their roles. It is axiomatic from this study that managers face difficulties in balancing the demands of their roles with the onerous expectations made on their time. The pressure on colleges to improve performance and to meet the increasing standards and additional demands from the government has created anxieties for all staff in colleges and the middle managers at the centre of this turbulence often experience difficulty in clearly defining their role. The attitudes of these managers in facing these challenges in often hostile environments are admirable but bringing management practice in line with these new expectations will require an increase in resources to fund the additional management responsibilities. This increase could be achieved by reducing their commitment to the traditional academic tasks including teaching. Once time has been created to complete all the tasks expected of them, the work can begin to appropriately identify the needs and development of the future managers, which remains the biggest challenge, particularly as these are subject to constant change.

Situated as a college middle manager having been a school leaver in the 1980s, with no qualifications, during the recession of the early Thatcher years, I have experienced many facets of further education. Following an apprenticeship in Bricklaying in the 1980s and an unexpected return to education in the 1990s to study as a Clerk of Works, this period was the beginning of a journey as a lifelong learner. This journey has since taken in a variety of teaching and assessment qualifications including the BA in Education and Training; and an MA in Education Management as well as a number of jobs as a teacher and manager in education. I remember being told by a tutor when training as a Clerk of Works that the course, in terms of a running race should be considered to be more of a sprint than a marathon and that is how the last twenty years have unfolded. I suppose as recommended above, personal motivations have always been known, making this journey one that had to be made, you certainly do a lot of personal learning when the road ahead seems long and hazardous but the learning that has taken place has altered me personally and professionally. Unfortunately a lot of the reading that makes this work so fascinating ends up on the cutting room floor as decisions are made about which directions should be taken and what has to be edited out of the final piece of assessed work. Along the way many new skills and knowledge have been gained and these have been the catalyst to several promotions and have certainly changed the way that the teams I have worked with are formed and managed. Many new friends have been made from the people that have been involved in this study but most of all there is a greater appreciation of the support received from close friends and family when things are difficult.

6.2 Dissemination

In the first instance dissemination will be in the form of an extended abstract with the inclusion of an abridged version of the recommendations to all of those who have

participated in the study along with a note of thanks for their input. An offer will also be made to the organisations involved in the study to further discuss the recommendations with support provided for any organisation that would like to pilot any of the recommendations and to provide a greater depth of support for the implementation of these ideas to a wider audience. It is also the intention to submit a paper to an academic journal on the value of project working as this appears to be a positive and constructive initiative that could be used to support both individuals in their personal development and organisations in their progression planning and its fiscal value in the age of austerity could be a dividend for the sector. The implementation of this innovation is considered to be a real contribution to new knowledge and could be used to improve management, governance and leadership in the sector as well as in the wider field of management. In reality the dissemination has been continuous and running parallel with the studies through a sharing of ideas with a community of practice that I have formed and with managers and associated groups that I work every day. Many of the good ideas that I have studied in the literature review and through the fieldwork, such as forming project teams above have been implemented in the organisations that I have worked in and have led to my personal development as a manager in the FE sector. It has certainly had a big impact on the way I lead teams with a collegial approach espousing the values of personal development as a confirmed believer in the suggestions of Fullan (2007) and Senge (2006) that organisations cannot learn unless individuals learn, leading to a culture where all staff become lifelong learners, looking to improve their performance and accepting change.

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Appendices

Appendix 1

Questions to Managers

Introduction - Welcome to the respondent and introduce myself and the purpose for conducting the interview.

Explain anonymity - Ensure that the respondent is happy to proceed and ask if there are any questions

	Question	Prompts
1	What previous management experience do you have?	Management of self, systems of teams
2	Do you know what skills you had that made you the most suitable applicant for the management post you currently hold?	Why do you think you were given your job in preference to someone else? Do you think it would be an advantage to have any additional qualifications? Are these skills still relevant or has the job changed?
3	Do you know what skills you would require to move to the next level of management in your institution?	Have you identified these and is sufficient training provided to enable / encourage you to progress?
4	What can you remember of your induction into a management position?	Did you have a mentor?
5	How are your training needs identified?	Are these recorded formally through appraisal? Do you take requests to your manager as they arise? Are these related to possible promotions or moves to new jobs?
6	Do you get time for personal development?	Time to undertake additional qualifications Attend seminars and conferences and training sessions?
7	What do you consider the most difficult aspects of management to be?	Can you have training to help with this Do any aspects of this cause apprehension?

8	What do you consider to be the most important task of a manager?	How well equipped are you to deal with this?
9	How do you think you could be better supported in your management role?	Someone to discuss problems with Do they show an interest in you as an individual? Bespoke training for middle managers
10	When senior managers are looking to make new appointments what skills / knowledge do you have that will make them want to appoint you or someone else Is success in your current post a factor in you being appointed to a higher position?	Do you look for training or try to develop the skills you think are needed if you do not have them?
11	Do you think you need similar skills and knowledge to current senior post holders or do you think it would be better to be able to bring in completely new skills and knowledge?	
12	Do you discuss progression planning with your ordinates and sub-ordinates?	Have you identified these and is sufficient training provided to enable / encourage you to progress?
13	How are you encouraged to develop new ideas?	Through line management
14	How are mistakes by managers and staff managed by managers?	
15	How important is work life balance in planning your career, do you think this will vary at different times during your career.	
16	How much of a priority is the socialisation of incoming managers and how much time is allocated to this type of activity.	
17	Do you know what progression routes there are and how you could become a principal or a senior manager?	

18	Do you know what the preferred qualifications are for someone applying for a principal or senior manager post are?	
19	Do you get any opportunities to extend your tacit learning by working on projects normally outside of your own job description?	
20	Would you be interested in forming a community of practice to discuss and distil management theory?	<p>Would you prefer to work Face to face or online?</p> <p>With People you know?</p> <p>With any managers at a similar level?</p> <p>With managers from other organisations?</p>
21	What determines the CPD requests that you make and the opportunities that you provide for your staff?	

Appendix 2

Questions to Senior Managers

Introduction

Welcome to the respondent and introduce myself and the purpose for conducting the interview. Explain anonymity, Ensure that the respondent is happy to proceed and ask if there are any questions

	Question	Prompt
1	When you are looking to employ a manager are you looking for someone with certain personal qualities, skill or knowledge sets?	Someone with a proven track record? Someone who accurately fits a job specification to accomplish a specific task? Someone who can develop and progress further within the institution?
2	How do you identify the training needs of your managers?	Is this an on-going process? Do you wait for your managers to make a request? If you identify developmental needs do you wait and introduced his during appraisal so that it is formally recorded?
3	Does strategic planning determine the training of managers? & Are social needs of your staff i.e. self-esteem and ambition considered when planning their development, if so how is this picked up? Are staff generally good at identifying their CPD needs, which courses do you think they see as being of value in facilitating progression? Can senior managers manage the careers of junior managers and groom them for progression?	Are managers prepared for emergent policies and issues? Formal appraisal
4	How much of a priority is the socialisation of incoming managers and how much time is allocated to this type of activity?	

5	What do you consider the most difficult aspects of your managers job to be?	Can you have training to help with this? Is this related to knowledge gained through training, experience or personal skills? Do you help to identify your managers training needs or do you support individual requests? What do you think can be done to better support managers?
6	Do you consider that your manager's work in a stable or fast changing environment, does this affect the amount of flexibility you look for in your managers and the structure of the management team?	
7	When people put groups together, they select individuals mostly on the basis of their official function in the organisation. do you think in advance of the other functions, the ways people behave, which may affect the success of the group?	Handy (1993, p165)
8	When you are putting management teams together do you try to form stable teams or do you believe that conflict can be productive?	
9	Does culture affect the approach to training?	This can be training of managers to develop working cultures? And does the culture of the organisation promote a will do attitude towards training?
10	When senior managers are looking to make new appointments what skills / knowledge do you have that will make them want to appoint you or someone else Is success in your current post a factor in you being appointed to a higher position?	Do you look for training or try to develop the skills you think are needed if you do not have them?
11	Do you think you would look for people with similar skills and knowledge to current senior post holders or do you think it would be better to be able to bring in managers with completely new skills and knowledge?	This can relate to qualifications and experience

12	What decisions are managers expected to make at each strata?	
13	How are new ideas encouraged?	
14	How are mistakes by managers and staff managed by managers?	
15	How important is work life balance in planning your career, do you think this will vary at different times during your career?	
16	What motivates your managers?	Money, conditions, facilities
17	How much of a priority is the socialisation of incoming managers and how much time is allocated to this type of activity?	
18	Can you explain the recruitment and selection process that you have for your management positions?	Include middle and senior management posts
19	Do you discuss progression planning with your ordinates and sub-ordinates?	Have you identified these and is sufficient training provided to enable / encourage you to progress Do you provide opportunities to extend your managers tacit learning encouraging working on projects normally outside of their own job description?
20	Have you suggested possible progression routes there are to any of your middle and senior managers?	
21	What are the preferred qualifications of someone applying for a principal or senior manager post?	
22	Do you provide opportunities to extend your managers tacit learning encouraging working on projects normally outside of their own job description?	

Appendix 3

MANAGERS QUESTIONNAIRE **From Julian Walden (Ed D Research Project)**

THE CONTENTS OF THIS FORM ARE *ABSOLUTELY CONFIDENTIAL*. INFORMATION IDENTIFYING THE CORRESPONDENT WILL NOT BE DISCLOSED TO A THIRD PARTY UNDER ANY CIRCUMSTANCES. PLEASE FEEL FREE TO LEAVE THE NAME BOX EMPTY IF YOU PREFER.

Subject Research Questionnaire

As part of my Ed D studies with the University of Huddersfield I am currently researching the support given to managers working in Further Education. As you are aware managers play a crucial role in ensuring the success of the organisation. It is therefore vital that all managers receive the support and training they require to fulfil this challenging and constantly changing role. I am therefore interested in your experience and opinions on the training and support that has been made available to you and that which you have already received and need.

I would be grateful if you would take part in this research and take time to answer the questions attached, this could help to inform future developments in your organisation.

I would like to request that you answer the questions as openly and honestly as possible as it is my intention to make recommendations based on the outcome of the survey.

All information returned will be treated in the strictest confidence – names will be omitted, although quotes may be used to represent points made in the analysis of feedback.

Thank you for your time and consideration

Julian Walden

Name:

Current Management qualification

- 1 Please list the qualities you would expect a good manager in FE to have? 1
2
3
4
5
6

Please add any further comment:

- 2 On average how many hours a week do you work? approx ≤ 37 38 - 45 45-50 ≥ 51
please circle. Please state PT if you are part time

Please add any further comment:

- 3 How many years have you been in management? 0-3 4-6 7+

Please add any further comment:

Please tick one box for the statement that you agree with

- 4 Did you have any management qualifications when you was offered your first management position? Yes No

Please add any further comment:

- 5 It is possible to strike a work life balance when working as a manager in FE? Yes No

Please add any further comment:

6 The skills that I needed to carry out my first management post were identified during the interview process? Yes No
Please add any further comment:

7 I regularly do a personal skills analysis and review my CPD needs? Yes No
Please add any further comment:

8 I study management theories to try and improve my management skills? Yes No
Please add any further comment:

9 I would like to be promoted to the next level of management? Yes No
Please add any further comment:

10 I feel prepared to be promoted to the next level of management? Yes No
Please give your reasons:

11 When I first moved into a management position I felt adequately prepared to carry out the role? Yes No
Please add any further comment:

12 I have sufficient time to meet my CPD needs? Yes No
Please add any further comment:

Yes No

Appendix 4 Data Generated By Questionnaires

Name			
List Current Management Qualifications:	BA Management		4
	MBA		3
	Post Graduate Diplomas		3
	BA Education & Training		2
	MA Education Management		1
	M Res		1
	ILM		1
	Senior Leadership Programme		1
	Hotel Management		1
	Institute of Admin Management		1
	NVQ level 4		1
	Level 3 Management		1
	HNC Business Studies		1
	No Management Qualifications		16

1 On average how many hours a week do you work, approx please circle. Please state PT if you are part time.	≤ 37	38 - 45	45-50	≥51
	0 yes 0%	14 yes 38%	18 yes 48%	5 yes 14%

2	Please list the qualities you would expect a good manager in FE to have			
	Communication	25	Manage Change	3
	People management	14	Time management	3
	Flexibility	11	Approachable	3
	Knowledge of areas and policies	7	Analytical	3
	Tenacity	7	Supportive	2
	Patience	6	Open to ideas	2
	Make Decisions	6	Research Skills	2
	Good organisational skills	6	Problem solver	2
	Vision	6	Consistent	2
	Strong minded / willed	5	Good delegator	1
	Confident	5	Be objective	1
	Enthusiasm	5	Employer engagement	1
	Trustworthy / honesty	5	Mentor	1
	Firm but fair	4	Understanding	1
	Compassionate	4	Understanding of role	1
	Can follow policies and guidelines	4	Sense of humour	1
	Motivating	4	Innovative	1
	Team worker		Strategic thinker	1
	3	How many years have been in management?	0-3 1 = 3%	4-6 10 = 27%

4	Did you have any management qualifications when you was offered your first management position?	12 yes	32.4%
5	Is it possible to strike a work life balance?	18 yes	48%
6	The skills that I needed to carry out my first management post were identified during the interview process?	19 yes	51%
7	I regularly do a personal skills analysis and review my CPD needs?	29 yes	78%
8	I study management theories to try and improve my management skills?	21 yes	56.7%
9	I would like to be promoted to the next level of management?	18 yes	48.6%
10	I feel prepared to be promoted to the next level of management?	20 yes	54%
11	When I first moved into a management position I felt adequately prepared to carry out the role?	22 yes	59.4%
12	I have sufficient time to meet my CPD needs?	11 yes	29.7%
13	My CPD needs are supported through the appraisal process?	21 yes	56.7%
14	Would you have time to complete a formal management qualification?	6 yes	16%
	Would you be prepared to pay £4000 + to complete a formal management qualification?	4 yes	10.8%

Appendix 5 Notes from Interviews

SM(C)

Q1

JW The first question then Alan is when you are looking to employ a manager are you looking for someone with certain personal qualities, skills or knowledge sets?

