

**Management Development for
Women in Higher Education**

Developing Management Skills

a module in the ACU/CHESS series

by

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Section 1: The Context for Women and Management in Higher Education: Developing Management Skills

1.1 Why develop this module?

Most managers in higher education are promoted to their position in the academy because they are perceived as effective scholars or effective administrators, not necessarily because they are effective managers. Usually they will have managed their academic work or their office well, but they will not necessarily have thought about management itself as a separate and worthwhile activity. There is a common understanding in higher education that management is a direct continuation of effective teaching and administration, and that because academics and administrators have been managed, they automatically know how to 'do' it to other people. But there is no natural progression: there are many management skills to be developed which do not come naturally, and which are learnable. The specific ways these management skills are used will be different for each manager, but they work best when they are developed through practice and reflection and with some theoretical underpinning.

This module is designed to offer women who are leaders and managers in higher education, or wish to become leaders and managers in higher education, the opportunity to develop some of the most useful and important management skills. Such skills will usually match their educational and management values and philosophy, and hopefully will be attuned to the values of the higher education institution in which the manager works.

1.2 Relevant theoretical frameworks - connections with other modules in the series

Sheryl Bond's module in this series - **Academic Leadership** - offers a sound theoretical underpinning to most of the work in this module. She explores the context for leadership, personal leadership styles and issues of women in management and leadership in the university culture in such a way as to suggest and clarify central themes for women managers in Higher Education. Participants may have access to this module, but certainly facilitators will need to have read it so that they can answer questions and explore concerns raised in this module further with participants. Such theories give explanations for why certain management activities work and others don't, and thus add strength to a manager's decisions and actions. But theory in itself is not enough - managers need space to reflect on theory and to link it to their own experience. It is also necessary to have the opportunity to develop relevant strategies - to plan for future actions by linking theory and experience and by reflecting on the way those linkages can lead towards future changes in practice.

Margaret Rowland's module - **the Facilitator's Handbook** - is also a key text for facilitators of this module: it describes reflective practice, and models good management practice in its approach to effective facilitation. It links theory with practice, and introduces Kolb's cycle of learning experience as a theoretical basis for the learning and teaching methods in this whole series. Kolb (1984) is used as a basis for the teaching and learning in this module. Margaret Rowlands also explains why it is so important that the facilitator understands and

can 'read' group dynamics, and suggests strategies for building up a course culture in which participants can explore difficult management issues in a safe environment.

1.3 *The importance of development*

Sheryl Bond's module explains the issues underlying women and management in higher education. This module is written to offer women the opportunity to develop strategies based on that understanding.

A key premise in this module is that there is no one correct way of managing. The module is designed to offer

- a collection of tasks which will help the exploration of management issues,
- opportunities for exploring the outcomes of those tasks,
- and some processes which will help the facilitator to enable participants to develop new strategies.

This module is designed to help participants devise management strategies which are relevant and finely tuned to their own context, values, organisations, and the particular people and issues to be managed. Within the same workshop, participants who share cultures and values may well develop different strategies - the most important outcome is that they develop strategies which fit their own professional circumstances and values, and which will withstand searching questions. The development of such worthwhile strategies needs knowledge and guidance about process and content from the facilitator who must resist the temptation merely to give the 'right' answer.

It is thus necessary that the facilitator ensures time and space for the development of clear and well-planned individual management strategies. This means that the facilitator understands and balances different learning needs and styles (see the Facilitator's Handbook) so that the pace is helpful for all participants, while at the same time making sure that the full learning cycle is completed and participants have the opportunity to develop workable strategies which fit their professional contexts.

1.4 *Why this module is specially for women in management in HE*

There are two main problems for women who wish to become managers in higher education:

- There is an expectation that people will naturally 'know' how to manage when they are promoted to management roles.
- The majority of management roles are held by men.

The Commonwealth Higher Education Management Service book *A Single Sex Profession? Female Staff Numbers in Commonwealth Universities*, published in 1998 shows that only 13.9% of Heads of Administration in Commonwealth Universities are women and 6.9% Executive Heads or Vice Chancellors are women. This means that in the main, leadership of

Commonwealth universities is done by men. Such a gender weighting will affect the way management styles and management skills are perceived - if management is carried out predominantly by men, then on the whole, it will be done in a masculine fashion. And there is a general expectation that management will continue to be portrayed in this way. Many women will not apply for posts which demand that they work in a masculine way, or they will not be seen as suited to the job by the selection committee, or they fear that if they are appointed, they will be forced into managing in a way that is alien to their values and principles.

In order to intercept or interrupt this set of expectations, and to allow women to develop management skills which match their own values of higher education and management, they need to be helped to understand the nature of patriarchy in their own societies and their institutions, and then to develop strategies which allow them to manage in the way they wish to manage. Such development work is often challenging and uncomfortable for the women who are doing it because it requires an exploration of the basic assumptions that they and those around them have always held. Most women feel emotionally safer and freer if they address such issues in the company of other women.

1.5 *This module is for both academic and administrative managers*

Many institutions of higher education appear to encourage a division between academic and administrative staff. There is a distrustful difference in status: the power relations between lecturers and departmental administrators are often complicated, but it is usually taken for granted that academics have higher status. Further up the management scale, however, academics and administrators appear to have equal status, and eventually, senior administrators hold more power than most senior academics.

In the work in this module, academic and administrative colleagues alike will be welcome at the same workshops. They will find that although they may begin their course together with a sense of difference in status and experience, as the course progresses, administrators and academics discover more in common than they often suspect - both sets of people manage sections of the organisation, and as they are promoted further in their management position, they are more likely to be holding the same amount of power within the same arenas (and meetings). As women, they will certainly be encountering the same structural difficulties and similar forms of resistance to their management strategies.

1.6 *Introduction to management, middle management or senior managers?*

It will be necessary to differentiate between management levels when planning for specific course participation. People who are thinking about becoming managers, or who are just beginning to work in management posts have different concerns from those who have been in middle management positions for years, or from those who are senior managers. A simplification of these differences might be that beginning managers are trying to define management and to decide whether it is something they would like to do. Middle managers are concerned both with managing and with being managed, and are charged with responsibility for certain clearly-defined parts of the organisation. Senior managers are often more isolated and more burdened with confidentiality and wider and more universal

whole-organisation issues. There are not many women in these senior management positions in higher education, so they have fewer role models, and often have to be very individualistic and eclectic about the management and leadership styles they develop.

The curriculum presented in this module is relevant for women at most management stages in the institution - the difference will be in the cohort of women with whom they are exploring the issues and the fact that they share similar power issues and management problems and possibilities. Experience shows that although the course content and tasks are the same, participation at courses should be focussed on certain management 'levels'. So, three different courses (using the same material) could be set up for:

- Women into Management in Higher Education
- Women Heads of Group and Heads of Department in Higher Education
- Women Leaders in Higher Education.

1.7 An agreed vocabulary

Terms are used the following way for this module. They are often interchangeable, and could have different meanings in different circumstances, but there is an attempt to use them consistently in this way:

Module denotes this whole section on Developing Management Skills. It embraces the detailed programmes, the relevant material and the notes necessary to set it all in context.

Course refers to a selection of sessions and workshops which are planned to fit together coherently in order to lead the participants through a set of ideas and arguments towards a conclusion. Usually the sessions and workshops are linked incrementally into a course, building on the learning from the previous session.

A *workshop* can last from one hour to several days, but the use of the term clarifies that the time will be spent interactively. There is little didactic transmission of knowledge from teacher to learner in a workshop. Rather, all are learners (including the facilitator) but the facilitator has responsibility for planning and setting up the learning task.

A *session* could be interchangeable with a workshop in length of time, but it encompasses a far wider pedagogical range: it may include a lecture, a seminar, a group discussion, a task-focussed group, and so on.

An *activity* is the shortest complete part of the course. Activities could be delivered separately, because each of them is designed to allow for several dimensions of the learning cycle. However, the skill of the facilitator will be needed to ensure that each activity is connected with the previous learning opportunity, and to plan for continuity.

A *programme* is either the published description of a planned course or session, or a planned set of learning experiences. Whichever it is, there is an expectation that planning is involved, and that participants are given details beforehand and to some extent are told what learning is expected to take place.

Section 2:

Notes for Facilitators

2.1 The evolution of this module

The workshops and sessions in this module have evolved over several years. They began as a three-day women in management course for members of staff at the Institute of Education, University of London. The course was offered separately to three cohorts of staff: to senior women leaders and managers in the Institute, to middle women managers and to those women who were thinking about becoming managers. Administrators, researchers and academics attended together and built networks together that were sustained long after the courses finished. Certain ways of working together and strategies for helping each other make sense of apparent problems are still used amongst the women who attended the courses several years ago.

After some years, when it became clear that most of the pool of women for whom the courses were appropriate had attended them, it was decided to widen the group of participants. Invitations to attend the course were ultimately issued to women managers from several different universities in the south-east of the UK.

The writer of this module has benefitted from several years' involvement in the CHES and ACU Women and Management in Higher Education workshops. It is hoped that this involvement has encouraged an international perspective to the writing, which can be evidenced in the tasks suggested.

2.2 Challenges for the facilitator

Busyness: many women find it difficult to prioritise their own professional development, especially when it is presented as specific to women. Appropriate participants may not find it possible to attend in the first place, either because of their own inability to see such professional development as important or because their managers do not regard it as important. And even when potential participants have registered for such a course, they may not actually attend, finding something else more important at the last minute. They may come, but arrive late, or they may begin the course, but then miss sessions because of previous, more important demands on their time.

The facilitator will find various strategies helpful here:

- addressing the invitation to the managers who are the next stage up to the target group, asking them to nominate appropriate participants
- if necessary, asking someone of high status within the organisation to endorse the course and to sign the invitations
- beginning the programme with a group agreement (see section 3) which may well address commitment and punctuality, or which can be used later to address such points
- speaking to individual participants about the need to give themselves permission to attend and to prioritise the course
- taking time within the course to address the social and professional constructs which make it difficult for women to prioritise these courses for themselves

- finding a space within the programme in which to address both the necessity of continuous professional development, and the necessity to prioritise, for example, the outcomes of appraisal interviews.

The main point is that the facilitator does not become annoyed by this busyness, or take it personally, but understands it and explains it as another example of the patriarchal nature of institutions of higher education: if the course did not have 'women' in the title, but just 'management'; if women could prioritise it as important as research or teaching, and so on.

Regular attendance: although the programme may be delivered on different days with gaps in between, it is advisable to expect participants to attend the whole programme. The course is planned developmentally: work done one session is used as a basis for the next session, and attention is paid to the development of a group dynamic of careful and focussed working together. Neither the developmental nature of the sessions or the group ethos will work well if participants dip into and out of different sessions.

Facilitating colleagues: the Association of Commonwealth Universities introduced this set of material through a series of Training the Trainers workshops. One of the aims of the programme is sustainability - this means that there is an expectation that most facilitators were initially participants and that some participants will go on to become facilitators. In this way, some facilitators will find themselves running programmes for their colleagues - facilitating Management Development programmes with women colleagues with whom they work regularly. In a more didactic teaching and learning activity, this could be awkward because there would be an expectation that the facilitator would have knowledge that the participants did not have. But this module is planned as interactive: there will often be occasions within the module where the facilitator and the participants will reach conclusions together - where there are either no set answers, or where answers are developed differently according to each context addressed. The facilitator will have thought through the dual role of looking for answers alongside colleagues while remaining responsible for facilitating the programme successfully. This module relies on the facilitator's willingness and ability to hold tight to the structure and timing of a workshop, while encouraging full participation and suggestions for different solutions from participants. The mixed role of maintaining boundaries while not giving explicit answers is sometimes difficult to adhere to when working with colleagues.

Status: just as facilitators will develop an ease when working with colleagues, they will need to be aware that the difference in status between themselves and participants may have an effect on the culture and atmosphere of the programmes. If the facilitator is much more senior than the participants, and if they normally work together in a hierarchical institution, it could be uncomfortable for participants who may need to explore issues of difficult power relations at work: they may feel inhibited. In the same way, facilitators who have structurally lower status than participants may initially worry that the programme and the work will not be taken seriously.

How much theory? In an academic setting, this is a difficult question: many administrators are more comfortable working practically, while academics tend to hide behind research findings. However, the more practical the task, and the more it is supported by time for

reflection and by opportunities to plan new activities, the more important it is to introduce some theory to explain issues such as structural patriarchy. It is easy, however, to ask for literature and theory in order to avoid looking at real feelings, or to use theory as another way of underlining the difference between administrators and academics by making it difficult for administrators to understand the discussions. The facilitator will have to gauge the balance between practice and theory. It will be helpful to explain the practical nature of the course to participants at the beginning, and even to show them learning theories such as Kolb's learning cycle.

Confidentiality: Comment has been earlier in this section about the necessity of setting up a 'safe' ethos in each programme. One of the most effective ways of ensuring safety is to agree confidentiality. This is important whether participants come from the same organisation or from close but competing organisations. It applies to participants and to facilitators, although facilitators may sometimes need help with de-briefing after difficult sessions. Usually, it is helpful to agree that specific names and incidents explored within the course are not mentioned outside, although the learning, strategies and issues raised can be discussed. Suggestions about how to come to an agreement about confidentiality will be made later in this section.

2.3 *Facilitator as synthesiser*

In this section, emphasis is laid on the importance of the facilitator's ability to put boundaries around the activities while at the same time being responsive to ideas and explorations from participants. There is also an expectation that the facilitator will ensure a synthesis of suggestions and ideas raised throughout the workshops: after listening to outcomes of tasks and to group discussions, the facilitator will summarise and note the issues developed, and review each stage before moving on. In this way, participants' ideas will be valued and built on, and the learning cycle will be completed. Such a synthesis is another form of setting boundaries: it acknowledges the ending of one stage in the learning process, and allows participants to prepare to move on to the next stage.

There are stages within the workshops when such questions as 'Was that a useful activity? Why?' or 'What did you learn or remember from that activity?', or 'Have your ideas changed because of this activity? How?' have been inserted, or where it is suggested that the group reviews the day. These are all signals to the facilitator to synthesise the session by gathering together ideas which articulate the learning from that part of the workshop.

2.4 *Working with silences*

In western society, and in the academy as a whole, effective learners are expected to be articulate and to think quickly. One of the basic principles underpinning the work in this module is the encouragement of reflective management practice. This means that the facilitator will not always want quick answers. There are several points in the module where there are suggestions for ways of setting up reflective silences.

These workshops often take place with groups of people who do not have the same mother tongue - it is important that the facilitator leaves enough time for participants to translate

tasks and questions into their mother tongue, to make sense of them and to develop answers which then have to be translated back into the language used in the workshop.

It may be that whatever the language used, participants will not immediately understand the substance of the task or questions. They will need to be encouraged to ask for clarification, and to see that not understanding is not a reason for loss of respect or something to be ashamed of.

Skilled facilitators will be able to read silences and to enjoy working with them. They will know whether a silence is a reflective one, when it is a time for translation, when it is non-comprehending, or whether it is something else. They will encourage reflective silences by slowing down the pace when necessary, and by introducing structures such as reflective diaries and time for thought in order to develop reflective practice.

2.5 *Conducting a brainstorm*

The facilitator is asked to introduce a brainstorm several times in the workshops. There are strict rules which ensure that a brainstorm is successful.

Brainstorming is a way of generating lots of ideas very quickly. It can act as an ice-breaker, it promotes creative thinking, it helps a group of people to focus their ideas for a discussion, and it can be a useful way of beginning to deal with a seemingly insoluble problem.

The two main principles of brainstorming are:

- ***deferment of judgement***
- ***quantity breeds quality***

Brainstorming is only a process to begin a discussion - a way of collecting ideas. Time must be allowed afterwards for clarification and discussion, particularly when sensitive issues are raised.

How to brainstorm:

1. Make sure that everyone can see what is being written. The best method is to use a flipchart, an overhead projector or a chalkboard.
2. The issue to be brainstormed should be clearly defined. It can be helpful to have the subject of the brainstorm in the form of a title at the top or in the middle of the sheet of flipchart paper.
3. Suggestions should be succinct - words or phrases rather than sentences - but clarification should wait until the end of the session.
4. Ideas should be "off the top of the head" - the more creative and off-key the better.
5. Points should be called out to the scribe as quickly as possible - the writing speed of the scribe is the only speed limit.

6. The scribe should make no attempt to put the suggestions in any form or order - brainstorming should have a random air about it to encourage creative thinking. Re-shaping and ordering come after the brainstorm.
7. Judgement must be suspended. No comments about the ideas or requests for amplification should be made during the brainstorm. No discussion or signs of approval or criticism should be allowed until the brainstorming is exhausted.
8. Speed is important. As soon as it becomes apparent that ideas are drying up, or that the silences are becoming longer, finish the brainstorm.

2.6 *Structuring the programmes*

Although of necessity, the course may be offered residentially in some parts of the Commonwealth, in the UK the courses are rarely planned to take place on three consecutive days. In this module, they are designed in such a way that the facilitator can choose whether to deliver all parts of the course at once, or to break it down into several days and half days with some days spent back at the academy, in between the sessions.