SM(C) I have a mantra, for any interview, put particularly for managers, to pick for potential, that's always been my mantra and always will be. It's not necessarily.. I am less interested in what a person has done to date although that always will be an indication of skills and knowledge to date. I am much more interested in what that manager could do, I think the best managers develop, they mature they get better, so therefore at the point of interview or the pre-interview when your wading through application forms etc. and you're looking at what they've done it's within, it's that's', no one can change history so that's the danger that some people pick what appears to be the best rack record to date, this tick box principle of what people are fixated with in the whole selection process, have they got this, have they got that, have the got this that and the other, and sometimes it's a chemistry thing, sometimes you get a candidate in a room and something shines out of them that you've not actually got in the job description, it's almost a gut level feeling. So I think ehm I am a believer in ehm having some flexibility in that selection system and ehm and ehm to look for that extra dimension, that extra factor. Some of the best managers that that we have at the college, we .. lecturers caretakers or whatever they have something ehm Which is a special factor, ehm, I, even in this research I would be at a loss to find the words to describe it but some people go that extra mile, some people will go away at five pm on an evening and they're still thinking about that job and they're coming back the next morning and they've got a solution, they go out of their way to .. to do the job an that's the sort of best managers I look for that extra dimension.

Q2

JW ok .. how do you identify the training needs of your managers?

SM(C) .. ph .. two ways ehm, the institutional needs, everyone needs to play their part in the team. I am a big believer in team ethics and everyone has a role to pay in that team, and we should all know each other's role within that team. So therefore the institutional needs are of paramount importance and ehr certain roles will have certain skill sets, er but at the same time I believe that that individual through open appraisal, I believe that appraisal should be completely developmental, I've always been resistant to performance related pay issues, I want appraisal between managers and the people they manage to be very open and developmental, so out of that what I mean out of those discussions should be a degree of honesty op ... to be open er have transparency, to identify what that individual themselves thinks they need, in their perception of the job. So in answer to your question it's, it's, it's, both top down and bottom up and the best staff development occurs in that melting pot with the identification about the institutional needs and the personal individual needs.

Q3

JW I think you've answered the first part of the question, I was just going to say does strategic planning determine the needs of managers and then also go on to ask are the social needs of the staff i.e. self-esteem, their ambition considered when planning their development and if so how ids that picked up.

SM(C) .. well the first part, the strategic needs .. I think .. no no I don't the .. when I say institutional needs, my image of strategic planning and then becomes operational planning is is this flow is this process .. whereby in an FE college the strategy is decided by the board of governors, obviously the principal is part of that board and interacts with that and tries er to lead them towards a strategic objective, but at the end of the day the responsibility for strategy er is the boards responsibility. The top manager, so in an FE college that's the principal is then tasked by the board to implement that strategy, in other words to put it into operation. So I would see little linkage between strategic planning and ehm individual's needs, but it then becomes the responsibility of putting the strategy into operation, ehm and that's obviously a key issue ehm .. which is the responsibility of the senior management team and then cascades down ehm into what the college needs .. at middle management level, I've forgot the second half of the question

JW ehm

SM(C) social needs

JW yeah social needs

SM(C) very little would be my answer I think, because ehm if they've already got that job and they ehm they've bin in that area it's usually the case they do want to develop we like to think there's a pride in the job ehm, so that's it

Q4

JW do you think managers are generally good at identifying their own CPD needs?

SM(C) ooh, that's an open question isn't it .. I think some are some aren't so ... I think the best managers are the ones that are brutally honest with themselves er, those are the ones that identify their issues with their line managers, possible weaknesses, possible areas for development .. we use those words in FE don't we not weaknesses, ehm and those are the ones that can start to address those ehm those needs, other managers we have will try and mask their deficiencies their weaknesses and they're the ones that tend not to develop but to stay as they are, ehm .. and so yeah there's a wide cross range of people

Q5

JW do you think senior managers can or do manage the careers of junior managers?

SM(C) I think senior managers should try and unlock through the appraisal process both the formal and the ongoing the best senior managers are able to unlock the potential of the people they manage, because they can get beneath, there's that element of trust confidence in they can build a relationship and my best senior managers are very good at man management, at unlocking that potential ehm

Q6

JW what do you think are the most difficult aspects of the manager's job to be

Ab ehm aspects of a manager's job Do you mean in an FE context

JW yeah

SM(C) I would say constant constant battle, not sure we ever win it, we are trying to bring out the institutional goals with a limited set of resources, there are not sufficient resources in our sector. We battle constantly ehm ... against that absolutely fundamental fact. So therefore a lot of our time is spent with efficiency in mind .. ehm

.. we don't have enough .. often it's a make do mentality further education for of the undeniable fact that we are badly funded compared to our other educational sectors. So that is the biggest battle every day, every week every year that FE managers have.

Q7

JW I think the next question you might have alluded to in the first question working around the amount and the speed of change in the sector, is that a consideration when putting a team together, the amount of flexibility that a person has?

SM(C) yeah, .. i think with any team you need creativity in FE ehm nothing stays still, that's the only certainty and er as we know FE's a political football, education ministers are like a revolving door, they all have to change their predecessors policies, so that they can make their mark and what happens down in FE colleges is that constant constant change is happening, so therefore the best colleges are I think the most responsive colleges, there .. you need teams especially in key positions, people who can think on their feet because the rules change, you think you can put in your structures and in your policies, procedures again against a given set of assumptions and then the following month those assumptions are structurally changed, and therefore you do need certain mentality in putting back together a structure and policy that works and is compliant with the new audit trail or the new funding requirements

Q8

JW so when putting teams together it's not necessarily that there's a function within the organisation that person can fulfil it's about a global flexibility that can change?

SM(C)

I'll put it this way, when I put together teams whenever I can I try and think two dimensionally. By that I mean yeah often you need someone who's good at numbers figures or money around the table. Sometimes you need someone who's good at the curriculum side who's prepared to spend endless hours reading curriculum reports, sometimes you do need a creative thinker for instance ehm let me just back track so .. whereas you might need functional er er skills or knowledge but the other dimensions are the personal skills, within any within my best teams you do have a creative thinker, you do have er er finisher so I can get a deadline completed, those are the best teams that have got that mixture, and sometimes I consciously think about who do we need in that team, not necessarily as a functional skill but who's gonner get the others fired up and it's a motivational thing sometimes it's that ability to .. I say complete the job on time. Ehm ... I've got managers with all types of different strengths and knowledge and it's often getting the right blend. If you put three of the most creative thinkers in a room at the same time and it's often disastrous and you've got three of a sort of the ones that's best ehm suited at meeting the auditors it's.. there's no creativity so I try and wherever I can wherever I can ehm

Q9

JW Do you think that teams should be stable or do you think that having conflict in a team can be productive?

SM(C) Oh definitely conflict, I mean ehm, the best teams that I've been in we've argued like cat and dog, but ehm often it's in the heat of the argument no it's I hate teams which ehm is ehm, I think you've gotta avoid hierarchies as well the last thing you want are yes people and ehm I won't go to personal examples .. ye know but I've

seen many many bad examples in my years of .. of a strong dominant hierarchical figure in a team and it's surrounded by ehrrm sycophantic yes people and it's just absolute disastrous, it's best I think ehrrm .. to have a cross – section of ideas, and through that hopefully professional objective debate will arise. You've already sorted out all the downfalls all the things that can happen because it's often through that feeling you might say conflict I might say debate, so yes absolutely

Q

JW something that's come from my reading and that's from an article on heterogeneity in management teams so having these different factions' people will come up with different ideas, but then others say that they never do anything because the team doesn't get behind the ideas?

SM(C) and that why you need a good leader in a team. A team left to just fester and argue, if it's got no direction that's just, there's no point whatsoever, the leadership of any team is absolutely crucial, because they can .. the best leaders can feed off that conflict and ehrrm there's a thing we use here called conflict resolution, there needs to be a positive outcome. Each team has a purpose, it has an aim, hopefully it's clear, that aim and that purpose must be able to provide an answer a solution, even if it's not an ideal one the best solution that they can come up with ehrrm .. within a certain deadline

Q10

JW how are mistakes by managers or staff managed by managers?

SM(C) how are mistakes

JW yeah

SM(C) mistakes managed, I am not sure that we do manage mistakes, I think ehrrm I think mistakes ehrrm, I think they come with the territory. I think our management mantra here is don't be afraid of mistakes, make sure you don't make the same mistake twice, I think we er, if one is trying to be at the sharpe end and creative and innovative er many mistakes will be made. If you exist in just the comfort zone, I don't think the team or the management or the institution is playing to it's potential ... so I think it just goes with the territory if there's a certain honesty I think the best teams and the best management will be able to identify the mistakes and move on they just need to be rectified. Now if in a team the same mistake is being repeated by the same individual, then obviously there's an easy .. easy answer .. an ejector button. (laughter both)

Q11

JW How much of a priority is the socialisation of incoming managers?

SM(C) I .. I personally have .. not .. encouraged rightly or wrongly .. it's just my own personal perspective, I never get into the socialisation ehrrm .. outside the college, I think

JW no . I am thinking more about the culture of the organisation

SM(C) culture of the organisation. Ok, yeah sorry. I think that's important in the induction. I try and meet as many of the staff as I can on full time salary positions. We like to have a meet the new staff with the senior managers every three months we'll meet all the new recruits over ye know a buffet lunch, and at that's we try and instil a certain ethos and culture which we like to think is like an extended family, we're all here to help each other, we all do a tough job, were all part of the same team, and we try and instil the College Ethos, er into new incumbents coming into the college, whether that be a caretaker or a cleaner or a manager, we all assemble together every three

months and er we have that. Where we can senior managers are encouraged to get round and about and er .. to work hard really I think ehm it's it's, it needs constant ehm work and consolidation eh of the ethos and the culture of what your trying to create.

Q12

JW and the last question, what do you think is the biggest motivator of managers?

SM(C) phew ... gord ... I think and assuming you want a sweeping statement now because the reality is, I mean, ten different managers will have ten different motivational factors, so all born of the individual experiences to date etc and personal circumstances. I think though if you wanted a general answer I would say to succeed. Most people become managers because they are aspirational, because they think they can make a difference, ehm .. most of us tend to have powerful egos .. that need stroking now and again, and the best way to stroke a powerful ego is to demonstrate effectiveness and through actual results, they demonstrate their prowess and their attributes, so ehm ... I think a need to look good amongst others is a very powerful motivator

SM(G)

Q1

JW when looking to employ a manager are you looking for someone with certain personal qualities, skills and knowledge sets when moving into senior management posts?

SM(G) yeah ... argh when im appointing someone I er to move into a senior management post er one is I need to know they've demonstrated skills and competences in their area of expertise that they've been involved with and at that level they've had the respect of the people who have worked for them or with them. So if there's reputational issues, they've been known to be competent and capable, ehrgh, but for me what's more important in a more general manager senior role is that they understand the corporate overview and where we're going and they're able to translate from looking at their particular area and use that expertise then but to see themselves more now as a more corporate overview, ehrm because sometimes you appoint people as senior managers but they're still very much operate as if they're in their specialist role. Ehrm .. for that ability for them to see themselves as a corporate manager is important for me and see the organisation as a whole and understand the overall objectives of the organisation So for example if I give you an example .. of of me .. I was a finance director where the project management use of resources being very tightly controlled and critically evaluate the spend, when I became a principal then that became the role of the finance director and I was more interested in corporate overview spending (laughter dk) developing campuses (more laughter dk) which is the opposite of what finance directors do

Q2

JW did you find that you wanted to keep looking at what you would have looked at before or

SM(G) in fact it was interesting because everyone said to the finance director that my god he's gonner be the chief exec and the finance director as well, it's so tempting for people to continue like that because yer know for a principal chief exec you've got such a big overview if you start being like ye know I am the finance director as well you'd kill the organisation because you'd never develop and grow, there's always a bit of tension between the finance director and chief exec in that he tries to control budgets and sometimes the principal wants to invest in something new but the business case is ye know quite fifty fifty and it's good to have that healthy tension, so you've got to look at the corporate overview, Ehrm .. and the finance director has to as well, what makes a good finance director as well is that although he's tight on his budgets and business planning he can also see sometimes an element where there has to be a risk element of decision making and he appreciates that in terms of the development of the corporation. But the other thing that's really important to me if anything I say this is the most important for a senior manager is people skills. Argh .. because as a senior manager if I told you when you're a lecturer in accountancy or a lecturer in engineering that you're a specialist and you know your stuff and you have a good product and the people whether it's young people or its business people say gosh he's knowledgeable it's great having him as a lecturer and your reputation stands or falls very much by your lecturing ability, when you become a manager your reputation stands or falls by your team and if in your own team there's a lot of division or ye know favouritism or people just or you don't have that people skills to work together towards objectives because sometimes there is a

lot of stress and in FE now ye know resources are limited argh .. management keeps asking for more and the board of governors expect more so it's a tickle them approach where you've got to keep staff happy and motivated otherwise you have a dysfunctional team which ye know under performs and I think people skills to me is one of the biggest abilities argh a senior manager has to have.

Q2

JW That might be a theme that runs through some of my other questions, how do you identify the training needs then of your managers

SM(G) well we have a ehm .. I expect that to be done through the system, we have a staff development committee and the Deans of Faculties should be bringing forward with their teams people that need training and skills ehm similarly my team will do the same and the staff development committee that has members of the SMT on, they need to evaluate that cos they know the corporation and they know where we are going, for example we have a major drive in HE as you know and our growth in HE has been nationally documented and we're one of the few colleges still getting growth from HEFCE. But to do that it's not just numbers or the new university centre which we started around March, what makes HE successful is the skills of the staff again, and over the last few years, and this is for a few years now staff have been actively supported on masters programmes, PhD programmes, more things to do with learners needs and assessment so in every area not just in HE staff are given the opportunity to up-skill, er where it's relevant in their jobs or personal development we always try and support staff or learners and I think we are reasonably generous compared to most institutions on this. Peter could give you lists on the number of people who have gone through masters or are on programmes now.

Q3

JW The next question is in four part and you have already answered some parts of that, does strategic planning determine the training of managers, which you have alluded to, are social needs of staff considered in their training, are staff generally good at identifying their own CPD needs and can senior managers manage the CPD and careers of junior managers?

SM(G) Right well ergh, I think ergh, let's just say I think staff know their CPD needs because in a lot of these requests staff have come to us and said we want to do the masters in fact some staff say we want to do a masters and we want to do it at this university, we try to get more staff to do a masters through our partner universities but in cases ehm .. some guys might say I want this particular course in a particular area and it's at this university to me it's a programme I am excited about in which case we will help fund that as well, so I think staff are well aware of their training needs and where they want to take it ehm .. I am not sure there are strong enough managers actively pro-actively ehm argh monitoring staff development in terms of their needs, I think it's more that the staff come forward I think you might get and I have had a few cases where I think I've identified someone who I think has just through the network skills and ability and I've suggested that they do a programme but that's not organised it's just me getting someone and saying right why don't you do this and I don't think .. I don't know if we are as pro-active as we can be, I know in some areas there is good practice but like in support areas I am not so sure that my support managers pro-actively plan and that an issue in support areas ehm in terms of like they do a job like a

company and ye know and once they got the ?? out .. but I think the academic side's probably better at that

Q11

JW you talk about the corporate culture how important is the socialisation of incoming managers.

SM(G) ehm, well I think it's two things, there's social needs in the programme and I've actually said to xxxxx that I .. and we haven't progressed much on this yet, I want to develop an in house management programme cos I am not convinced ye know some of these business school programmes really address all the issues that I regard as important ergh for managerial development because a lot of it is analytical business case and they might talk about Maslow's areas of needs and things like that I think there are some things that I've experienced and we've experienced here in trying to grow managers that could be useful if we have a kind of team so we're looking at that

JW and would you accredit that or would you just roll it out as this is what we want for xxxxxx institute.

SM(G) I think we'll still have the formal programmes but this might be a three-day programme before someone takes on a more senior role. Of course we look after some of the educational needs because anyone who comes in here to teach for the first time they go into the learning curve and we make sure they are prepared for the classrooms, so that's a bit of a kind of support probably more academic than social, we want them to feel confidence in themselves so confidence, they might have done a degree but they're going in front of a class with twenty five young people and they've never taught and that's why the learning curve is so important, ehm it still serves the staff's social needs outside the academic areas we have quite a substantial benefits package and we have ye know an extra three years life insurance for all staff above the pension ehm legal requirements and we also negotiated special deals in local shops and gym memberships in loans and car leasing deals so we have quite a comprehensive ehm package for staff to say to you we care about you as the individual not just as a human resource asset which is why at Christmas we always give something extra as a bonus or a hamper or something to say thank you for your year here, I know if you're not financially viable your not able to do that but ye know the institute has remained financially viable despite all the challenges. I like to say to the staff at Christmas a small thank you, it's not so much what we give, it's the idea that we appreciate you for what you do

Q6

JW what do you consider then the most difficult aspects of your managers job?

SM(G) I think the most difficult aspects of a manager's job is dealing with underperformance urgh, I am quite clear in my mind college's fail because managers don't deal with underperformance argh, I mean that's one issue, course the other thing is the reputation at the institute to attract students, but then under performance is tied with that because if your staff aren't performing and our learners or customers don't perceive that they are getting a good quality education your reputation suffers and therefore your recruitment suffers or your engagement with business suffers so I think because .. it's a very difficult situation to work in a college friendly atmosphere that I advocate but yet someone who you might have who is not performing and you then have to pull them over the carpet, now I have a different management style to most principals and chief executives cos I was told if I am going to be a principal that I mix too closely with staff and you can't discipline them, I have no problems having a meal with you today and

tomorrow telling you .. you get your performance in order otherwise we will have to review your position, because I think it's quite clear that learner needs must be met and that's our primary purpose, of course here we have the support systems where we have councillors, you know people to help ehm with issues that cause under performance because it's not always competence it can be personal issues social issues ehm we have the learning curve if it's a competence issue in teaching ehm, but I think underperforming if it's in teaching or if it's in finance or MIS they've got to be dealt with, generally there dealt with because you are the big boss and everyone's scared of you it's got to be dealt with and this is what we expect from anyone in the institute and that's at all levels whether it's the security guard doing his job to make sure discipline is maintained and students are not hanging around or lecturers teaching on a master's programme

Q7

JW Do you consider then, your managers work in a fast moving environment, there's change every day of the week is the amount of flexibility they've got something you look for when you're putting a management team together people who can adapt and move to different roles.

SM(G) yeah, I switch roles on the SMT ehm er regularly I move things when I say regularly I mean every year. We have a look and move things around, and that's not because of underperformance it's because sometimes we'll say, well you've done that role for a while let's let someone else have the experience ehm and I think even at the faculty level or ye know teachers should be switched around. We've got three assistant accountants in finance I think sometimes there roles should be switched around because it then gives people a wider breadth of experience it also makes people think well this is my baby and my baby only and have a parochialism and narrow mindedness so I agree things should be switched around in terms of management because management is not about an area of specialities it's about ye know utilising the assets the resources, people te te deliver ehm a learning outcome that's the best we could possible give them

Q8

JW so when putting people together to manage then it's not just about an official function it's about that flexibility and being able to adapt and do a range of things, ehm .. when you're putting management teams together do you try and form stabile teams or do you believe that conflict can be productive

SM(G) Ehm no .. I think ehm ehm an element of competition is productive, ehm not conflict in terms of personal, I think conflict is good if it's to do with strategy discussions and one that I feel, im using the SMT as an example here where a strategy were adopting is ehm probably not what they feel is right or not conflict we have a debate, one issue could be resources and ye know one member of the team might think they are getting more resources so we have a very good debate with the Deans at leadership level and I think this conflict is good because people realise they've got to utilise what resources they've got in the best efficient way to demonstrate the decision, ehm .. but I think conflict where it's about personalities ehm where people just don't like each other is destructive and an organisation has to be careful, we talk about competition from outside we then don't self-destruct with ye know bitchiness .. bloody mindedness , that's not acceptable, but a competitive environment in terms of how we use the resources among managers is good because people should realise that resources are scarce

JW so basically then if you're looking to make an appointment you look at somebody and say they will fit into that team

SM(G) I think the right term is a challenging role (both talking at the same time) but im also adamant and this is at SMT level and I hope it goes right through the organisation, that once we made a group decision, even though you might not agree with it you will actually support it, because what is not acceptable is that when we've made a group decision after debate after challenge for then that's a corporate decision that you as an individual have to subsume your belief argh, into the corporate view, and argh ye know we've had corporate decisions at SMT that ye know I allowed the majority decision, because at the end of the day there's no point in having dialogue and discussion if you don't find that consensus and you can move forward on it and bury your own individual views because that's the corporate overview

Q9

JW What period of time planning is most important the most valuable to your organisation.

SM(G) time line just elaborate a bit on that

JW erm .. different people at different levels are planning period of time, the junior managers might be planning for the following academic year

SM(G) yeah, ok .. well I I .. we've got a three year plan that to me is the most important

JW is that a rolling here year plan

SM(G) yes, so the most important one is the current year, so we start around February and by about April May we have the plan for he following year and then for the following two years argh . but it's a rolling plan so ye know we pick up from where we left off

JW so in February you review your second year as well

SM(G) yeah, and if there are some significant changes so for example ehrrm, I think ten year plans are just academic, I mean we have to do it sometimes for the government or the LSC, I think the current changing environment in five years argh argh it's speculative, so we'll do three years and project on that for longer term planning, but sometimes a plan does change significantly so for example in January we're merging with Yorkshire Coast College in Scarborough and s therefore this year our plans will look quite different for what was our second year which becomes our first year now, it will look completely different now because it's a totally different scenario and ehrrgh the rolling plan is something that can have some significant changes that have occurred during the past year

Q10

JW How are new ideas encouraged

SM(G) well new ideas are encouraged in terms of ehrrgh ehrrgh peter and I have a good ideas club where people can put forward their ideas forward to this committee that peter had and argh, and of those that the committee think was a good idea to support then

they'll get implemented but I don't tinker in the system. A dramatic idea new idea will have to go through the business planning process. So for example if we decide that we believe that there is a new market like environmental technology it has to have so significant capital development ehrg .. it has to go through a business planning process. If someone just thinks well ye know it's good we have a degree but we haven't got an option in the subject area, lets develop that ehrm .. then it could be developed if the resources are in a reasonable framework, cos I have a contingency budget in the business planning. So if someone has an idea that has a reasonable level of resource we can do it immediately, however if it requires a major capital investment it has to go through the capital argh the business planning process

Q12

JW ok slight change now, how are mistakes by managers and staff managed by their managers

SM(G) well I think if it's operational mistakes it's just one of those things if it's a central support mistake the director responsible for the area will deal with the incident even if it's a significant mistake that involves a potential liability to the institute ehrg ehrg if it's a larger one it will come to the SMT .. and we will then evaluate ehrg was that mistake one of competency in which we will have to deal with it through the competency framework if it's a mistake because of a changing environment or something that has happened then we will deal with it differently ehrg an so mistakes really ehrm well if it's just a mistake then it's what have we learned from that mistake to make sure it doesn't happen. I have little time very little time for mistakes that keep being repeated (laughter both)

Q14

JW how important is work life balance in planning your career and do you think that changes at different points through a career

D SM(G) yeah, argh .. I think a work life balance and this one is a bit controversial, because I ehrm i do not it's very difficult at the top getting the work life balance right, I think at lower levels in the organisation you can get the work life balance right in terms of ye know our lecturing staff or our support staff argh .. argh and I think it's important, I think a work life balance is particularly important when you have a young family, argh I think people with young families must actively strive to get a work life balance so the kids do have ehrg a good upbringing and have a involvement with their parents ehrg in a social as well as ye know educational and everything else. I find it gets a bit challenging because of the demands of the job ehrm so for example I mean for the last few months ehrm my ehrg travel pace because of our international operations so there have been several weekends where I have been involved in business in China and India ehrm and argh I never get that back in fact last year I didn't take the annual leave entitlement that I have and so im conscious in my case im not getting the work life balance right and I find if there's one aspect of my leadership that I need to address, I don't know how I will do that now with Scarborough coming on stream ehrg it is getting that balance right and I think as you go up in an organisation it becomes more difficult, because the demands are not nine to five demands it's a job role demand and I guess it's for the chief exec and their team to make sure the staffing are brought in when senior managers work life balance gets out of kilter. I actually think over the Christmas period I will have to review that because we have being pushing a pace an amazing pace

and I think maybe we do need to have a look at the structure as we take on new developments for the new year

Q15

JW ok and a final question from Daniel what motivates your managers

SM(G) I think a sense of pride and passion, I actually think it's ehrg h .. I don't think it's money, sometimes people say it's money I actually .. I mean you need to have a good level of income to ye know .. reflect the ehrg h demands of the job ehrg h and I think that's right and I think organisations should pay their staff according to that because my point because of different circumstances and the environment, where there's market forces or economic forces or whatever, I think staff should be paid a fair wage to support he sacrifice and the effort that's needed for the job, but I think it's pride and passion, if you have a passion for learner and you see the difference a lecturer can make .. not talking about a principal .. lecturers can make that transformation more than a principal, you can take that individual who comes in with very little hope for the future and you see them improve through learning outcomes so that they can get a job and improve their quality of life, for me all the hassles or challenges or whatever o the job has been worthwhile when we have our celebration ceremonies and the learner say the love the institute and they loved their time there, to me that's the passion that people have. It's also pride in the organisation, if your pride of your organisation and your pride of what it's doing, not just pride in your organisation but what we are doing for the local community whether that's the people on the Nunsthorpe estate or East Marsh or the businesses on te south bank ehrg h .. ehrg h if your proud of that then that motivates you

M1(C)

Q1

JW Your working here now as a manager what previous experience as a manager did you have?

M1(C) ehm well I would go back .. in education very little .. ehm, I am an ex royal marine ehm sergeant when I finished .. so .. ehm .. I see that as a middle management posting because although you're in the military you have to go and do management courses, personnel how to manage, leadership etc, ehm .. and then .. in industry .. I .. went up as far as international director for a .. probably the third largest intelligence company in the world, so .. er a lot of what I learnt in the military has stayed with me almost up to today really. I think it was an excellent foundation, ehm although their not teaching business managers, what they do teach is very similar, a lot of those skill sets are very very useful. Apart from what I class as being a peoples person, I've always been a manager of people rather than technology and I feel more comfortable in that role. Ehm, and I think over that period of twenty years I've developed my organisational skills, leadership skills, and feel ehm very confident in this current role, cos I've only bin in education four years, and gone to divisional manager from nothing in three.

Q2

JW er very good, I think that will crop up as a theme in some of the other questions do you know what skills you had that made you the most suitable applicant for the job you currently hold?

M1(C) I would say without a doubt the first thing that comes to mind is knowing now who the other applicants were, and on reflection I was probably the most experienced for this role because ehm, im business manager for sport, outdoor and public services and ive spent the last thirty years in that role really, ehm both as a beginner stroke learner, junior manager through to senior manager ehm ... so just transferring those skills into education wasn't that difficult and I think that's what the panel were looking for, somebody who actually had the skill set that goes with the job and the experience of managing. I think they're looking for the dual role

Q3

JW and what skills and knowledge do you think you would require to move to the next level of management in your organisation?

M1(C) I treat management a little bit like walking up stairs .. ehm .. because the next level would be senior management team and the whole remit changes, ehm .. for example, although my teaching hours have been cut down, there are virtually none, and they're managing the managers, so their role changes totally er .. to 100% administration ehm and the running and managing of individuals at that next level, so you would have to take into account more things like finance, auditing, organisation at college rather than divisional level, ehm ... making more important daily decisions ehm overall rather than just specific to your department

Q4

JW ehm ok, can you remember your induction into the position your in now?

M1(C) yeah .. (laughter kb) ehm .. I can because of this interview speak quite frankly. Ehm I think one of the reasons that I was selected was because of my personality and background because it was a bit of a mess, in fact it was a big mess, so they were also looking for someone who could not just take over the role, but take over the role and put the division on the right tracks ... ehm, quality was really low, ehm, certain tutors were basically doing their own thing. So .. it became .. an issue in the division that needed to be sorted out. So part of my induction was to not only .. look right get on with the job, but I needed certain mentoring ehm, regardless of my background and past, because as ive already mentioned I've only bin in education four years .. and .. they ... the smt, were very keen to make sure that I was on the ball regards quality issues within the college, ehm human resources personnel issues . ehm disciplinary issues .. so for the first six months ehm I worked very closely with the head of quality as a mentor, ehm and ticked the boxes as we went along

Q5

JW how are your training needs identified then?

M1(C) well they tended to identify them for me, ehm I mean obviously like any other organisation education has a structure .. and they defined the job description and responsibilities of the divisional manager .. er and although I agree and they agree because they put me in post that I had the experience and a lot of experience in different areas and on some occasions under a lot of pressure, ehm .. especially in the military and other work I've done overseas ehm ... that's all well and good but you could still find yourself in bother within the educational system. So really what they were trying to do is define the role of business manager within this remit, template, to make sure that I was on the ball there

JW just for me to understand the organisation how many staff do you manage?