In the UK, while working within one institution, we originally found that one effective way to deliver this course was to plan to begin with one or two full days separated by about one week, and then two (or four) half days, each separated by about one week. In this way, the first, whole-day session set up the workshop ethos, and the following sessions were close enough together to sustain that ethos. Participants felt as though they were attending a course which lasted over four weeks, and which was held together by reflection time, while actually spending only three whole days away from the classroom or the desk. Ultimately, though, we went back to three whole days, separated by a week, but on different weekdays: participants found coping with three absences was easier than making excuses for absence for five, despite the difference in the length of the day. The workshops are thus presented here in three days, but can be changed (as above).

At the end of Section 4, there are some activities which are not programmed into the three full days. These activities can be added to make the programme longer, or they may replace others within the three days. They stand alone, but are fairly specific in their positioning within a longer programme: Working with Difficult People is best introduced after the group has worked together for some time; the Action Planning session is another way of summarising and synthesising the work.

2.7 *Delivering the module*

Although this module can be broken into several different days and half days and even individual sessions, progression is planned into the module design: the sessions build on from each other, and develop reference points for work done afterwards. The tasks and the content are modulated so that some activities are more suitable at the beginning as introductory exercises, while others which require difficult explorations or are emotionally challenging are more suitable for the group of participants when they have developed a trusting ethos. The module pays attention to several different levels of engagement:

individual development, group dynamics, and strategies and theories about women in the academy and about managing higher education. It is designed in such a way that these levels interlink.

Thus while varying the length of each part of the programme, and even choosing some sessions and leaving out other ones, it is important to keep the sessions mainly in the order presented. In this way, the planned progression will be captured.

2.8 *The flyer and the programme*

The Facilitator's Handbook gives guidance about planning and publicising courses. Flyers and programmes provide participants with information and knowledge, and allow them more control over their learning. In a developmental and progressive programme, it is necessary to encourage more partnership between facilitator and participant in the learning process than in a more didactic pedagogy.

To encourage this partnership, the facilitator might follow the following stages:

1. Send out flyers as advertisements several weeks before the programme begins.
2. Just before the course begins, send out a more detailed programme including place and times and some timing for each part of the course/workshop, as a reminder and giving more information,
3. Write a daily set of points to be addressed on the flipchart or the overhead projector or a handout each morning, so that at the end of the day, the facilitator can review and summarise the work by referring to the daily programme.

Section 3: *The Structure of the Module*

The Facilitator's Handbook gives invaluable guidance about running a set of workshops for women in management in higher education. That is the main text to support the work described here. This section is therefore written to address a few issues specific to this module. The issues are all to do with developing an ethos in the workshops which is most conducive to women's professional development and to reflective practice.

3.1 *The layout - setting out the workshops*

On the whole, each workshop is set out in its entirety. Where necessary, handouts are incorporated in the text at the point at which they are used, as well as at the end for ease of copying. A coding system is used to show when an activity is to be written on a flipchart, on an overhead transparency, or on a handout:

* Denotes a handout

** Denotes a task written up on the flipchart before the start of the workshop

*** Denotes an overhead transparency.

The use of these materials depends on the supply of resources and electricity, but wherever possible, the facilitator will need to think about the number of people who have to see the task and outcomes written, and to find ways of varying pedagogical styles.

Each workshop is preceded by the aims and by a set of bulleted notes for the facilitator. The notes explain both the underlying management principles to be explored and the pedagogical issues specific to those explorations.

The tutor/facilitator notes which follow the bulleted points are guidance notes for the facilitator about addressing the participants and they are the actual teaching programme. So, where 'you' is used, it is addressing participants. There are also suggestions for prompt questions to help the facilitator to draw out thoughts and ideas from participants.

3.2 *Developing the workshop culture*

Attention is paid in this module to setting up a 'safe' working culture. The following issues, combined with the guidance in the **Facilitator's Handbook** encourage a respectful, thoughtful, welcoming environment in which participants can explore difficult situations and develop suitable strategies to deal with them.

Names: This may be an obvious point, but a clear and realistic way of making participants feel included is to use their names, spelt carefully and used correctly. The best way to ensure correct spelling and pronunciation is to ask participants to write their name labels themselves, and to write on them the name they wish to be called by during the workshop. Everyone in the workshop will need to say their own names at different times, enough that other people pronounce them properly and remember them. Facilitators have a special responsibility here, both to use names frequently and to use them correctly, while paying attention to different cultural requirements about names.

Beginnings: If the workshop begins on time each session, and if the facilitator keeps to the

published timing, participants will learn to be there for the start of each session. After relevant introductions and icebreakers, each workshop in this module begins with setting up or reviewing the workshop/course agreement, and offers the opportunity to make connections between the previous session and the present one. Usually participants are asked whether they have any points to bring up from the last session, or whether they have made any connections between the programme material and their work.

Icebreakers: The Facilitator's Handbook refers to icebreakers and gives some excellent examples. Three icebreakers are suggested in this module, to be used at different stages in the group dynamics, each of them requiring different levels of disclosure and giving access to different pieces of information about participants.

Course/workshop diary: The format of the diary depends on the availability and cost of paper. Ideally, each participants should be given a specially designed or bought booklet which has at least a page for each morning and each afternoon of the programmes, as well as some pages at the beginning and end for notes and other reflections.

If the booklet is specially designed, several pages with the following writing will be included, or there will be space to answer the questions for the personal reflection (which will be put to the whole group):

- The course aims - however well-informed the facilitator expects the participants to be about the programme, it is advisable to refer to and clarify the course aims near the beginning, so that everybody is there for the same reason!
- Personal reflection - the following three questions are to be answered near the beginning of the programme. They may be written into the diary, written on an OHT, or written on a flipchart. They are to be completed in a reflective silence, and will not be shared 'publicly' afterwards.

What do you hope to gain from this course?

What might stop you from gaining it?

What will help you to achieve it?

There are times during the workshops and programme when participants are invited to note learning points in the diary. Sometimes participants will come to use the diary as their notebook for the whole programme.

Course/workshop agreement: This is a key activity in setting up the culture of the course, but it is sometimes difficult for the facilitator to manage. Even when it arouses difficult feelings and questions, it must be taken seriously and referred to at the beginning of each session. This is another occasion when the facilitator should be comfortable with silences: after the formation of the agreement, when it is in regular use at the beginning of each session, there are often silences. These silences are usually because the participants are reading and reflecting on the agreement; sometimes, they use it as a means of re-focussing back into the workshop after time at work.

It eventually becomes an invaluable platform for talking about some of those difficult-to-address points such as punctuality, listening well, allowing everyone the space they need to give their opinions, and respecting all cultures represented at the workshop. Setting it up and maintaining it involves the following stages:

- i. Participants are introduced to each other and the facilitator. The facilitator reminds the participants of the aims of the programme/course, and describes some of the teaching methods to be used: experiential, reflective, informational, small groups, talking, etc.
- ii. Participants are then asked to complete the questions of the private reflection without showing them to anyone or discussing them with anyone else.
- iii. The facilitator puts the words 'course agreement' in the centre of a page of flipchart paper.
- iv. Participants are reminded that they are experienced workers in higher education, that they have been introduced to the pedagogy they are going to be working with in this programme, and that in answering the questions of the private reflection, they have thought about their own learning needs. Thus, they know about other people's learning, they know about the learning planned for this workshop, and they have just thought about their own learning.
- v. They are then asked to brainstorm 'course agreement', just saying what they need from the rest of the group in order to make their learning most effective during the course. They should call out at the speed the facilitator can write. And the facilitator writes the words around the page. The group may be silent for a while, or there may be discussions: the facilitator must be familiar with the rules for brainstorming and should follow to them.
- vi. When the energy of the brainstorm has died down, the facilitator stops this stage, and asks whether there are any clarifying questions - are there any suggestions which seem unclear, or that require more explanation?
- vii. The facilitator then asks whether there is anything there that anyone cannot agree to. At this point, the facilitator must make sure that 'confidentiality' is on the list, and also something about 'listening carefully to each other'.
- viii. If there is nothing to be disagreed with, and if participants agree for the time being that this agreement is something that they would wish to work towards, it is put up in the front of the room, where it remains for the rest of the workshop and programme. If there is not agreement (and there usually is agreement), the facilitator should negotiate for a form of words that the group can adhere to, in the first place.
- ix. Each day or half day - at the beginning of each part of the programme - the agreement is looked at in silence by the participants. The facilitator asks them if it

worked last time, and if there is anything they would like to add for the present meeting. The paper may become dog-eared and have some crossings out on it, but it is a dynamic, organic document which will probably change and grow as the group culture grows.