Kb that'll vary, in this division .. ehm it's split into three sections, sport outdoor and public services ehm there's prob there is twenty six full or part time staff across the division and currently from the top of my head I would say there's round about two hundred full time students working from BTEC first up to BTEC National Diploma and currently one course that offers a foundation degree in outdoor activities but the other two foundation degrees will come on line in 2010

Q6

JW and do you get time for personal development then?

M1(C) yeah .. ehm ... personal development .. ehm which can be structured through the college system, which they refer to as staff development is obviously open to everybody, which I find extremely useful. We had one last week whereby it'll come on the computer system on the college intranet .. what's available on the training day and you select what's beneficial to you as a divisional manager and you attend those seminars stroke lecture stroke presentation, ehm . which I find very very useful. The college also operates a very good system with regards to personal development in the fact that if I identify something that I feel would benefit myself and directly linked to the division, then you know ... they will actually pay for you to go on those courses er whether that be further education or other management type .. er .. courses really that's about .. well there's internal and there's external

Q7

JW yeah, .. what do you think the most difficult aspects of management are?

M1(C) ehm ... within this division getting everybody to ..er .. probably to get uniformity you know make the division more transparent, which was one of my tasks at the beginning because there was little pockets of people operating to .. in their own agendas. So that had to be stopped, the biggest, I would say the biggest issue ive got is that there is a slightly different work ethos between say a sport teacher and a public services teacher. Ehm, ive currently got three members of staff who have got over twenty two years' experience in the military, come out as middle management, sergeant major, flight sergeant royal air force, spent the last four years teaching officers at RAF Cranwell er a sergeant major with over twenty two years' experience in the army obviously he was a sergeant major for five years, middle management army rank in charge of discipline and a whole company of soldiers. They have a totally, I have no worries with them because they just get on with it because that's what they've known all their life, whereas you might have a twenty three year old sports instructor who thinks he's the bees knees straight out of university (laughter both) ehm because he knows a little bit about nutrition ehm who's a different situation all together, and they tend to have to be managed, as to a degree the outdoor

JW so one of the difficulties of management is?

M1(C) yeah, because I've got a division that's split into sep .. three totally different areas, now the public service guys can actually work across the entire area burrits sport and outdoor could probably do something similar but they'd struddle coming across into the public services area because it is, you do need as a vocation area on a course you do need experienced personnel. So to answer that question properly is trying to find an even grounding where you can approach it from a managers view and say well yeah, ive got to be a bit careful cos that persons got twenty odd year's experience of dealing with people, that persons got two years of having a good time at university and just come into a job for the first time so that's an issue

JW so you find yourself then in a role as a kind of train the trainer?

M1(C) yeah

Q8

JW what do you consider then to be the most important task then if that's the most difficult what's the most important?

M1(C) unity .. ehm .. teamwork, a lot of the units that we teach, for example public service students will undertake sports units and they'll undertake two outdoor units throughout their two year curriculum period .. so going back to that last question this is a perfect example because the students can be slightly different, so outdoor your used to teaching outdoor students so when you get confronted with twenty public service students, who can tend to be a bit adventurous er, slightly noisy if you like, cos they need to be put in their place on a regular basis with regards discipline, ehm, it can come as a shock, a cultural shock to an outdoor tutor, so overcoming those elements ehm .. hasn't been difficult, but ive had to sit down with the tutor and say look you know, you're not the same as a sport teacher who teaches traditional sport but at the same time your students aren't the same so you've got to be a bit more open minded an a bit broader in your outlook when it comes to dealing with different types of students cos you can't stereotype the students they are what they are and public services wouldn't have a problem, my public service staff would not have a problem with outdoor students or sports students, but you do tend to get that problem the other way around

Q9

JW when senior managers are looking to make new appointments what skills and knowledge do you have that will make them want to appoint you or someone else?

M1(C) I think once you get to middle management and managing a division in education, I think it really boils down to a very respected track record ehm that your division is showing good results. There gonner look for two things, there gonner look at how the division performs, that you can get the division up to say outstanding and at a minimum good, ehm that you understand the quality procedures, that you understand what Ofsted are after, that you understand what's required of you to make the division better burrat the same time there also after those personal qualities in you as an individual, er and both only come with experience. So I would imagine that if they're looking to appoint someone to the SMT from divisional manager er level, the first two things they'll take into consideration on whether you're allowed to go through for interview would be what's this guy done in the past, how has he managed his division, has he been successful in managing his division, what do his staff think of him, I think that's very crucial ehm .. what do the students think .. ehm .. cos I believe as a divisional manager now, one of the things I've introduced is student reps, for every single course, so every month ill speak to the student reps to se what they want, how they're getting on are they happy. We'll discuss with the first years what unit they want to do in the second year, give them the options of what they think'll work for them, ehm people sometimes forget that the most important element at the end of the day is the student, ehm, managing staff is a different situation so I think they're the areas

JW so you think if a senior manager left do you think they would look at that person and think they had those skills we need to replace that or do you think they would have an agenda and employ somebody with similar skill sets?

Kb I think it's possible, the individual bit is the bit that'll change ehm ... education at the moment is very difficult, I think the best ... they call them these super teachers or super heads or whatever you want to refer to them as ehm, I've studied a few of them and the one common denominator is that they're all data led, so they're getting the results, regardless because they're very thorough and probably to a degree quite mercenary and not scared to higher fire get rid of courses that are not productive, ehm I mentioned earlier I've only been in education four years but the one thing that I have learned is that it is a business, I look at my students as Fred, Dave , Sue, the principal will look at them as four and half thousand quid each, er again, so that's another major difference between at this level, divisional manager level and SMT. So that's one of the points I could have made earlier, whereas there thinking totally cash, I still find that person as a person, so if you nip him, he goes ouch, he doesn't go four and half thousand quid (laughter both) ehm, so that's another major difference, I think they will look at personalities, I think you've got to be able to get to the same results, but we're not all the same person. Ehm, but I think there's certain criteria that people have to fall into line with and a lot of that now, especially in this day and age with this government been a fact and figure kind of government is that you've got to be able to tick them boxes and show that you've bin able to do it. Whether you like it or not, personally I think a lot of it is irrelevant

Q10

JW Ok what period of time planning do you think is most important and most valuable to your organisation?

M1(C) sorry ... can you just repeat that one

JW what period of time planning do you think is most important and most valuable to your organisation?

M1(C) Ehrm I could go down the wrong track here, im not quite sure what you mean

JW you can go down which ever track you want, the question is about the organisation the danger is that you might take your own planning, so you might work, ye know, in the next month I want to achieve this, the organisation might be thinking over this period of time?

M1(C) oh I see time in that sense, ok, ehrm, well they do give us certain guidelines and time frames, er especially if the college is coming up to ehrm an Ofsted inspection or we've got to hit certain criteria for the end of year reports, I personally tend to find that yer can achieve that through been a good, again knowing your tutors well, having a personal relationship, so in my case the first thing I did when I came in to post, because they didn't exist, is I recruited three curriculum coordinators from each section, and they report to me and likewise they make suer that things like timescales guidelines, college .. er time .. scales are actually met .. so there's now a chain of command that starts with me that'll go, that'll filter through each section through these coordinators who in turn ll be responsible for making sure the course team leaders get the job done within that particular time set, and that tends to work very well

Q11

JW Right, ok ... are junior managers allowed to make decisions?

M1(C) yeah, but it's usually restricted to that level and that division, which again is another major issue .. er if you were talking about the next level, I can make decisions on a daily basis on what goes on in this division

JW so if you wanted to employ another member of staff you would just do it?

M1(C) or no .. I couldn't do that without my line manager's permission because obviously because again were getting into SMT world of finance, yer know, can we afford it, can the budget allow for another fraction of a full time member of staff. I will put my case forward but they'll have ter .. I can't just go and employ ... except for part time who are not on the books as a fraction or who can take the college to court say for example for a ... something that would be contract based, because there contracts are so loose, so I can employ part time staff, I have done, but when it comes to giving them contracts that's a different ball game.

Q12

JW how are you encouraged to develop new ideas?

M1(C) ehrm (cough) basically I am left to my own devices, a lot .. of stuff .. I will just take the initiative and do, knowing, and again this comes down to experience knowing that it's in the guidelines of the college .. remit .. ethos ... rather than ... so I wouldn't do anything that's gunner put pressure on the principal. Ehrm, but, so what I am talking about there is if I want my first years to go see where the Berlin wall was, Check point Charlie or go to Auswitchz or go work in Cyprus with the UN on the green line to see what the Greek Turk conflict was all about then I would just do it. er that would be my decision and I I would be responsible for sending them troops, troops? students (laughter both). er same as the look at life programmes that we run at the moment ehrm for example on Monday I've got thirty students going away to Ripon with the British army, these are all decisions that are made at my level. Ehrm .. the principal or the SMT

don't even know that it's going on. As a matter of courtesy and I believe that as part of my role as a manager I inform them but that's it

JW so it's a done deal?

M1(C)

yeah

Q14

JW how are mistakes by managers and staff managed by their managers?

M1(C) A think that's mm ah .. a very good question ehm, I think the best way to answer that is, if you take a new member of staff they will come into the division with their skill sets, so you've employed them so you know they've got something about them that you want, it's then my responsibility to ensure that they go through their BTEC training, that they go through the er college disciplinary procedure that they understand ehm, what's required of them regards quality issues classroom issues, so there's a training process, there's a grey area where if someone makes a mistake in the early days you'd go .. ok don't do that. The importance of a keeping a register, if they come from the military they will not be used to keeping registers, but it's a legal document, one of the only legal documents in the establishment er and all the college procedures with regards students mis-behaving all these issues will be done as part of their training, either within the division or in quality or personnel, personnel do a full er induction to all new people who are on contract. If things start to go a bit wrong after that then obviously the college are in a position whereby they can look at starting to use the disciplinary code themselves, with regards to staff regardless of how long they've bin here. er, personally I feel it's my responsibility to manage that without it getting out of hand. As a divisional manager I would feel partly responsible if it got to that stage, it got to that stage before I became divisional manager so I already had some of those issues to sort out when I arrived ehm but people do tend to fall into line, I think you've got to be two things, you've got to be sincere and you've got to be totally impartial, but that only comes with experience of managing. And I think if you've got those skill sets but there's a problem the problem I'll become highlighted, they have to report to me on a regular basis, so if things aren't getting done, tutorials aren't getting done, the kids' education is not been done to my satisfaction, then that will stick out because of the procedures in place, and I will deal with that accordingly, and if it comes to a discipline then I haven't got a problem with lashing that out

JW and mistakes by managers then, if you made a mistake?

M1(C) I think that I am experienced enough and manly enough to put my hands up and say yeah, I think I've made a boob here ehr ehr and go about it in the correct professional manner and try to resolve it, I'd like to think that it wouldn't be anything to do with being incompetent or unprofessional er, I would personally be questioning my own ability at that stage, if it was a ehr just ehr day to day issue that I've overlooked or possibly not a read an email or reacted to something I should have done and therefore I've missed a deadline, then ye know I'll put my hands up, but if that happened on a regular basis I would seriously have to consider my position yeah

Q15

JW how important is work life balance in planning your career and do you think that this changes at different points throughout your career?

M1(C) yeah, ehm, this is probably one of the easiest posts I have ever had and all military people will tell you the same, the guy whose just come out the army come out

as a sergeant major after twenty two years, I was exactly the same when I came into education, I can't believe that a full week is like twenty four hours, I'm used to working seventy and not getting paid for thirty of them, so when you come into something like education having had your first career, it's very difficult to get round this .. well .. to me it's only part-time, although they call it full time, I mean as a divisional manager I only have to teach fourteen hours a week, and the other up to thirty seven, is made up of administration, but even as a full time course team leader last year, twenty four hours teaching and then the administration that you have to do on top of that, it's just a doddle. It's just so simple compared with the pressures that I've had throughout my life before doing this. I mean people I suppose coming into education for the first time from university, that's all they're used to, so when you mention well ye know, I can remember doing seventy eight hours on a constant basis for like three four months, or when a soldiers in Northern Ireland in the old days the average week was about ninety hours soldiers in Iraq I'll probably be doing sixteen on eight off it just .. it doesn't make sense. So I have absolutely no problem planning my personal life around this (laughter both) it's fairly simple really, and i think the other thing as well which is a good quality whether you're a manager or not is managing your time, and I over a lot of years have got used to managing mine properly so I have no worries

Q16

JW so what do you think then is the main motivator of managers?

M1(C) I think from my point of view, and a good example's last night when ehm I went to the presentation of last year's second years students that finished the course, ehm my attitude is .. it doesn't matter what you do or how you do it or how you don't do it. The fact is you've got to deliver a quality product, and if your delivering a quality product then I am a very happy chappy, it doesn't matter how I go about that or what hardships I have to go through, but for those kids t come up to me last night, yer know, and shake yer hand and say thanks for all your efforts, without you we'd not have got through this, then that's it

JW so the motivation then is the way that people respect you?

M1(C) ye ehrgh, but also the work that you've put in to getting them where they are, whether that's employment or university or into the military if that's what they came here to do. Two years soon goes, they come here as sixteen year olds, so I mean an example is ehm, that last group, he wasn't there last night Chris Lambert, one of my ex-students, he came here two years ago with a view to going into the marines, he's now there, within three months, he's nineteen now and he's in Afghanistan in three months' time. Soo .. when you see that path .. of how they grow from sixteen to being in a combat zone two and half years later you have that satisfaction, or they get in the police force or they get in the ambulance service

JW you get the satisfaction of developing individuals?

M1(C) yeah and to me .. that's, I've done my job and I've done it well

JW right, and a last question from me, how important is the socialisation of incoming managers and how much time is allocated to this type of activity?

M1(C) I think if you ... ehm .. respect your position its ongoing ehm ... there's some formal structure, that, I tend to find that my way of doing things is that I'll come in on a morning before people start to teach ill just say, yer know, Julian how's things going,

have you got any issues, how's life and yer know that way I learn, so I don't think you ever know it all and I think that as much as they'll sit you in classrooms and yap at you, alright there are structures and people have done very similar things to what you're doing here and spent years and years studying leadership skills and communication skills, you can take a horse to the water but you can't always get em to drink it. Not everyone's gonner come out the other end the same. So you've just got to be alus aware, you've got to be so self-critical and I probably do that without thinking all day.

Ended with little discussion of personal issues and family.

M2(C)

Q1

JW did you have any previous management before you started managing in education?

M2(C) no, I'd been a bar manager when I'd been a student at university but I don't really think that counts

Q2

JW yeah but your managing people, which is a large part of where we go in managing do you know what skills you had that made you the most suitable applicant for the management position that you currently hold?

M2(C) I imagine it's because am quite organised because I have to be in order to be able to working any level in normal life, for example this meeting with you is recorded in three places, because if it wasn't I wouldn't be here, I would be away with the fairies somewhere else, it's maybe, I know my own limits and I have to get around those limits and am organised as a result of that. Am also the sort of person who doesn't take things personally so if somebody gave me some constructive criticism I'll take that as it's meant rather than getting really down or upset about it, and am prepared to stand up for myself and for other people, so I think it's probably those three qualities that allowed me to get the post rather than the other candidates

Explanation form JW about not leading questions

Q3

JW can you remember ehm anything about the induction into the position that you're in at the moment?

M2(C) yeah, I had an induction with my senior manager, yes I did, she went through the job requirements with me, the job specification, what I'd need to do, she also went through with me other people who I would need to meet as part of my induction, so my main induction contract hours, change to my job they were done with my curriculum manager, but then other people fed into that so I had to meet with the quality manager so that I could see things from her perspective, I had to meet with the manager in charge of widening participation and computer access and things like that and I also had to have a meeting with the principal so that I could understand his agenda in terms of our corporate objectives and so that I could incorporate those into the way I manage my division, so it was quite a thorough induction really, much better than I thought it would be and it gave me a working knowledge straight away of what I needed to do, I was also offered a mentor if that's what I wanted but, because I, before I got this job I was working as the A level co-ordinator and during that time the English co-ordinator also left due to personal issues so I kind of took over managing English a little bit as well, so I already had quite a large working knowledge of our division, so for that reason I chose not to get a mentor.

Q4

JW and how are your training needs identified while you're in post?

M2(C) by myself and by my manager, my line manager through appraisal also through a close working relationship with the rest of the team so that I can understand their training needs and how their training needs fit into my training needs and we also have regular meetings with the staff development manager as well

Q5

JW and do you get time for personal development, is that on top of your normal workload?

M2(C) we don't actually get our personal development time, we get our staff training days, whoo ... I think I should know this, I think we have three or four in a year; we've also been encouraged not to timetable on Wednesday afternoons, and that's so that we can have staff training, so that's our personal development time.

Q6

JW and what then do you consider to be the most difficult aspects of management or of your job?

M2(C) I've just had my appraisal actually the other day, what I consider to be the most difficult aspects, because I am close to the team, I've worked in the same division for eight years and I've come up the ranks really, I find it very difficult sometimes balancing what I can see needs to be done when staff are stressed and over worked, because there are things that need to get done, that come, get passed down through senior management to me and then I have to ensure that they're implemented in my area with my team and none of the things that get passed down are meaningless, I was thinking about this the other day, thinking are some of these things meaningless so that I could just avoid them and not get my staff to do them, but there's a reason for everything, and I find it difficult sometimes when I can see staff are really stressed and they're up to their eyeballs in it, I find it difficult to say look you need to have done this and you need to have done that, so I've discussed this with Rebecca my line manager because I realise it's something I am not doing efficiently and she's given me some strategies to deal with it to put the onus back on them rather than on me being like a nagging housewife, so I've implemented that at the moment and hopefully it's going to work and another thing that I find is a little bit difficult but I think this is my issue nobody else's is that one of my closest colleagues in the division also went for the same post as me, which is going to make me identifiable but anyway he went for the same post as me so I find that sometimes it can be difficult to manage him, so it is his appraisal tomorrow and there's some things he ought to have done but hasn't done and I am feeling nervous about that, I will address it with him, but you just feel a little bit awful

Q7

JW you might have answered the next question but what do you consider to be the most important task of a manager?

M2(C) there are two here, I suppose the most important task is balancing the staff and the ability of the staff against the needs of the college, because you can only get so much out of an individual and with the way FE's going at the moment I seems that it's being passed down from way above even the principals domain all these new demands are been passed down but then you've got all the little people at the bottom who im managing who are trying they're absolute hardest to improve quality and improve efficiency, improve retention improve quality assurance at the same time ensuring outstanding lessons and trying to have outstanding teaching and there's only so much one person can do so My most important task is to get the most out of everybody so that we can do the best for the college and I find that quite difficult and maybe that's because I am new and too harsh on myself

Q8

JW and how are you supported in your role then?

M2(C) im supported by regular meetings with my line manager, she's always ... I mean she's very high up in the college but she's always at the end of a phone if I need er, even for the slightest thing, so today for instance I've got a terrible sore throat and I feel like death warmed up and I've got interviews for a new English post at 4pm, I've also taken my daughter to school dosed up to the eyeball on paracetamol and she's probably gonner get sent home at some point today, so I've been in this morning stressing my head off not knowing what to do bout it but Rebecca was there for me to phone and she was saying don't worry calm down if she gets sent home there's a way around it you can just put the English co-ordinator in your position. So she's there for everything I need, she supports me and there's really good support in place from the quality manager as well because she will be available to help you, I've also got after this a meeting with the assistant to the quality manger, he's trying to support me with some additionally were trying to run in our division. So there's always people ready to get involved whenever you need them.

Q9

JW When senior managers are looking to make new appointments, what skills and knowledge do you think will make them appointable, what do you think senior managers are looking for in an appointment?

M2(C) Somebody who shares the same priorities I think I am imagining another reason why I might have got my position is because what I think is good for Craven College does coincidentally tie in exactly with their corporate objectives, what they want is what I want and what I want to address so when they're making new appointments they will probably be looking for somebody with exactly the same agenda as them but who can also see the wider picture and draw in new things to their attention. I think they're looking for ... efficient people People who are well organised, people who are pro-active and also people who are slightly malleable so that they can come to understand exactly what Craven College needs and do whatever it takes to make sure that we succeed in our tasks

Q10

JW and looking beyond the level that you're at now if there was a chance of a promotion and they was appointing someone at a senior level what sort of skills and knowledge do you think they will need similar to you or different?

M2(C) ehm I was thinking about this the other night actually ehm more self-discipline I would say in terms of because I was thinking last night when I was listening to a really boring awards evening, I was thinking to myself cos I was sitting next to the quality manager and I was thinking well she's only worked here for maybe five or six years longer than me, but she's older and got more experience but she hasn't been here much longer than me and she's in a more senior position, but she has is an ability to take in a vast amount of information from the LSC and turn it into objectives and then set those objectives for other people whereas I personally don't have to do anything on that level, my objectives are already set for me by the senior curriculum managers, so I imagine they would be looking for somebody who has done my job created an outstanding division and made the division outstanding for three years and they've got the ability to set their own targets, manage their own workload, the work

load of others take a wider view and do whatever it takes and work the hours that you need to do to ensure that the whole college is outstanding

JW so your saying that success in your current post is a factor in being appointed to a new post

M2(C) yeah

Q11

JW ok ... ehm What period of time planning is most important and most valuable to your organisation?

M2(C) what do you mean sorry

JW what period of time planning, you know when you was talking about your quality manager setting objectives what sort of time period is

M2(C) you mean short term medium term and long term

JW yeah, if you want to use titles and then allocate time spans to them

M2(C) were aiming to become outstanding in two years, previously the college had a three year plan, so when we were .. some areas satisfactory we would try and get them to good

JW Is that a rolling three year plan or is a three year and let's see where we are and set another plan

M2(C) it's a rolling three year plan to try and keep us, to get us from where we are to outstanding and then remain outstanding there on, but it's two years now because we've achieved the last years one ehm in terms of me I set weekly monthly termly targets but all .. all of those fit into a yearly plan, so for me the yearly plan is the main big one but everything has to be achieved on a weekly monthly level but that's because im a control freak (laughter from JW and jl) and I remember when I wasn't divisional manager, when I was a course team leader so not even a co-ordinator I hated people managing me that way, I absolutely hated it and I thought for god's sake why can't they just leave me alone and ask me at the end of term, I will ave done it

JW yeah

M2(C) but now im in this position I can understand why they did do that, but I do convey that to the staff, I am a control freak now and I realise I was wrong when I was a course team leader ... ehm .. I would do things weekly I have meetings with staff monthly to make sure that they know that I've been reviewing it, I have meetings with the co-ordinators monthly as well to see what they've done but it is all feeding into my yearly plan and then that will be given into the senior managers overall plan to get craven college to outstanding in two years.

Q12

JW ok thank you very much, completely different question and possibly a difficult one, are junior managers allowed to make decisions

M2(C) Yeah ... yeah .. we are, but I am and I've always been backed up with those decisions, so when I inherited the A level division we had a co-ordinator for A levels a coordinator for English, a coordinator for Languages and a coordinator for Math's and then beneath the A level coordinator, because that's a full time course we have nine course team leaders each one of those course team leaders manages a curriculum area, but it will often be so far removed from them they wouldn't do very much about it, so for instance we've got a psychology tutor whose just a psychology tutor and a personal tutor but he was responsible for quality in art design and media subjects and so then the coordinator is three times removed from what's actually happening in the art design and media subjects because it's been fed to him through loads of different means and through this one other person who knows nothing about it and so I as divisional

manager would have no idea what was happening in art design and media. So what ive done since I've taken over is got rid of that completely, and it's a completely different structure we have now to the rest of the college. The way our pay scales work even for part time pay claims is that anybody who's a course team leader, which means being in charge of a tutor group really they have to manage staff as well and they get an extra hours remission for that staff, I don't want all my course team leader to do that because some of them don't want to do it others aren't very effective at it, it's a silly system in A levels so I've changed that, I've taken away that one hours remission given it thirty minutes remission just for giving for taking a tutor group but given all those other thirty minutes to two super course team leaders who manage all of the subjects and I think that's quite a big change for college really because it's a completely different pay system that we have now because of that and we've had to have new job titles and s forth

JW so that's your own initiative

M2(C) that's my initiative and I was supported

JW And you put a paper together for someone to approve or do you just go ahead and do it

M2(C) no ... I had a meeting with my senior curriculum manager I drew some diagrams and she approved it there and then, and then I emailed it to er and had it checked out with the quality manager as well but it was a decision that I was allowed to make, I don't imagine, I think they would have something to say if I did something like that without telling them but I ran, Whenever I run a decision past them I am supported

Q14

JW how are you encouraged to develop new ideas

M2(C) informally not formally I would say, I imagined that depends on the relationship you've got with your manager maybe how well they like you, how good they think you are at your job mmm I meet, I have formal meetings with my manager once every couple of months and in that she does always ask have you got any new ideas any new directions you want to go in you should be looking at the wider picture Jessica and seeing if there's anything you want to change. So she's encouraging me to be more proactive in the division and I imagine she is like that with all the divisions that she manages

JW do you have ways of then doing that with your staff, presumably they're not all your ideas you're feeding from the team?

M2(C) yeah

JW do you have ways of capturing that

M2(C) we have team meetings once every month and I have meeting with the coordinator, so if we get an idea sent down from a managers meeting so we've been trying to improve efficiency lately and ive had this task set that ive had to improve efficiency, rather than me just say yip ill do xy and z, ive taken this to the coordinators to see what they think they can do to improve efficiency and they've taken it to their teams in their team meetings, so right from the bottom up we try to take every bodies ideas into consideration and that's how I think were managing to improve our success rates cos I don't know everything and nor do the curriculum managers who are above me and nor do the coordinators who are below me, but together we'll have all the answers and ways to solve all the problems. So we try to do that in our division as much as possible and that's why we didn't timetable on a Wednesday afternoon, so there's no classes in A level then, it's been a nightmare from a timetabling point of view but it's good for our quality and our planning.

Q15

JW ok, and how are mistakes by managers managed by their managers?

M2(C) ehm I don't know if I have made a big mistake yet really ... I did not get the answer I wanted once off my manager so I went over er head, I went to the principal who I did get the answer I wanted from, and I imagine from my managers point of view she was really annoyed with me because I just blatantly went over er head mmm to get my own way

JW looking back do you see that as a mistake and would you do the same thing again?

M2(C) id do the same thing again yes, because I thought (laughter jl) it was for the best needs of the college and sometimes the way the college works here is that here are some like ties between divisions, that don't necessarily need to be there, you just need to look at it as one whole college and some people look at it as this division, this division, this division and that winds me up no end. So if I had to do it again I would do it again and she knows I'd do it again I told er (laughter both) but I also said I'm sorry and I'll let you know I've done it next time, so she did gently bring it to my attention, but I shouldn't of done that, I imagine next time next time I do it, if I don't tell er I've done it she'll be a lot more angry and she'll more formally

JW would there not be a forum then if your meeting with er anyway where you could bring it up but then say I want to see how that was taken to the senior management team and it would come back through minutes and close the loop formally

M2(C) yeah you could, that's the way I try to do it in the first place ehm, but then it didn't end up working out that way, what it's about is we've got, we as A levels I manage a whole variety of A levels, but some of em have got staff by other divisions, because it would make no sense for me to have like an art teacher in A levels when we've got a brilliant art block over there or a sports teacher who just teaches for A levels when we've got a huge sports department. So the issue was around the science subjects which is in the community studies division and its just upstairs, not very far away, but science is the only academic area that sits within the community studies division and it's really badly under-performing so even though I don't staff it I take responsibility for those results, and they were very very poor results. So I had an issue and said that I wanted science to come to my division and I want the science tutor to sit in our office. I spoke with my manager about it, and the manager of community studies and they both said no but I had previously spoken t the principal who had said yes, so when the no came back, I then just went back over their heads again and now he's got Wes the vice principal looking into it for me, and I would do it again in that instance because there's just no need for it, it's sat up there with child care, it should be down with us with all the academic subjects

Q16

JW ok, so how important is a work life balance in planning your career and do you think this will vary at different times through your career?

M2(C) yeah, I think it will vary, when I was a course team leader, I was very resentful about the amount of work I had to do at home, at first At first I loved it and I used to work really really hard at home, I was really inspired been a teacher and planning, and then as I developed slightly more and things became a bit more centralised and control got taken away from you as an individual, I became resentful and tried really hard not to do much work at home, try to get it all fitted in the office, ehm ... now, I don't mind working at home, I even have my emails sent t my phone, if I want to check them ill check them and If I don't want to check them ill just ignore them, but to manage

effectively you do need to work more than just nine to five, particularly when ive got this hypothetical holiday that im allowed to take and there's no way (laughter both) there's just no way, you get forty days and an extra two days bonus from the principal at Christmas there's no way you can take them or your weekends, let alone your toil (laughter both) so you do have to work from home whether it's in the evening or through your holidays or at weekends, it doesn't bother me, that's the career ive chosen, the flexibility's there, but I know some of the staff who are in the position I was previously in they get very annoyed by the work life balance, so I try to make sure they can do as little at home as possible

Q17

JW ok, what do you think your main motivators are then, you say you're keen to get on, what's your motivation?