Materials and resources: ideally there should be plenty of paper for writing notes, and enough large sheets of paper (flipchart paper, or sugar paper, or brown paper) for participants to display to the rest of the group what they concluded in their small groups. Paper mounted on walls with Blutak or masking tape can be left up while the next set of tasks is addressed, and thus can be referred to.

It is also desirable to have sets of different coloured felt-tip pens, overhead transparencies and pens for those transparencies, and constant access to a photocopier. In several countries, this wish-list is unattainable because of shortage of paper or through unreliable electricity supplies. There are always compromises to be made, but these resources and materials are desirable. The main aim is to allow access to as many ideas and written tasks and suggested frameworks as possible - and especially where participants are working in several languages, tasks and ideas should be expressed several different ways in writing and in speech.

Ideally, the workshop will take place in one large plenary room where participants and facilitators can fit informally, but with tables (not in rows). If the plenary room is very large, small group work may be planned around tables large enough for 6 - 8 participants. If space and finances permit, small rooms and private space, large enough for 6 - 10 people and near the main room, are desirable, as well as a plenary room.

Section 4: Programme of Workshops

The workshops presented here are set out as if for three whole separate days, but they can be broken down into shorter sessions or run as a three-day course. They are set out in the form here to model to facilitators how to plan and deliver beginnings and endings to workshops and to show how they might be connected to previous sessions, even when time has been spent in between 'back at work'. As the morning and afternoon sessions each contain different activities and workshops, it will be easy to break them down into units shorter than whole days, as long as attention is paid to beginnings and endings, and as long as the workshop agreement is referred to at the beginning of each new unit.

The timings written into each workshop are offered as a guideline: facilitators are urged to pay attention to timings, changing them where necessary, but ultimately trying to keep to them in order to complete each activity satisfactorily. Each activity is written in such a way as to complete the learning cycle - if parts are missed out because of mistiming, the learning is not as effective as it could be.

Each day is preceded by the suggested programme, which will also be changed to fit the planned delivery. Start and finish times may be changed to suit local needs.

Workshop One

Aims:

To explore goals, power relations, and responsibilities

To develop a philosophy of management

To explore leadership styles, teambuilding and working in teams

To develop strategies to support women attending and chairing meetings

This workshop and the activities and sessions in it are planned to lay the foundations for the workshops which follow, both in process and content.

- The culture and ethos of the course is carefully nurtured by the facilitator's attention to the process, for example, by the introductions, the icebreaker, the personal reflection and the group agreement.
- The questions about management in higher education, and participants' philosophy and values are asked in order to encourage the articulation of fundamental principles about management and values. When managers have articulated their own philosophy of education and management, they find it easier to make choices about management strategies which are in tune with those values.
- Some basic theory about management and leadership styles is introduced, with enough time to relate the theory to personal experience, practice and beliefs about management.
- Participants are asked to think about team membership and managing teams by

being invited to think about their own experiences, by reflecting on their own ways of being in teams, and by considering the participant group and deciding whether it is a team. They are given some theoretical explanations about the evolution of teams, and they are offered the opportunity to relate that theory to their own professional experiences.

- Participants are encouraged to think carefully about what happens to women in meetings, and to develop strategies to strengthen their voices both when attending meetings and when chairing them.

Programme

Women in Management: a three-day course to develop management skills for women in HE		
<i>Date:</i>	<i>Address:</i>	<i>Tutor:</i>
<i>Day One: Leadership styles and values - the vision thing</i>		
9.30	Introductions	
10.0	Management in Higher Education	
11.10	Coffee	
11.25	Leadership and Leadership Styles in Higher Education	
12.30	Lunch	
1.15	Team Building and Being Part of a Team	
2.30	Tea	
2.40	Meetings	
3.30	Finish	

Tutor/Facilitator notes

Day One: Leadership styles and values - the vision thing

A reminder:

* Denotes a handout

****** Denotes a task or information written up on the flipchart before the start of the workshop

******* Denotes an overhead transparency

The day's title and aims should be written on the programme, in course/workshop diaries, or on a flipchart at the beginning of the day:

**** The Vision Thing: goals, power relations, and responsibilities.**

Developing a philosophy of management, teambuilding, leadership styles; working in teams and attending and chairing meetings

9.30 The facilitator takes the participants through the following set of introductory activities (see Section 3 for more detailed guidance):

Introductions:

The whole group, around the room, takes it in turn to give the following information:

**** or ***** Name
Your professional role
One sentence of introduction

**** or ***** Housekeeping:
For example:
Coffee place and times
Lavatories
The rest of the programme

Ice-breaker: Find someone to talk to whom you haven't really met before: tell each other what you would have been doing if you weren't here now

Explaining the teaching methods: How we work - experiential, reflective, informational, small groups, talking, etc. This is not mainly a course on "How to Manage", or giving tips. Rather it is "What do we mean by management?" and "Why women should want to do it"

Personal reflection in course/workshop diaries (see Section 3 for guidance):

****** What would you like to gain from this course?
What might stop you from gaining it?
What might help you to achieve it?

Set up the course agreement (see Section 3 for guidance)

10.10 Activity 1: Management in Higher Education

Around the room, everyone should answer in turn:

- why did you begin to work in higher education?

Private reflection - in course/workshop diaries:

- do you have a philosophy of higher education, a core set of values - can you articulate it, in private in your diary?

Whole group discussion:

- is there a linkage between your entry into working in HE, and your core values about it?
- and is there a linkage between your philosophy of higher education in general and your ideas about the management of it?

10.30ish About Management:

**** Brainstorm (see section 2.5):**

- Ideally, how would you like to be managed?

10.40 Discussion in threes:

- So, does this brainstorm go any way towards defining management? Draw up a definition of management in higher education and put it on a sheet of flipchart paper - basically a sentence. **10 minutes**

10.50 Whole group - display and discuss:

How does this relate to what you are experiencing in your institutions? How do you respond or relate to the way you are managed? What about you as managers?

11.05 Give participants time to record any notes or thoughts in course diary

11.10 Break

11.25 Activity 2: Leadership Styles

*Here, a relevant session from Sheryl Bond's module should be used. Sessions from **Workshop 3 - Personal Leadership Styles** fit well, or **Workshop 4 - Gaining Access to Senior Administrative Positions**. What is needed here is a practical exercise underpinned by theory about leadership styles so that participants can decide how to link their personal philosophy about management in higher education with the way they actually manage, or may wish to manage, with people.*

*It could also be that **Activity 15: What makes an effective leader** - an additional activity from this module is completed at this stage, although this activity mainly pays attention to the development of managers.*

The activity planned here will last until lunchtime (or for just over an hour).

12.30 Lunch

1.15 Activity 3: Team Building and Being Part of a Team

*Whole group discussion: Beginning to look at teams - how many different teams do people work in? Each participant spends **2 minutes making private lists** in diary.*

Is there a problem for people who are sometimes part of a team and a team leader at other times? What sort of issues may there be?

*With reference to the **Facilitator's Handbook** - having copied the * Honey and Mumford questionnaire from there, give out one for each participant, and the scoring sheet.*

*Give participants the opportunity to complete the questionnaire, and then have some of the **crosses drawn onto flipcharts. If work has been done in small groups before lunch, set up a cross for each group and ask participants to fill in the crosses as a group, using a different colour for each person in the group to plot their scores.*

Prompt questions for the group:

Is this a team?

Did you work as a team in the group work, or have you become a team as a whole group?

What is the significance of the individual scores plotted to make a group profile?

Often, even though individuals have quite different strengths, the group as a whole is balanced.

*Facilitator: take the whole group through the handout * **The Life Cycle of Teams**. Either give them the opportunity to read it alone, or if the facilitator has knowledge and understanding about this area, discuss it with them.*

The Life Cycle of Teams

All teachers and lecturers are aware that their relationships with the classes they teach are different, and that they are more or less difficult to work with at different times in the academic year. There is much writing about group development, because this has been an area of research since the 1930s. Just as experienced teachers come to expect changing relationships with classes as the academic year progresses, so team leaders should be aware of the effects of group dynamics when working with their teams of colleagues. Let us look at a very simple description of the usual life cycle of teams. More rigorous writing on this subject can be found in the works of Bion (1968), Adair (1986) and Jaques (1991).

FORMING: Teams may go through a "honeymoon" period for a short time very early in their lives as a team. At this point, they behave very formally and politely. They are anxious and ask many questions of the team leader and about the task. They seem to be trying to work out the rules necessary to achieve the task.

STORMING: This can be a very uncomfortable time for team leaders *and* team members. This is when conflict and sub-groups emerge, and the authority of the leader is challenged. Opinions polarise and individual team members resist the efforts of the team leader or the group, to gain control. This is an emotional stage where basic values and the achievability of the task are questioned.

NORMING: After the storm comes the quiet. The group begins to work together more agreeably, developing mutual support, reconciling some differences and celebrating others. Co-operation begins in order to work on the task, ground rules are agreed on, and communication of views and feelings develop.

PERFORMING: This can be a very satisfying stage. The group organises itself into a team in order to form an appropriate structure for the task to be completed. There is a general air of progress as team members move flexibly between group rôles. There is a positive

energetic ethos to the team at this stage.

Many educational organisations, because of their academic year, are constantly forming groups which then have to **ADJOURN**. The nature of these organisations demands that learners and teachers end groups and teams as soon as they reach the *performing* stage because the task is done or because the year is over.

Some teams need to go through a **MOURNING** stage before they begin to *form*. This means that they constantly refer back to their previous teams, and show signs of sadness and an inability to accept the need for a new team.

Understanding these stages can make it easier to stay hopeful about the team even when it is at some of the uncomfortable stages in the lives of teams. For example, it might be helpful to remember:

- Even one new member of a team can change the dynamics so that the team feels as though it is a new team, and that it is embarking on the whole life cycle again.
- If the team leader imported a new team member in order to make the team more effective, re-forming the team and going through some of the more uncomfortable stages can have very positive outcomes.
- The storming stage can be almost imperceptible (especially if the team is made of very sophisticated communicators), or it can be very upsetting and full of conflict.
- The aftermath of the storming stage is a very productive stage, and usually a team must go through the storming stage before it becomes effective.
- It is important to lead the team through the storming stage so that it does not stay in that stage unproductively and painfully, for too long.
- If a team seems to be caught in the storming stage, it could be very beneficial to the team to talk about the stages of team life - to look carefully together at the conflict and storming.
- The adjourning stage is easier to cope with if it is acknowledged. Educational organisations are not very good at endings - they usually occur before we are ready for them. An effective team leader can plan ahead for ending celebrations which suitably acknowledge the achievements of the team.

REFERENCES

- Adair, John (1986) *Effective Teambuilding* London: Pan
Bion, W.R. (1961) *Experiences in Groups* London: Tavistock Publications
Jaques, David (1991) *Learning in Groups* London: Kogan Page

Whole group discussion: some suggested questions - how relevant is the section that begins 'Understanding these stages can make it easier to stay hopeful' to your management experience?
How does the whole paper relate to your work and institution?
Are teams important in institutions?

2.30 Get coffee

2.40 Activity 4: Meetings

Are there any specific problems for women with meetings?

Divide the large group into at least two smaller groups ensuring that equal numbers of groups complete a different task:

**** Group one:** draw up some guidelines for those attending meetings.

You have **30 minutes**

**** Group two:** draw up some guidelines for those who have responsibility for chairing or managing meetings.

You have **30 minutes**

3.15 *Whole group: facilitator ask the following questions:*

How do the guidelines compare?

What do they have in common?

How are they different?

What is important about preparing for meetings?

How can women ensure that they have a voice in meetings?

What can we conclude from them about women attending or managing meetings?

*Julie Roberts' research paper **The gender dynamics of decision-making** included in the ancillary material is an excellent piece of background reading to support this work.*

3.25 Reviewing the day - after giving participants the opportunity for two minutes' private reflection in course/workshop diaries about the day's learning, the facilitator may summarise the day, referring to the list of activities written at the beginning of the day, or may ask participants to say what has been of note or particular interest.

3.30 Finish

Workshop Two

Aims:

To explore motivation and delegation as educative strategies

To develop ways of understanding stress

To examine the interface between professional and personal lives

This workshop builds on the knowledge and ethos developed in the previous workshop in order to explore in some depth several of the most educative and empowering management skills which affect a manager's relationship with those they manage. The focus moves from managing self to managing with other people.

- Participants are asked to think about their own motivation and how those they manage are best motivated - a motivation checklist is introduced. Many managers think their own motivation is on a higher plane than those they manage. This activity encourages them to relate their own motivation to that of others for whom they are responsible.
- A group activity helps develop some strategies for the relief of both individual and institutional stress. This is a short activity, because stress management is often run as a discrete management course. The activity itself is fun - a stress relief project in itself - but very practical at a personal level. At institutional level, it is hoped that such issues as institutional culture, shared vision and continuing professional development will emerge.
- After the introduction of a simple theory to explain the balance necessary between individual, task and institutional needs, participants are asked to develop some strategies, by working on case studies, for managing the interface between professional and personal lives. The Venn diagram which sets out the importance of balancing sets of need is an organic diagram: it can be shown that in the short term, different circles may be larger and others smaller (for example, the individual set of need becomes larger if one person is unwell or needs more professional development than others in order to change the way they work; the institutional needs could become paramount if an organisation is going through rapid change). However, it is unwise of a manager to allow one set of needs to unbalance the other two permanently, or for any length of time.
- A group task enables participants to discuss effective delegation. It becomes clear from the completion of this task that delegation is an educative process, not a single activity, and that those who delegate must be aware of and take into account power relationships. Effective delegation demands negotiation, and must not be confused with dumping responsibility onto other people. Depending on the context and on the position of the manager, it may be possible to say that everything can be delegated, apart from accountability and responsibility.

Programme

Women in Management: a three day course to develop management skills for women in HE

Date:

Address:

Tutor:

Day Two: Working with people

9.30 Introducing, reviewing and beginning

10.0 Motivating yourself and others

11.0 Managing stress

11.55 Handling the interface between professional and personal lives

12.30 Lunch

1.30 Handling the interface between professional and personal lives – continued

2.0 Managing Delegation

3.30 Finish

Please bring your course diary with you

Tutor /Facilitator notes

Day Two: Working with people

9.30 Introductions

Ask everyone to say their names, and if necessary, where they work.

Housekeeping

Ice breaker: *Comparing keys - ask people to get up and go to talk about their keys to one other person with whom they did not work closely in the previous session: participants are to take out their keys and tell each other what doors they open. No one will know whether they are telling the truth about the doors to be opened by these keys!*

About two minutes each person in the pair

Remind participants about the workshop aims, by reading them aloud:

- ** To explore motivation and delegation as educative strategies**
- To develop ways of understanding stress**
- To examine the interface between professional and personal lives**

Personal reflection in course/workshop diaries:

- ** What do you hope to gain from this course?**
 - What might stop you from gaining it?
 - What might help you to achieve it?

Look at the group agreement - anything to add, clarify or change?

Recapping and reviewing - any issues that became clear or clearer after the last session?
Any change in practice, or anything to raise?

10.00 Activity 5: Motivating yourself and others

Introductory words by the facilitator: One of the recurrent themes last time linked with the values of leadership was empowering others, and the educative responsibilities of leadership. Today we are going to look in more detail at some educative/empowering strategies for managers when they are working with other people.

In the same space, turning to neighbours, in pairs or threes, make a list of what motivates you, on flipchart paper. 15 minutes

Whole group: display and discuss the lists.

What motivates the people you manage?

Is it the same motivations as for yourselves?

If not, why not?

Many of them are going to be in your position or higher by the end of their careers - what effect does this have on your responsibilities for motivating them?

10.30 Working alone: Look at the * Motivation checklist with a reflective diary . Go through the list of questions/suggestions in the list, and note anything you particularly do not want to forget.

MOTIVATION CHECKLIST

Rate the extent to which you carry out the following approaches in motivating your team:-

**5 = yes; 4 = to a great extent; 3 = to some extent;
2 = very little; 1 = no.**

1. Have you agreed with all your team their main targets and responsibilities, so that you can all recognise achievement?
2. Do you recognise the contribution of each member of the group and encourage other team members to do the same?
3. In the event of success do you acknowledge and build on it?
4. In the event of setbacks, do you identify what did go well, and give constructive guidance for improving future performance?
5. Do you delegate enough? Do you give adequate discretion over decisions and accountability to sub-groups or individuals?
6. Do you show those who work with you that you trust them?...
7. Or do you hedge them around with unnecessary controls?
8. Does your team have adequate opportunity for professional development?
9. Do you encourage all members of the team to develop their capacities to the full?
10. Is the overall performance of each member regularly reviewed in face-to-face discussion?
11. Do you make sufficient time to talk and listen, so that you understand the unique (and changing) profile of needs and wants in each person, so that you are able to work comfortably with them?
12. Do you positively encourage able people to seek promotion either within or outside their present institution?

Whole group discussion: Any comments?