M2(C) I want to improve our division, at the moment our As course is graded at a three which is a satisfactory our A2 course is graded at a grade two which is good and English maths and Science, no English Language, there all graded as satisfactory, that's not from me, ive only just taken over from the post quite recently, so I want to make sure that there not that next year because I don't think we should just be satisfactory, you're not doing the students any favours, so my motivator is to improve it, and if you think about it really I quite find it a little bit of personal glory but I don't like to think of it that way

JW so if you're looking at a personal motivation not the organisational one its ...

M2(C) it gives you a sense of accomplishment I think and I'd like that

JW so it's esteem rather than financial or that you wanted ...

M2(C) no I don't need the money that comes with it cos that gets taken up by tax and pensions and things so I don't really need the extra money, although I could buy some new shoes occasionally, I think it's the esteem that makes me want to do it. The job satisfaction, I couldn't work somewhere just for extrinsic reasons, I couldn't do that, ive tried to do that before and I've always ended up quitting or skiving and it's horrendous, but now I love my job, I absolutely adore it

Q18

JW and how much of a priority is the socialisation of incoming managers and how much time is allocated to this type of activity?

M2(C) not enough priority really, ehm ... but then I don't know I was offered a mentor and had I taken up the post of a mentor I'd probably be able to answer that more effectively but because I didn't I just know that I had a few inductions and they were good, they were really really good and I felt like people were taking a lot of care that I knew everything, but now I'm left to my own devices almost completely, and were I new actually into college I don't know how good that would be, the socialisation of a new manager, but as I'm not it's fine and I prefer it that way but maybe not enough priority is given, but that, because nobodies got time really.

M1(G)

JW asks q1

M1(G) my last job was ehm a decommissioning manager for a top tier com ar locally it was closing it was an agro chemical company and I was a decommissioning manager for that , before that I was a first line manager for the same company, prior to that team leader, prior to that on the tools, prior to that contracting gaining experience and lead

technician and all that stuff and prior to that an apprentice, I did a bit of contracting in the oil and gas fields and then wanted to settle down with a girl, so came home and got a job locally she bombed me out, I missed out on the big money and I got a job locally but I enjoyed the job that I was doing locally and I stayed there twenty odd years until the company closed. I had no yearning or burning desire to come into education but I had a young family but when I was trawling the web sites and what have yer there was a job there that said engineering curriculum leader, I looked up what that was and it was an engineering manager and I thought well engineering manager now in industry that's what I'm doing now, there can't be a lot of difference, my golly was I wrong ... eh, big time wrong, (both laugh) it was a big learning curve Julian for me

JW in hindsight would you liked to have liked to have taught before you went into managing

M1(G) in hindsight mmm I never had that opportunity to do that mmmm I do enjoy the teaching side, I do enjoy every part of the role, it's very very diverse, it's very different to industry because of the constant change, I really enjoy it all. The biggest issue is the time, aaand I think time is not just about the amount of work you set yourself or someone else sets you, it's about response of other and probably ehm also the way I see the public sector having worked in them both albeit thirty years in industry and five years in the public sector it seems to go at a different pace, shall we say as far as responsiveness goes and ehm even now after five years I ehm find ehm that difficult to grapple with I mean for example I ehm am I babbling on too much for your first question

JW no not at all

M1(G) ehm yer know there were two occasions this week where I needed to contact ex colleagues about two different issues I emailed em both and I wanted to see one guy and said could you pop in and see me at some stage there's no urgent issue, and the next day he's waiting in the car park to discuss things and how we can get things moving and ehm the other one I emailed him and the same day he came back with a successful outcome for me which was brilliant and that happens all the time with industrial partners, you know ... I agree that perhaps the number of emails that they get in the same position and the amount of priorities and things that we've got to take on board ehm may differ but I also think that there's a bit if a stick in the sleep with the public sector and with thirty years in industry it's still coming to terms with that sort of thing ... there'll be a form that needs filling in and you haven't done this bit or that bit and you haven't filled it in right Don't you find that t kind of thing?

JW ehm ... what the time element, yeah well I was self-employed, now I have some days when you have people who can't do a job and you have to support them, I sometimes wonder if all these action plans are part of the job or an additional job themselves,

M1(G) well these are the additions that we are talking about aren't they Julian

JW yeah, I remember being an apprentice and having a time and motion man coming round and I often think if a time and motion man came round and saw what we were doing now he'd run a mile wouldn't he

M1(G) yeah yeah

JW so going back then

M1(G) I also think that in particular in construction and engineering when you are trying to get the majority of your students placements and into engineering at some stage in their career and the full cost and the apprentices you've got to be running in tandem with industry, you've got to be running at their pace they've got to see that they've got to see ehm you being able to respond quickly etc etc for them to buy into you I mean you know we've got say 120 first year ehm fab welders alone and your

looking to get them placements, if industry doesn't come and recognise that you've got them up to the pace that industry wants, not the pace that education wants then there not going to buy into us as quickly as we would like and to take these young people cause ultimately that's why the young people come, they come to get different skills to get into a career that they like and get hand on skills particularly in fab and weld so companies have got buy in you know, it's alright having one sector doing it their way but when you want to marry into the sector that all your products if you like your students want to go into there's got to be some interface that matches

JW I am not continuing with resources can I am focusing on management issues, skills and knowledge

M1(G) ok go on then

JW q2

M1(G) pheeew, that's a very interesting question Julian because I came in to this level with no teaching experience no education team leading experience, I came straight in at a managers level, and I was very surprised to have got it because you know, a lot of these positions, even in industry, whatever industry you're in, a lot of managerial positions are taken up, ehm by people that have grown within that particular company and then they fill in the gap below, rather than bring slot somebody in so it's a very interesting and you know and I still ask myself that question of how I came in, but I did have managerial skills and experience of managing teams ehm that moral was low and we got the best out of them ehm because the decommissioning teams that I was managing at the time when I came for the interview were actually team built up of a mix of production personnel and engineering and all sorts of staff in there that were actually decommissioning the plant that had given us all our living and yer know we didn't know what we was gonner do at that stage an an to keep moral going and keep everything on time and the quality and the safety side of things and within budget in them sort of circumstances it puts you in good stead for leading teams

JW so perhaps in your interview then, the sorts of things you mention there ... moral team working, working to budget all those sorts of things are the things that somebody has seen and thought, this man has got experience of these things and that's what we are after

M1(G) possibly, and I think another thing they possibly were looking at was fresh recent industrial experience which probably wasn't in abundance n the teams that we'd got, there was maybe experienced people in teaching and in the past a lot of experience in engineering, but engineering, the same as any technology moves on at a massive rate, and if you've got people that have been out of industry for fifteen years or more or ten years or so, then you've got to have that knowledge, and connections as well, it goes back to that connections that I started talking about, I had a big advantage where the whole plant was closing, and had very good colleagues that were gonna split like an atom, go to connoco, or novatis, all over the place, so I've used that to what I think is good effect, her connected to that industry thing with all my her good respected colleagues, that's where I think they are probably looking at that sort of thing as well

JW that might tie up with some future questions

JW q3 do you know what level of skills you would require to move t the next level within your institution

M1(G) yeah, ehm, I think ehm ... now I'm managing teams on a daily basis, and although I don't see team every day, ye know ... on a one-to-one basis, I do get in there as a manager and want to know what's happening at ground level on a regular basis, I need that to feed back to a higher level, I think one of the key things for would be to be

able to erhm ... not cut myself off entirely but just to distance myself a little bit more into going in to the erhm whole higher management side of things and you know discuss with manager what's happening on the shop floor and have a trusting team, I think one of my main things would be to not get too detached, I think from a technical side of moving up I would want to know more about the systems and how to utilise those, I've had five years learning ... what I consider to be a new trade in a way, its ... it's probably not sufficient for me to move on without knowing the system better and being able to manipulate the systems, and I don't mean to falsify the systems when I say manipulate bit to extract the information quickly that is relevant for all stakeholders, for the quality and the Ofsted and all that sort of thing, so I think I would need more time to be able to find my way around manipulating the system to show us in a better light, know where our strengths and weaknesses are from the data side of it rather than that man management side of it which is what I'm doing now

JW your man management, your softer skills, you think you would be ok

M1(G) yeah I think if I'm analysing myself I think the softer skills as you've called them, the man management side of things, I would see that as a strength, manipulation of data, I would see that as a weakness and I think erhm ... if I wanted to move on which obviously I'm always looking at, if there were opportunities today or coming up in the near future then that is where I would target my focus

JW you are now identifying your own development, ok that will tie in to some CPD questions

can you remember your induction into the position you have now

M1(G) yeah, I was given a booklet, what happened to me was, I was contracted to the December and if I didn't stay that would have to be negotiated out and what have yer, what happened when I came for the interview with the head chersans in engineering at the time, they said they wanted me to start in august for a September start, or even sooner if I could, I said it wasn't possible, but what I could do is would go back to my then employer and see if I could negotiate a time in between, so I came in the September and beginning of October and the people that had employed me had moved sideways and someone else had come in new to the area as well, and it did seem a little bit Phew Vibrant should we say and upset the staff and that sort of thing ... so it took some settling in .. what was the question again

JW yeah i was just asking what do you remember about your induction

M1(G) the induction xxxx got her pa to give me a booklet, which was an induction booklet and she sent for the team leaders who I was gonner be managing at the time and there's three of them, erhm to introduce to me etc But it was more or less feeling yourself around in those days and I know the induction is vastly improved from when I came and yer know I think even if i came in now as I did it would be more formalised than it actually was

q

JW just taking it back a step and you are identifying your own CPD needs if you like, how are your training need identified

M1(G) well in two ways really, I erm for the ifl I identify these on a regular basis and if I see something come up that I need to brush up on that, and I log them as well and there's stacks of things that your sort of developing yourself all the time erhm ... that aren't necessarily big chunks to go on for example last week I went on ehr an eitb

safety passport course so I could get on the sites and liaise with the companies and then I thought well if I got a passport I'm goner go on the ecitb trainers course because that would make it more cost effective and give a bit of additionally to the students and give them a bit of kudos and a carrot to say right if you stay here your on track and your achieving, come the end of the year I will give you training and put you through the safety passport, if I can do it, it l only cost me a tenner a time which is your registration fee, it won't cost me anything as a manager to do it, I've been able to develop myself to do that and be able to deliver it and you know ... keeping the kids on track the students on track cause they've got a carrot to aim at, they can get the qualification, the safety passport they can go and knock on a company's door and say can you give me a start, so that sort of thing, I can give you loads more examples of that.

JW so your identifying your own cpd are these identified formally and is your identifying of cpd related to possible promotions

M1(G) I record my cpd there in my ifl log and I put everything, all the training that I do goes in there, we have in house training, managers training, sickness ... all these procedures have just been updated so we go on disciplinary procedures, how to handle sickness and all that and that all part of your cpd as well and that really isn't it's a manager, and that gives me another stepping stone as to knowing all of these systems and what have yer as to manage higher up

JW so you see that then as been attached to

M1(G) it's a dual role really Julian

JW as a way of improving yourself and getting a promotion

M1(G) as a way of improving the position that I'm in and also at the same time it's giving me further knowledge of what I will need to know to progress on to that next level, yer know if I've got a young manager that'll take my place say and I moved on then I would need to know those systems pretty well to be able to support the young manager coming in

q

JW yeah, What sort of time do you get for your personal development?

M1(G) your taking the mickey Julian aren't you (james laughs) it just her (james laughs again) (continued laughter) ahr dear me, it evolves shall we say, it happens as ad when I can do it, mean there's the the ehm xxxx xxxxx who's in charge of all the policies and what have yer, then he will her send out timetables of when you go to these management training sessions for example and you look at them and match them up with your diary and off you go, so yer know, I'm pretty much self-managed, I've got a very heavy work load and as and when I can I try and fit some cpd in but it happens as naturally as I can let it happen really, yer know I have to let em down some times

JW cpd can sometimes be a burden then

M1(G) (pause) ehm ... I don't know if burden is the right word ... but it is sometimes one that you knock off because of other priorities and you hope to pick it up at a later date so I don't know if burden is the right word because I do find use in it, I do find use in going to the right training sessions and ehm I find it essential sometimes

q

JW just moving it on a bit and changing the subject what do you consider to be the most difficult aspects of management

M1(G) (long pause) ehm ... well like I said earlier, I do enjoy all of it, but each, when I ay all of it, there's different facets, and if each one of those assets was a plate on a stick, it would be keeping all the plates on a stick

JW so sort of like a time management, is the most difficult part of the job

M1(G) yeah ... see id, id by nature like to get things completed ah, ah struggle not to be able to get things complete and I think again, like I alluded to earlier with the ... sometimes delays in being able to get something completed and then you have to move on and then sometimes your priority changes and you haven't completed the mentally I find that quite frustrating

JW difficult if you've got several plates, you'd rather have two spinning properly that have three of four that are looking wobbly

M1(G) ah .. her.. yeah id, her id like em all spinning, but I'd like em all spinning until the end of the day and I do that, but it's that juggling that you have to do and I think there must be ... I know there's better ways of doing it because ehm eh its focused priorities really and I think with .. that's her another key difference between industry and where I am now, it's that there are so many stakeholders to ehm that want a little, something just a little bit different, whereas the stakeholders in industry are all interested in the output. As you said, you can see your output you come home at half past four on a Friday and your well pleased with your output and if it aint done you go in at the weekend, with education there's only you that can go in at the weekend, you can't get the students back and by that you can't get that time back

JW so if your identifying time management as the most difficult thing that a manger has to do is there any training or any help Do you discuss this with people in a similar position to yourself.