11.00 Activity 6: Managing stress

a. *Facilitator and whole group: ** Brainstorm -What are the symptoms of stress? (May include: weight loss, weight gain, palpitations, excess sweating, lethargy, sleeplessness, bad temper, smoking too much, eating too much).*

b. *Group discussion - the facilitator asks questions, the group answers, and the facilitator synthesises and lists on a flipchart the answers: What causes stress? (answers will include: being knocked "off target", being reactive, losing the vision, not knowing what to do, not having any systems or strategies for proactivity, having to fight your own corner when the power balance doesn't feel equal, always having to be better).*

11.15 c. *Into two or three groups, depending on the size of the whole group, each group with the following task, written on a flipchart:*

****** *On a flipchart, make some suggestions for the relief of stress -*

A) *structurally, within the organisation,*

B) *personal strategies*

11.45 d. *Whole group feedback, and the facilitator summarises this activity and its outcomes. The following ideas are prompt suggestions to be used by the facilitator if necessary in answer to the question about relieving organisational stress:*

Retaining the vision

Developing an ethos of consultation within the Senior Management Team Support,

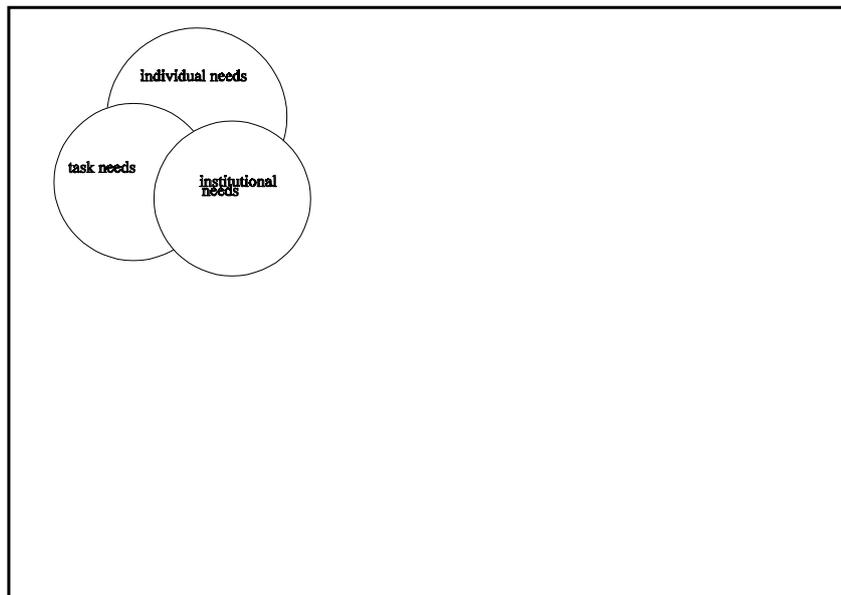
Delegation, and so on.

11.55 Activity 7: Handling the interface between professional and personal lives

Whole group: the facilitator takes five minutes to introduce the following task:

*Having ** flipcharted a Venn diagram (as in the handout) and explained the need to balance individual needs, task needs, institutional needs, split the participants into at least two groups, * at least one group addressing one of these problems:*

Handling the interface between professional and personal lives



Group One:

A colleague for whom you have management responsibility is central to and extremely committed to a very successful course. Your colleague refuses to take study leave and it becomes clear that they are beginning to drink too much/ lose their temper publicly/ drive badly/ lose important paperwork (***this must be contextualised culturally by the facilitator before the workshop begins***).

What do you do?

Group Two:

A colleague for whom you have management responsibility is often late in to work. They stay late each day and they are excellent when on task, but they often have time-consuming crises. The crises are resolved by long conversations both in the office and on the phone.

What do you do?

Be prepared to bring your solutions back to the group after lunch

12.30 Lunch

1.30 Handling the interface between professional and personal lives - continued:

Whole group, reporting back on the outcomes of the group work:

Do the reports have anything in common?

Are there common principles to draw out?

The facilitator should draw out and list the principles on a flipchart. They should include: not blaming, talking and listening to them, helping them to develop their own appropriate solutions.

If there is time, ask participants to make notes in their reflective diary.

2.00 Activity 8: Managing Delegation

Whole group: List the professional management activities you have to do regularly. Then put a mark by those you could (in an ideal world) delegate.

2.05 *In groups of about 5 people:* work through the *Delegation exercise.

It is sometimes useful to suggest that the people in the small groups leave the first question - the definition - until they have completed all the other questions.

Take tea during this time.

Come back at **3.00**

Delegation

In small groups work through the following exercises –

1. Define in one sentence:

a. Instruction	b. Delegation	c. Abdication
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2. What are the positive and negative factors in delegation? (Up to 3)

Positive, for delegators	Positive, for delegates
Negative, for delegators	Negative, for delegates

3. How should you delegate?

a. Before delegating	b. When delegating
----------------------	--------------------

c. During the task	d. After the task
--------------------	-------------------

4. What should or should not be delegated?
(in normal circumstances)

Should	Should not
--------	------------

3.00 *Whole group, the facilitator asks the following question:*
What did you learn about delegation from that exercise?

On a flipchart with suggestions from participants and synthesising the previous discussion: draw up guidelines for effective delegation. The list should include:
careful negotiation,
not delegating only small and unimportant tasks,
keeping some boring jobs yourself,
delegation is a developmental activity,
recognition that it is a process not a single action.

Return to the lists of professional management activities drawn up at the beginning of this activity. Look at those marked as possible (in an ideal world) to delegate: have you changed your mind about what can be delegated?

3.20 Reviewing the day: Reflective diary and feedback on the day

- after giving participants the opportunity for two minutes' private reflection in course/workshop diaries about the day's learning, the facilitator may summarise the day, referring to the list of activities written at the beginning of the day, or may ask participants to say what has been of note or particular interest.

3.30 Finish

Workshop Three

Aims:

To look at organisations and participants' places in them

To explore ethical decision-making processes

To draw up some guidelines for the successful management of conflict

To use case studies to draw out the learning from the whole programme

The previous workshops focussed on self-management and managing with other people. This workshop pays attention to management issues within the whole organisation.

- Participants are encouraged to reflect on the official and unofficial decision-making processes in their organisations by drawing the different power-bases, and then describing them to each other (this activity will need to be planned particularly sensitively if participants all come from the same organisation)
- Issues of micropolitics and ethical decision-making are explored: what attention does an ethical manager pay to the micropolitics of the organisation? Is micropolitical activity a symptom of an organisation where staff voices are not heard through official channels? Are there special issues here for women, who have less access to the micropolitical power bases of organisations?
- Attempts are made to look at the fear many women have about managing conflict: is conflict always negative? All creative activity begins with conflict - conflict is most threatening when the conflict goes unmanaged. Participants are asked to think of ways of managing conflict which allow for the positive aspects while diminishing the negative aspects of conflict.
- A set of case studies are investigated as a way of summarising the learning from the whole set of workshops.

Programme

Women in Management: a three day course to develop management skills for women in HE

Date:

Place:

Time:

Day 3: The organisation and your place in it - decision-making processes and management responsibilities

9.30 Your organisation and your place in it - how decisions are made

10.0 The micropolitics of organisations and decision-making

11.45 Managing conflict

12.30 Lunch

1.15 Management responsibilities - some case studies

2.15 Tea

2.30 Management responsibilities, continued

3.30 Finish

Please bring your course diary with you

Tutor/Facilitator notes

Day Three: The organisation and your place in it - decision-making processes and management responsibilities

9.30 Introductions and Beginnings

Housekeeping

Ice breaker - Ask participants to tell the rest of the group how they came to have their first names. Assure them that no-one needs to know whether they are telling the truth or not! This activity is fun and funny, people disclose only what they wish the rest of the group to know, and it is a highly effective way of reminding each other of participants' names.

The course aims Facilitator to read through the aims to remind participants what this

session includes:

- ** To look at organisations and participants' places in them
- To explore ethical decision-making processes
- To draw up some guidelines for the successful management of conflict
- To use case studies to summarise the learning from the whole programme

Private reflection in course/programme diary:

- ** What do you hope to gain from this course?
What might stop you from gaining it?
What might help you to achieve it?

Look at the **course agreement** - *the facilitator will need to give a special reminder about confidentiality, and to remind participants that this is the last workshop of the course, and so the agreement should ensure that energy is sustained.*

Recapping and reviewing: anything from the last session?

9.50 Activity 9: Understanding Organisations

Introduction to the activity (*written on the flipchart*)

** Individually, make a diagrammatic representation of your organisation (a drawing, a map or a diagram - not a word story – as it may appear in a handbook), especially your part of it, and your place in it. Indicate the gender of the people in power.

In one colour, mark in the official decision-making processes as they might appear in a staff handbook.

Then in another colour, mark in the unofficial processes and power bases.

10.15 *If this work is being done in one institution, make sure that each group consists of people from different parts of the organisation. Divide the whole group into enough small groups that each group member has about 20 minutes each (probably three people in each group:*

Take it in turns (**dividing time equally amongst you**), to talk through your diagram with the others. Ask useful questions, REMEMBERING ABOUT CONFIDENTIALITY, about the formal and informal decision-making processes and power bases, about the gender issues, and about the problems and possibilities of the situations. Be careful with the timing.

Take some time for tea.

Come back to the main room at **11.15**

11.15 Whole group feedback and discussion:

This exercise is really about ethical decision-making. Here are some prompt questions for the facilitator:

Who should have a voice in decision-making in an institution?

How might managers ensure that all members in the organisation have a clear channel of communication?

Should all members of an institution have a say in all decisions?

What about the unofficial routes and power balances? These are the micropolitical decision-making routes.

Who knows and reads them?

Who has access to them?

What do they signify about the healthiness or democracy or transparency of the official routes?

If managers know about them, should they use them or ignore them?

Are there some specific gender issues, and some general pointers to make?

Summary; *either in diaries or in a discussion with the group* - have you learnt anything about managing the micropolitics of an organisation from this activity?

11.45 Activity 10: Managing conflict

Women often find conflict management really difficult - some women cite fear of conflict as a reason for not becoming managers.

1. *Facilitator and whole group:* ** Brainstorm 'conflict'. This usually begins very powerfully with uncomfortable and difficult feelings such as 'fear' and 'danger'. It gradually begins to include more positive points such as 'reconciliation', 'resolution', and 'relief'.

2. *Facilitator and whole group:* Using a red marker for positive and a blue marker for negative (and both when the point is positive and negative), colour code the positive and negative aspects of conflict on the words and ideas written down from the brainstorm.

3. What does this act of colour coding tell us about conflict?

4. *Facilitator and whole group, on the flipchart:* What guidelines can we draw up about managing conflict?

These may include:

focusing on the issues, not the personality;

planning a conversation beforehand;

talking to a third, objective party to work out what is really happening;

talking with the difficult person in the presence of a third, neutral person;

dealing with the conflict, not avoiding it.

12.30 Lunch

1.15 Activity 11: * Case Studies:

The case studies are introduced at this stage to summarise the learning from the programme.

** from the Ancillary material - the handout is in the workshop **Managing with People***

In small groups, each group addressing one of the management problems.

MANAGING WITH PEOPLE

Here are three short examples of management problems that you might meet during your working day. You will be asked to work in small groups, each group addressing a different problem.

You can expect to take one hour to complete this activity.

1. Before you begin to work on the "problem", see whether you can set it in a context similar to your experience. Or, change it slightly so that it becomes realistic and recognisable to you, and so that it reminds you of similar problems you might meet at work. In other words, choose an existing problem, or draw one up that matches the workplace of someone in your group.

2. Then, having agreed on a context and a realistic problem, discuss the problem and agree ways in which you would hope to deal with it - develop some strategies. Note the gender of the people involved. Write up a short list of strategies, to report back to the whole group.

3. Finally, draw out the principles which underpin your solutions and strategies - for example, how might your beliefs about developing the skills of the staff for whom you have responsibility affect your strategies? Is there a gender dimension? Write the principles on a sheet of flipchart paper, and be prepared to report back on them to the whole group.

Group One:

Someone for whom you have management responsibility is not publishing or making successful research bids. What do you do?

Group Two:

A student comes to complain to you about a colleague who is not doing their job properly. What do you do as the person responsible?

Group Three:

A colleague (someone who manages you or someone who is on the same level of management as you) complains to you about another colleague, for whom you have management responsibility. There is an element of truth in the complaint, but it becomes clear that the complainant is the main problem. What do you do?

2.15 Tea

2.30 Feedback from the case studies, and discussion -

The principles for all three examples will probably be the same and will certainly overlap. The discussion, linked with the material from the module, will probably range over the following issues. If it does not, guide the participants by asking them some of the following questions:

- How might gender differences affect these interactions?
- What sort of leadership styles are evident in the principles drawn up - encouraging? empowering? informing? not punishing?
- When you have complaints about a colleague, do you make sure that you hear all versions of the story first? The principles of leadership here are about trusting and expecting the best from those you manage.
- Underpinning all three scenarios are issues of professional development, and mentoring and sponsoring others, especially other women. Did these issues come out clearly in your small group discussions? For example, how might you encourage a colleague to publish and get successful research bids?
- It may take time and support to develop effective and helpful solutions.

3.00 Notes in diary

These ten minutes can be used in several ways:

Participants may be asked to reflect on the last activity, on the three-day programme, or on the whole programme.

They may be asked to take a few minutes to plan their re-entry into their workplace, or to make specific plans to make changes in one aspect of their management practice.

This time could also be used to discuss future networking - how are participants going to keep in touch with each other?

3.10 Ending ceremony

*Appropriate ending ceremonies are very context specific. But closure, and the significance of the work completed are necessary here. **The Facilitator's Handbook** addresses ending ceremonies to some extent. One activity that works well as long as people are comfortable with silences is the circle: facilitator and participants are asked to sit round in a circle without tables, where each person can see everybody else. The facilitator points to the ground in the centre of the circle, and asks participants to tell the group:*

- One thing to leave here
- One thing to take away from the course.

3.20 * Evaluations

***The Facilitator's Handbook** has several suggestions for evaluation forms. It is advisable to ask people to complete them at this stage, while they are still in the group, so that a high return rate is ensured, and another opportunity for reflection on the course is presented.*

3.30 Presentations of certificates and finish.

Additional Activities

Activity 12: * Working with Difficult People

This activity sets up a safe and bounded role-play in which to explore difficult issues and uncomfortable feelings about interpersonal conflict in the workplace.

- Participants bring their own difficult person to talk about in order to find out why they are finding that person difficult and to develop some strategies to work with them more productively
- Role playing their own difficult person often adds new insights and understandings
- Suggestions and strategies from the two other people can be very helpful, especially if they do not know the difficult person and if they do not share the organisational history - their suggestions are more objective and less encrusted with expectations of usual behaviour patterns
- The close attention of two other participants sometimes only confirms that the difficult person really is difficult - many managers find this affirmation comforting
- It is important to allow participants to de-role afterwards so that they do not continue to be their difficult person
- The development of guidelines for working with difficult people is a valuable way of synthesising and concluding this powerful activity.

*This activity, with introduction, group work, whole group feedback and tea or coffee takes about **two and a half hours in all**. It demands careful listening, confidentiality, and all that an effective group agreement will support. It is an activity which should be placed well after the beginning of a programme, when participants are working well together. If it is planned that this activity will stand alone, the session should begin with the programme agreement so that the boundaries are drawn more clearly, and 'safety' is emphasised.*

Each small group needs uninterrupted privacy: a small room without visits from other participants or the facilitator is essential.

The facilitator should encourage everyone to do stage A. in silence, in the whole group before they move into small groups.

Plan time for tea/coffee

Working with Difficult People

A. Write about someone inside or outside your organisation with whom you find it difficult to work. **15 minutes**

B. Work in groups of three, preferably people you have not worked with before. One of the group takes **10 minutes** to describe the personality and the situation to be explored - they set the scene.

C. The person offering the description rôle plays the person described, and one of the other two rôle plays the person trying to resolve the situation. The third member of the group acts as observer and keeps time. **10 minutes**

D. Spend **10 minutes** giving feedback and discussing the rôle play. The observer leads the feedback, but all three members of the group should take part in the discussion.

Repeat the whole exercise three times, so that everyone has experienced all three rôles.

Timekeeping is very important - no matter how absorbing the problem is, try to keep to the times given.

When the whole group comes back together again, the facilitator first helps them de-role:

Just stand up and shake yourselves and say your own name - you are here on a course, you are not your difficult person

then leads them through the following questions, having reminded them that the people and actual situations remain in the group room - only the issues can be discussed outside:

Did you enjoy that activity?

What did you learn from it?

Did you develop any strategies for working with difficult people because of this exploration?

If the answer to the last question is 'yes', the facilitator will gather those strategies together in front of the group on a flipchart.

Finish the whole activity by encouraging participants to take two minutes to write down in their diaries anything they would like to remember from this session.

Activity 13: Balancing the Personal and the Professional

This activity is designed to help participants explore the different parts of their personal and professional lives, in order to see how those parts interact and to decide whether any parts should be developed further, or whether other parts should have less attention.

- The facilitator leads by drawing own buckets and showing which are full, which are empty and which are just right. It is not necessary to disclose any uncomfortable information here: it is a guide to what to do, and those watching will not know how accurate the information displayed is
- The two key actions here are separating demands into different buckets in order to see them more clearly, and understanding that people can decide to pay more or less attention to those demands.
- This activity also allows participants to plan more long term: an overflowing bucket can receive less attention eventually; plans can be made to fill an empty bucket after other demands have been met - delayed gratification?
- This work is private - people see each others' diagrams in pairs, but they should not be displayed in public. The general issues may be drawn out, not the specific, personalised ones.