M1(G) oh yes, and I have actually discussed this with my boss and yer know I think he recognises it and I look at his work load and he's got stacks as well yer know and if I was fair and honest hens got a bigger work load than I have and yer know I'll probably stay at six and he'll stay while half six and so that what it's all about ... it does ... you do get sucked into it yer know there is something yer know yer looking at products, there's something that draws you into it that makes you stay that bit later to get things done yeah but that is Julian ... there's just something special about the job

JW so what do you think is the most important task of the manager

M1(G) the most important task is to make sure that the students get what they come here to get that's the most important thing would you agree with that

JW ehm I don't want to skew an interview

M1(G) laughter

JW that's an interesting question it will be interesting to see what comes from the other interviews

M1(G) to get there from the question that you asked me there's a lot of things that you've got to get in place, as a manager to get the students all the things that they need you've got to get resources, physical resources human resources, human resources you've got to get the right people in post you've got to get them trained sufficiently, you know from a quality aspect you've got to get them up to speed with all of that

JW are you well supported in you management role and do you think people show an interest in you as an individual

M1(G) what as in my managers

JW yeah

M1(G) yeah I do, I have a one ... and occasional one-to-one with my manager which is a formal one, but I know that I can go down there ... and I do it regular and I have, yer know, I'll go in in the morning her, half past eight when he gets here, I'll say morning boss, everything all right, cos, and he likes that, I think, cos he never says I'm too busy james get out he'll have five or ten minutes with me every morning, that's good for me, because I don't want anything brewing up for a week if were both too busy to see each other, I like to hit things early doors and get em sorted, I don't wanner get him her waiting for someone higher up than him recognising there's something wrong and then

coming to me and saying why wasn't anything done about that .. so, and so I feel supported in that way I think time is always of the essence with him and with me and with most people at my level

JW when you met with him and there's a problem and its job related, how do you think your thought of as a person

M1(G) I think, her I think he has been my boss since November her November 08 and I think he is very good at weighing people up, he's in charge of quite a few (door opens and Jim asks the person to come back later) and her I think he's very astute and he's got other people he's in charge of., he's not just an engineer and he's got a big role in manufacturing I think for the institute and her there were topsy turvey days when he first came in because it was totally different from the previous boss and ehr she had a totally different approach, I think we both found it quite difficult to get used to each other in the early doors and that was good because we didn't both just sit on it we thrashed it out and I feel ..ehr .. I feel ehrm great now that I have that good relationship with him now because I know he's gonner tell me if he doesn't like something

JW so you have good communication and you find that's easier to work with

M1(G) yeah I do her and there's a lot of meat on my bones and her he describes it as im nearer the people side of management and he's near to the knuckle on the task side of management, and he thinks he should have a bit more of a people yer know if there was a scale there he could come in more to the middle on the people stroke task and I should come more into the middle from the and I've agreed with him and that's right on both sides what he's said

JW do you think if you were promoted, if he's your boss do you think you would move that way

M1(G) I am, I agree with him, he gave himself a fair analysis as well and I also think that's why it's working well because were opposites but I have skills that perhaps he doesn't have and he's definitely got skills that I don't have and I'm learning from him, and hopefully you manage your manager a little bit and he can learn from me as well and I think ... I think that's happening Julian he'll never be the way I am and I'll never be the way he is but I'm learning a lot from his task orientation and I am pulling him because he is right in his analysis

JW so it's something that you have a conscious awareness of in your development

M1(G) I've am .. I've always known I like to get the best out of people because I like to ehrm get them working in harmony get them to enjoy it, get them to feel as a manager my door is always open and hopefully discuss things and things like that, that's definitely not how my boss worked in the past but he's recognised me getting more done and I've also recognised that hopefully I'll be able to get there on that middle line and be able to do both and that's what I wanner do cos he is right

JW it would be interesting to do a similar interview with your boss

M1(G) yeah yeah

JW ok we'll move it on again

M1(G) what do you say you've got two minutes james

JW when senior manager make appointments what skills and knowledge do you have that will make them want to appoint you if it wasn't you someone else because they had those skills and knowledge

M1(G) yeah I mean I'm never really good at those sort of questions really because you sort of sound like they picked me because I'm good at this and I'm good at that, that's not my sort of thing, but the skills that they would be looking for would be that ehrm task orientation the data manipulation and that sort of thing but they would also be looking to somebody that would get the students everything they needed, ultimately the next step up the person is responsible for all that and ehr you know if they were looking

at records cos I'm internal, there not looking at anybody external and my records in going in to the departments are ehr improved

JW so you think success in your current post could be a factor in being appointed to a higher position

M1(G) yeah I do yeah

JW do you think you need similar skills

M1(G) I haven't had 100% success though I have had some failures

JW and learnt from them perhaps and could use that in an interview to turn negatives in to positives

M1(G) yeah

JW do you think you need similar skills and knowledge to the current senior post holders or do you think it would be better to bring in completely new skills and knowledge if you was moving to a senior management post

M1(G) I think you can look to new skills, if everything was running perfectly, which then, there not running bad, her, then, you would look to bring in similar because it fitted and it, it seems that that style was working well ehrrm, but if there was yer know some issues and things like that then I would look to bring in somebody with different skills. I think that's what happened with me at my level.

JW but for you going on to the next level whether that be a director's post or whatever, do you think that your organisation would look and think do we need to replace these skills or do you think it would be in your interest to show that you have a different range of skills and would take the job perhaps in a different way

M1(G) well I would approach it differently to ehrrm my current boss in so far as the fact is he's very task, on line orientated and I think longevity, you've got to have all the other things in place yer know, yer stakeholder, equality, health and safety all these issues that iam dealing with that sometimes when your that task orientated its longevity that your forgetting and I think you've got to have those things in place as well

JW and does that include a closeness to the teams

M1(G)ehrrm, not necessarily because i think you've got to get that detachment at the next level but I think you have got to ensure that somebody has that

JW so do you think that the higher you get the more detached you become

M1(G) it seems to be inevitable that you do that because your time gets drawn away from what yer gotter do

JW and do you think that's right

M1(G) not always no not always. Ehrrm. I think that if I was a managing director, and it's easy for me to say because I suppose a managing directors time is so precious but I would like to think that if I was a managing director I would be able to get amongst as many of the teams and as many of the people as I could in not just a meeting about something or saying that you haven't done something, I think if you do that and you detach yourself and only see the teams when there's some issues or some news to tell, I don't think that that's 100% part of the role, I think you should, for example, somebody told me when I was an apprentice don't buy your girlfriend flower when you've done something wrong buy your girlfriend flower all the time, do you know what I mean, its that sort of , do you know what iam saying, and then your girlfriend doesn't think when flowers are coming through the door hello he's done something wrong

JW slight change of topic, what period of time planning do you think is most important to your organisation

M1(G) in my role at the moment

JW no in your organisation not for you personally

M1(G) that's another interesting question, because when I came from industry we always had a five year rolling plan, when I came here it was like a five minute rolling

plan, it's different now, we've set things and I've been part of that, were looking into the future and looking at what were gonner do ehr next year at this time and so on so forth, so I'm planning what we're doing about recruitment now for next year, for Septembers recruitment looking at things how we can improve on it, looking at the data, and I would think that at a more senior level, then I'd be looking at least at a three to five year plan. That's what I would be looking at. But at the moment I'm looking at an annual eighteen month one.

JW so again, you are recognising a difference between the two posts and strategic importance e over operational

M1(G) yes

JW are junior managers allowed to make decisions

M1(G) do I think they are or do I think they should

JW ehrm, are they allowed to make decisions

M1(G) I make stacks of decisions and ehrm I think you have to do, I can't keep going back to my senior manager with something, I have to make decisions on an hourly rate really so yeah we do and I think we should, I think that's why were in that position, were trusted to make those decisions, yeah.

JW how are you encouraged to come up with new ideas

M1(G) I am encouraged to contribute new ideas, nothing is frowned upon, not everything is taken up by a long shot, but I am encouraged, I'm never put down for coming up with new ideas, radical ideas, in fact by the nature of how they are received I am encouraged, there is a downside, some of my ideas come from the guys on the shop floor as it were and there not developed and so they see the frustration when they've come up with ideas and say were still doing it that way

JW and what do you think are the reasons for the lack of taking ideas forward then

M1(G) her it comes back to that task orientation, you've got to get the job done and the bureaucracy as well Julian I am sure it is

JW ok, linking to that how are mistakes made by managers and staff managed by managers

M1(G) well I'm bollocked big time if I make a mistake, but then its ehrm moved on I think I'm honest with my boss yer know Julian, I can't waffle, I can't think on my feet fast enough (laughter both) to get myself out of it so I have to be honest and I think that is received, so I think there is that initial well what we gonner do about it, and we move on and that's the way I like it

JW you're not carrying a weight on your shoulders

M1(G) yeah, because we got so much to do if you dwelled on peoples mistakes then we'd get nowhere and yer know if you're not making mistakes yer not doing anything are yer, I don't think, it happens to us all

JW how important to you is a work life balance and do you think this changes at different times in your career

M1(G) yeah, yeah, no, the first part of your question, its essential to me, I don't bull anybody that I'm coming here for the love of it, I'm coming here to get my family the best I can get and ehrm that's not just the bottom line, it's not just the money, I can be at home, it's a flexible job, the full package, it's what I do for my family. I'm a family orientated guy and that's it, and I've got to have that balance. And there've been stages, especially when I first came and they yer know other job roles coming in as well and I didn't have that balance and ehrm they were very very stressful times to me, cause yer know I live and die for my family and I could see the amount of workload that I had and not been able to get through it was affecting the family. And yer know I had to sort myself out a little bit but yer know I had been stretched, but I'm one of those sorts of guys, I do manage it ehrm t the point where I think hang on a minute this is no good, yer

know. I'll give you an analogy which I said in my cert ed Julian, alright and Alison Hall was a fantastic cert ed tutor, and what I said to her was, she said what do you find any different to your job and I said do you know what Alison I'm a big football fan and when I was working in industry and you would be talking about football and I said now when I go to the match I'm thinking about work (laughter both) and that's the difference, and I was that embroiled in it, I could, my wife could be talking to me as close as this and I was thinking god, I'll have to get that done, and she was talking at me and it was only the pauses and the noise not being there that made me respond yes or no

JW so even though your work life balance is important, there's always that subconscious feeling that work is creeping into life

M1(G) yeah I think so

JW is that because of a love for the job or because you don't like the weight on your shoulders and want to get the job done, or is there just a problem solving, how am I going to do that as I'm going along.

M1(G) well say the latter, by nature I don't like things hanging over, but I do love the job as well, I love most of it, I don't suppose anybody loves all of the job but yer know, I do like most of it so, there is that element to it, but I think by nature if I have anything hanging over, its in my head until its sorted and I think yer know in education and training you don't get everything sorted as quickly as you want to

JW last two questions james so were nearly there what motivates your managers or managers in general

M1(G) what motivates your managers?

JW yeah you come in to work in your environment and you want to get on, you've worked in industry yer know, is it your surroundings is the camaraderie different to being outside, you talked about the package before

M1(G) yeah, well it is, so what motivates me to do a good job is that what you asking

JW yeah, but if you think your different, or in general what do you think are the motivators or de-motivators to people

M1(G) well I think success is there, it's the motivator

JW personal to you, you want to be successful

M1(G) yeah, but like I said, it is a full package I want to be successful and do a good job and be respected for doing it, a good job, if I'm successful and doing a good job then i have potential to move on, it's the ehrrm, trappings that it brings ehrrm for my family and the lifestyle that it brings for them, I see that as success, yer know I'm never gonner be a millionaire at this job, but as long as the jobs there I'm never gonner be on the breadline either, and I like that, I like being able to ehrrm bring as much to my kids from personable inputs as well as financial, I like that balance and that drives me on because this job allows me to do it, and now I'm getting more experienced I'm able to control it a lot better and been able to do that again, so success really but it's not just about how much money I'm getting at the end of the day by success I mean all of those things, doing a good job, being respected for it satisfaction, getting the product right, if you wanner call students products but if you know what I mean

JW how much of a priority is the socialisation of incoming managers and how much time was allocated to it

M1(G) I think I may have yer know I may have come in differently to other manager, I came in at that level, now I know that there would have been a certain amount of people at the next level down that would have wanted that job and for some reason or other some of those reasons we've talked about, they brought an outsider in, who was me, now when you bring somebody in like that and they've got no knowledge about the job at all and the people who wanted that job from inside, you've now got to manage, and they've got the information that you need it is a hell of a sticky wicket and I'll tell you

that was one if I had to go to another job and put my family through what I went through in say that first eighteen months where I had nowhere to go for information, what I did I made my own network and that's what we all do, I had to make my own network through getting to be respected and for getting other people to know that I was trustworthy, and then you have that socialisation network that then they come to you with information that you need. When I came in Julian I never had that at all, and it was very very difficult, my boss had just come in and she was not an engineer she's very very good at the systems and this that and the other, very good director, but yer know as far as engineering curriculum was concerned she didn't know anything and you know it was kind of impasse in a way and I found it very very difficult and if I was gonner go, if my job was gonner finish now and I went to that sort of thing again I would certainly approach it differently ehrrm and I would ask myself the question would I put myself through it again and I think the answer would be nine times out of ten then I wouldn't put me or my family through it again. If I went into another type of industry again, cos it was a very difficult time yer know and were talking candidly and were talking confidentially as well but it was a very difficult time, I remember, this is off the record like but I remember first coming here and there was a curriculum manager from construction who's still here he was coming in one direction and said are you the new curriculum manager for engineering and I said yeah and he shook my hand and said I wouldn't have your job for a gold watch and a pension and he said I'll give you three months and off he went (laughter both), I'd never met the guy before and he'd never met me, yer know and I though, when I got into the job I knew exactly what he was meaning and yer know I don't know why internally why people never got that step up, I've got my own ideas now

M2(G)

Q1

JW what previous management experience do you have?

M2(G) ehm, what as in within my field, I previously was a curriculum leader before I came to x institute and I was also co-ordinator, so ehm ... I've done that for about fifteen years

JW and what about in industry, was you a manager in industry

M2(G) I was a manager of ehm, in my subject field, I started off as a junior and was a manager of a small area within a kitchen before I came into a position

JW how long was you doing that for

M2(G) I did that for about five or six years in industry

JW so before you came into education you'd already got a bit of management experience

M2(G) very hands on and practical management and training from industry, yes

JW so was you quite keen to get into management when you came into education

M2(G) not in the slightest, I came into t ehm work with learners and teach and then through the enjoyment of teaching, I really relished team activities and co-ordination, im the sort of person who steps forward, so it developed, mine was a slow development of different positions

q2

JW ok, yeah, do you know what skills you had that mad you the most suitable applicant for the management post you currently hold?

M2(G) ehm ... passion for what I do, determination ability to succeed in driving through new initiatives and trying new ideas ehm and working with ... developing individuals

JW and personal skills

M2(G) ehm, personal skills I think, ehm, being able to ehm I think having empathy with the people I work with, ehm, setting I think being able to set clear objectives, ehm with individuals, but actually being hands on and being involved with the things I ask them to do, I think they are the skills I have

JW how do you do your objectives then, is that something that's recorded or discussed

M2(G) both, I think the clear objectives, so while the institute has objectives and we draw down from them you have your own objectives you're a team and you plan those objectives together and they have to have input into those objectives, it is essential that we meet on a regular basis at the beginning middle and end of term and we evaluate how everyone works together to try and achieve those and whether we have or we haven't

q3

JW ok, moving on, do you know what you would require to move on to the next level of management in your organisation?

M2(G) ehm, yes I do, I think it's ehm, it's an area of personal interest to myself, its more strategy, skills an strategy, being able to plan strategies, ehm forecasting er business, there the type of skill I need to move on to the next level

q4

JW ok ehm, with that in mind then how are your training needs identified ?

M2(G) ehm, training needs are identified through the close relationship I have with my line manager, ehm, we have regular one to one meetings, we have a strategy in place for me to achieve my own personal development, ehm ... and because that is an overall vision for this department, this department is part of my overall development and we have a strategy in place for each person below that

JW is that done formally or informally?

M2(G) I record my one to ones and I send them back and forth with my line manager and we add on bits and he has a copy and I have a copy, but a lot of time is spent discussing it as well, and it's in the business plan very clearly,

JW so your training needs are they identified at appraisal

M2(G) ehm, well I would say if my, I identify my needs before appraisal by discussion in my one to ones ehm and my line manager is very supportive of that and where it was documented on my appraisal., it was planned slightly before that, it's an ongoing thing I would say

q5

JW what sort of time do you get for personal development then is that something that built in to your planning?

M2(G) I was, last year when I did a qualification I had an agreement with my line manager cos it was during the day that the course run that I would make up the hours ehm that I use, and it is making up the hours cos it's not a curriculum area that work nine to five so my particular role is maybe slightly different to a lot of managers in other areas, I do need to be here a lot and I do need to put in quite a few hours, so it was negotiated really

q6

JW ok, what do you think are the most difficult aspects of your job as a manager?

M2(G) ehm ... I think my ehm Other peoples understanding of what I actually do ehm, people you know not being able to interpret or see the actual volume of work that's involved, the amount of time that's spent with individuals, ehm, providing support and guidance, being able to sit down with somebody that's a crucial one because we operate on a daily basis and were here morning and evening ehm I think its harder than if I was in an area for example teaching A levels and ye know five o'clock and everyone stops ... its .. its .. it's harder from an emotional point of view for the tutors ehm to get access to the managers, so we have to be flexible and accommodating and be here maybe more hours than anybody else. Ehm I think it's the demands of the customers and the commercial ehm things that we do that ehm form an industry point of view I'm playing that role as well as a curriculum manager, it's the balance between educational and business and its finding the time to do that and that's why because of the hours I think if you don't have a passion for doing it you know you wouldn't be successful

q7

JW so looking at that volume of work that you get through, what do you consider would be the most important thing that you do?

M2(G) ehm, the most important thing I do is try to maintain, ehm, clear objectives ehm with the team, availability of myself for them, I know that's maybe not her ... being too accessible can cause problems, I am aware of that, but ehm, that to me is key, it's the developing of people and trying to work with them, that, ... that takes a lot of time, for example I've got in my own team, I've got new members of staff and spending time with them is vital

JW so you consciously go out of your way to spend time with the staff and sort of do what I would term the softer skills, the people skills

M2(G) everyday,

JW is that something that you do naturally or do you think, that's something that I haven't done with those people this week

M2(G) I do plan that, but ehm ... I have to because of the size of my team but if I match that up with, I think there's an element of softer side skills have a place clear one to ones with objectives, I spend a lot of time planning on the objectives

JW with every member of the team

M2(G) with every member of the team I do that, we agreed how for the size of this team I could get through a review every six weeks with every member of the team ehm we then plan effectively for team meetings and departmental meetings, and so it's making sure that they happen, so planning, carrying them out but also what's important to me is the review of those and the evaluation, and I use those, I'm orderly in that sense and it takes a lot of time to be that orderly, the administration and making sure people understand

JW do you think there are times you could get that busy that the people could be forgotten or is that why you plan it, if you didn't plan you could let it drift

M2(G) you could, that would very easily happen, and if I only worked the normal hours that other people work I wouldn't be able to fit that in, but to me it is that important, that's why I'm still here at ten o'clock at night mmm I know if one of my team needs a one-to-one, I make sure I stay, because it's important to them isn't it

q8

JW yeah, that's brilliant, yeah, mmm just going back to when you started here what can you remember about your induction process?

M2(G) mmm as this position

JW yeah

M2(G) mmm my induction process for this position was after I had my interview I stepped into the breach really here because a member of staff left mmm the former position left mid-term mmm so I sort of stepped in so I was given a one-to-one sort of the first week ehm I was given key contacts ehm of people to ehm for support ehm, I worked very close with my line manager for about a month, sort of daily regular contact, and I was also given a mentor, ehm after I was in post a few months I was given a mentor who I could go to basically

JW was that a valuable experience having a mentor

M2(G) I found it a valuable experience and because I had a very good relationship with my mentor ehm I don't know whether I would have done if I didn't have a good one but I have a valuable relationship with my mentor so I didn't feel as though I was being second judged because you can be mentored sometimes but I felt it was more supportive and I we didn't have a specific agenda to cover I could just go and say this is an area that I've come across have you got you know any advice and guidance, and it was really a discussion, it was useful to know there was someone there, whether I made use of that, it was just comforting and supporting to know that someone could help me out in a crises.

Q9

JW ehm yeah, do you feel that you are well supported them as a manager, it certainly sounds as though you are?

M2(G) I am very supportive in my, considering my experience being a manager for many years I would say that my current boss is more supportive than any boss that I have had previously, ehm but also very encouraging ehm so yes in my particular area I'm but I think we have very similar goals and visions, and that helps.

Q10

JW ehm previously there was a question about the skills and knowledge you had that you thought would be suitable to ehm move into a higher position ehm .. when senior managers are looking to make new appointments what skills and knowledge do you think they would be looking for?

M2(G) I would, well what do I think they are looking for or what do I think they should be looking for

JW ehm ... if there two different things give two different answers

M2(G) I think what they should be looking for is an equal balance of practical application against academic ability and that it needs to be equal and not a quarter and three quarters, ehm cos im, but that's based on my own experience that I've carried out every role before im asking anybody else to do it and I'm ... I don't believe that everybody has to know everything but you do have to have an understanding of the area you managing ye know from each point of view, ehm

JW when you start getting to senior management level do you know

M2(G) I think that becomes slightly less but I think that if you do not have an empathy with the people and the job roles there doing you are working on strategies that you don't know whether there right for the people and that it supports people to achieve you know vision and objectives isn't it so I think you know it's important that senior manager are there grown almost there developed ehm particularly in an education field I wouldn't say that ye know I think they've got to have its helpful if they have a passion for that subject area and I strongly believe that and I base that on my own experience because I've worked with managers that have not have knowledge of an area that they've managed ehm and therefore they don't have that passion and I compare that with the support I get now where the person has that passion but also has the business acumen above me that ehm

JW so if somebody then if there looking to make an appointment do you think they will be looking at the success that somebody's had in their current post or do you think there looking more at the skills and knowledge that they have that makes them more suitable for the post there offering

M2(G) yeah, I mean a a think they look at not on paper don't they, they look at ehm what they believe a person on paper, can, what academic, that ye know ehm whether they've got a master's degree, they tend to look more at ehm not maybe more track history I think, I don't think it's one or the other I think it's a combination, I think they should look at what area has been successful for that person ehm

JW you think they should or you think they do

M2(G) ehm I think they should, I don't think they do I think sometimes I feel it's ehm people are overlooked that have had ehm.... ye know in a society that encourages people to develop that education is ye know learn for life so people can come in at many levels and don't have to have been a graduate ehm to be able to be a senior manager and I think sometimes it's the focus is on more how many letters someone after the

name than what they've actually done, ehm and whilst I admire anybody with ehm ye know that can be a doctor or something like that I feel that there has to be a balance and I don't ... I think it's very political, that's in my opinion I think it's very political sometimes it's appointing people to find an even balance ehm where as in industry there slightly more, it's have you delivered

Q11

JW ok so this one might give you something to think about, do you think you might need similar skills and knowledge to the current post holder, if you was applying for a post as a senior manager and you thought, oh that's that persons job that I'm going for do you think you would need similar skills and knowledge to them or do you think they might think no we need somebody with completely different skills and knowledge sets to alter that position, how do you feel about that?

M2(G) ehm I think that, I think based here on some of the skills that they've identified I think that there are some core skill s that they've identified that you should be looking for but I think that each post should be treated individually

JW when you say they look for who are they

M2(G) so the people who are employing, so for example say the principal was employing a senior manager whoever the interview team is for example, whilst I believe there is obviously key core skills ye know can people work with other people etc. do they have the intelligence to be able to ye know apply strategies etc. ehm I think each job has to be looked at ye know as to what the needs of the future are cos you can't keep maintaining the same skills sets because that's the past not the future

Q12

JW ok, yeah, ehm what period of time planning is the most important and the most valuable to your organisation, you've spoken about sort of strategy and operational work

M2(G) see it's a In my ehr own thing it's ongoing ... it's ongoing throughout the year so ehm I would say .. well the rest of the college focuses on the summer period, im trying to think how to answer correctly for you I would say the autumn term is key to the following that's when we do the essential planning, that's when it gets started and it evolves throughout the year

JW for you but can I just, what period of time planning do you think is the most valuable to your organisation

M2(G) the em prior to the business planning, the strategy you know that planning is the most important and the succession planning ehm

JW could you put any sort of time frame on that if you was thinking ye know the organisational plan for that period or that period or that period

M2(G) yeah, I mean we plan .. from departmental level I plan for a year or two years at a time that's what I'm looking for sort of higher than me it's five years ehm and I would say planning is, is at least half of my year is spent purely planning in some way or another, whether it's for my team ehm activities, curriculum delivery , whatever it is that's spending a lot of time

Q14

JW are junior managers allowed to make decisions?

M2(G) yes, actively

JW and encouraged to do so

Nd yes

JW can you give some examples

M2(G) well we interview new staff and ehm, well if we make a decision then that's who will be appointed

JW do you have other good examples

M2(G)

Well we often change the curriculum, change awarding bodies and well sort of plan what goes into a course

Q15

JW how are you encouraged to develop new ideas?

M2(G) ehm, how am I, (laugh) ehm I think I'm encouraged to have new ideas because I have an open relationship ehm upwards and downwards with either my line manager or my staff and so suggestions at team meetings is the norm, suggestions in the corridor in passing is the norm, when I'm out shopping in Tesco's ehm if something pops up, that's how as a team we operate

JW and how do you develop them when you've had the idea

and ehm we look at it ehm normally something on paper ehm for example ehm then go to my line manager sort of submit it in a rough draft form, then we ehm ... ye know nine times out of ten we implement it and see

JW so you say nine out of ten ideas will come to fruition

M2(G) yes I do Yes'

Q16

JW ehm, how are mistakes by managers ehm and staff managed by managers?

M2(G) ehm ... mistakes by my staff ehm, how I manage them is ehm we evaluate, we identify the mistake, we accept the mistake we record it in the sense that that's not what was needed to be done ehm and then discussion and also to find out ye know was this a lack of knowledge it's really trying to be more supportive, it's not, I think its acceptance and move on policy that I try and encourage, we're all human we all make mistakes sometimes some are bigger than others but ehm we've got to look at it from both points of view. Ye know was the mistake theirs because they didn't have the ability or was it mine so it's like skill scans and knowing staff what they're capable of ehm and using it to learn from, learning from our own mistakes, which we have (laughter) on a regular basis, all of us and I think my line manager is quite ... whereas ehm I'm saying it would be exactly its almost the same, ehm ye know that's not quite what I wanted, quite encouraging really, ehm and maybe some support ... sort of Ill get you to work with this person this is the way forward, I think it would be more that kind of approach

JW so its learning from a mistake and then moving on

M2(G) yeah

Q17

JW how important is a work life balance in planning your career and do you think this will vary at different times during your career?

M2(G) I hope so yes ehm I don't know how to answer this ... see people say work life balance, my balance is predominantly work and very little home, this is the balance I adopt in my current position and that is due to the necessity of sort of the post

ehrm I do hope that as I progress and develop I ... that evens out slightly more ehrrm ... maybe more home time

JW if you look at somebody else then take their career as being from leaving school or finishing an apprenticeship at twenty two to retirement do you think you would encourage people to have your outlook or would you encourage people to have more of a balance or do you think it is something that through your life there are times when you will engage and times when you will be less engaged.

M2(G) yeah, I mean I do believe that there is times when you are less engaged but I think aiming for more of a positive balance should be the way ehrrm and I'm conscious that I am a bit of a workaholic, that's my own, it's just the nature of myself.

JW is there a particular motivator then do you think

M2(G) I think I am very driven ehrrm in what I want to achieve, on behalf of the learners and the people I work with .. I'm quite .. competitive

JW so that would be success for the people here, but then perhaps also a personal success that you would like to do something else as well then

M2(G) yeah, I mean I'm not a chaser of financial rewards I'm a chaser of .. ehrrm other types of rewards more achievements ... things we do as a team ehrrm, ye know innovative things, I like that

Q18

JW what do you think in general then is the big motivator of managers?

M2(G) ehrrm I think

JW do you think your different to others

M2(G) I would say I'm ... I don't think I'm a typical manager ehrrm .. I do liaise with a lot of other manager's ehrrm, while I would say the time management and the hours we work are typical here I would say there is a mixture of status ehrrm is important to people ehrrm I think financial benefit is important to some people ehrrm but I think progression able being able to ehrrm achievement of different things as you can do different things as a manager, you can lead, you can lead people, you can lead strategies, you have that, I dunow its

JW so is that recognition of the self-esteem that you are doing that

M2(G) yes I do I think it is self-esteem yes .. its ye know ... its yer own personal achievement isn't it ehrrm and recognition that you've done this and you've been the driver ehrrm ... a bit like a scientist that's invented something

JW it's an ownership as well I think that's key

M2(G) yeah its ownership as well

Q19

JW how much of a priority is it for you, this is an interesting one for you coming from another organisation how important is the socialisation of incoming managers and how much time is allocated to this type of activity?

M2(G)ehrrm

JW the culture ... the ethos of the organisation

M2(G) I would say this, in this particular organisation it very Something they do very well its very positive they do ehrrm, they embrace the manager here they're interested in what they do outside of work they're interested in their health and social care they try and encourage them to work together outside of their I think strategies and objectives and I think ye know the development of the person, there is a really good positive ethos in this institute, I wouldn't say I have experienced that elsewhere but it is in existence here.