*This activity takes about **one hour**. A word of warning - some people who are very dissatisfied with their lives find this a very helpful activity - it suggests specific areas to encourage. Others who may be generally unhappy and have not located the cause of this unhappiness may find this activity overpowering. It is essential that this activity is carried out peacefully, calmly, with necessary privacy, and with a vigilant facilitator who is accessible and who listens well.*

The activity is worked on a flipchart:

A. (5 minutes): *The facilitator begins by drawing on a flipchart or an OHT and then explaining own ****Bucket diagram**:*

A set of up to 9 simplified buckets is drawn, spaced out across the page of flipchart paper. Each bucket is labelled, for example: reading, teaching, consultancy, travelling, home, fun, hobbies, reading, theatre, family, friends, etc - a label for each bucket.

The discussion is that this is not a static state of affairs: a bucket which is overflowing can be emptied a little: an empty bucket can be filled... This activity helps participants focus on what needs to change in the balance of their lives, and to think about how it may change - where to put more attention and where to put less.

The facilitator then shows whether the buckets, in turn, are empty, overflowing, just right, full, etc.

B. (5 minutes): individually participants do their own buckets (on a sheet of A4 paper)

**** 3. The rest of the timing is written on a flipchart:**

In pairs, take it in turns of 15 minutes each to talk about managing the balance more comfortably. For example: are the levels in the buckets comfortable already? Can any changes be made? How? When? What support do you need?

30 minutes later: *In the whole group:* reflective journal - anything you wish to put in it?

As a concluding, whole group question - does anyone wish to say anything about this activity?

Activity 14: Making Action Plans for Change - action planning to take learning from the course back to work.

This activity is a strategy to encourage the embedding of the learning from a course into real life back at work while introducing participants to realistic and helpful action planning techniques.

- Participants are offered two different sets of action plans to see which fit their own needs. If they do not get the opportunity to work through at least one of the planning strategies, they will not know how they work and in what way they are helpful
- They use the action planning strategies to make concrete plans for use when back at work - research shows that learning on courses often evaporates as soon as participants return to work. In this way, and with notes in diaries, the planned strategies are more likely to be sustainable
- An important planning strategy is to work with diaries, planning the minutiae of dates and times. In this way, the plans become more realistic, and reminders are already written into diaries.
- The timing is really important here: participants need long enough, alone and together, to focus and reflect on the planning. If they are given too little time, they will not focus enough, if they are given too much time, their attention will wander and the work will not be completed
- Most participants find that working with one other participant to review and refine the plans helps to make the plans realistic and attainable.

*This activity takes about **one and a half hours**. Make sure that the two *Action Planning formats in **the Facilitator's Handbook** are photocopied for each participant. Have the following instructions written on a flipchart in front of the group. They will need to refer to*

them as the time passes.

****1.** Individually, using the two action plan formats:

First, find a space and look back through notes. Make some feasible plans with the action plan templates, and diaries. **30 minutes.**

2. Get together with someone else to spend **15 minutes each** talking about the plans. This time, you may wish to work with a close colleague, or with someone you only meet on this course.

3. Be prepared to come back the main room when you have finished discussing your plans.

The facilitator asks the whole group the following questions:

Was that a helpful activity?

Was it a useful planning strategy?

Have you learnt anything from this activity?

Activity 15: * What Makes an Effective Leader?

This activity, completed as group work, is intended to encourage participants to acknowledge that effective leadership can be developed, as long as potential leaders wish to work on the development of skills and qualities.

- Participants often find it difficult to distinguish between skills and qualities. The facilitator should allow them time to discuss and define the two terms. It seems clear ultimately that although skills and qualities can both be developed, qualities take longer, are more profound, and demand commitment from the participant to change.
- Initially participants may think that they have been given too much time to complete this task - the more time they take, the more significant the outcomes.

*This activity takes a little more than **an hour**, depending on how much time is to be spent on setting the scene and ensuring that the culture is appropriate. Having ensured that the course culture has extended to this session, and that the course agreement is sustained, divide participants into groups of about eight people.*

Having set up the groups and made sure that each group has a page of flipchart paper, some pens and a copy of the * handout, send them into the groups to work on the task for at **least 45 minutes.**

LEADERSHIP STYLES

Record your responses on a flip-chart and be prepared to bring the flip-chart to the whole group.

A. What makes an Effective Woman Leader?

1. What **qualities** do you consider essential for an effective woman leader?

Suggest up to six qualities.

2. What **skills** should an effective woman leader have?

Suggest up to six.

B. Are Effective Women Leaders Born or Made?

3. Can **both** qualities and skills be developed?

4. If qualities **can** be developed, suggest some strategies for developing two of the qualities you have chosen.

5. If skills **can** be acquired, suggest strategies for acquiring two of the skills you have chosen.

Allow yourselves **45 minutes** to complete this task

Make sure that they come back to the main room and display their findings. Ask them:

How did that activity go?

Have you learnt anything from completing it.

And finish with either two minutes reflection in course diaries, or a suitable ending. The comments about the ending ceremony at the end of the third day (page 37) offer guidance here.

Section 5:

Handouts

Workshop One

Activity 3: The Life Cycle of Teams

Workshop Two

Activity 5: Motivation Checklist

Activity 7: Handling the Interface Between Professional and Personal Lives

Activity 8: Delegation

Workshop Three

Activity 11: Managing with People

Additional Activities

Activity 12: Working with Difficult People

Activity 13: Personal Action Plan
Action Plan

Activity 15: Leadership Styles

References

The Life Cycle of Teams

All teachers and lecturers are aware that their relationships with the classes they teach are different, and that they are more or less difficult to work with at different times in the academic year. There is much writing about group development, because this has been an area of research since the 1930s. Just as experienced teachers come to expect changing relationships with classes as the academic year progresses, so team leaders should be aware of the effects of group dynamics when working with their teams of colleagues. Let us look at a very simple description of the usual life cycle of teams. More rigorous writing on this subject can be found in the works of Bion (1968), Adair (1986) and Jaques (1991).

FORMING: Teams may go through a "honeymoon" period for a short time very early in their lives as a team. At this point, they behave very formally and politely. They are anxious and ask many questions of the team leader and about the task. They seem to be trying to work out the rules necessary to achieve the task.

STORMING: This can be a very uncomfortable time for team leaders *and* team members. This is when conflict and sub-groups emerge, and the authority of the leader is challenged. Opinions polarise and individual team members resist the efforts of the team leader or the group, to gain control. This is an emotional stage where basic values and the achievability of the task are questioned.

NORMING: After the storm comes the quiet. The group begins to work together more agreeably, developing mutual support, reconciling some differences and celebrating others. Co-operation begins in order to work on the task, ground rules are agreed on, and communication of views and feelings develop.

PERFORMING: This can be a very satisfying stage. The group organises itself into a team in order to form an appropriate structure for the task to be completed. There is a general air of progress as team members move flexibly between group rôles. There is a positive energetic ethos to the team at this stage.

Many educational organisations, because of their academic year, are constantly forming groups which then have to **ADJOURN**. The nature of these organisations demands that learners and teachers end groups and teams as soon as they reach the *performing* stage because the task is done or because the year is over.

Some teams need to go through a **MOURNING** stage before they begin to *form*. This means that they constantly refer back to their previous teams, and show signs of sadness and an inability to accept the need for a new team.

Understanding these stages can make it easier to stay hopeful about the team even when it is at some of the uncomfortable stages in the lives of teams. For example, it might be helpful to remember:

- Even one new member of a team can change the dynamics so that the team feels as though it is a new team, and that it is embarking on the whole life cycle again.
- If the team leader imported a new team member in order to make the team more effective, re-forming the team and going through some of the more uncomfortable stages can have very positive outcomes.
- The storming stage can be almost imperceptible (especially if the team is made of very sophisticated communicators), or it can be very upsetting and full of conflict.
- The aftermath of the storming stage is a very productive stage, and usually a team must go through the storming stage before it becomes effective.
- It is important to lead the team through the storming stage so that it does not stay in that stage unproductively and painfully, for too long.
- If a team seems to be caught in the storming stage, it could be very beneficial to the team to talk about the stages of team life - to look carefully together at the conflict and storming.
- The adjourning stage is easier to cope with if it is acknowledged. Educational organisations are not very good at endings - they usually occur before we are ready for them. An effective team leader can plan ahead for ending celebrations which suitably acknowledge the achievements of the team.

REFERENCES

Adair, John (1986) *Effective Teambuilding* London: Pan

Bion, W.R. (1961) *Experiences in Groups* London: Tavistock Publications

Jaques, David (1991) *Learning in Groups* London: Kogan Page

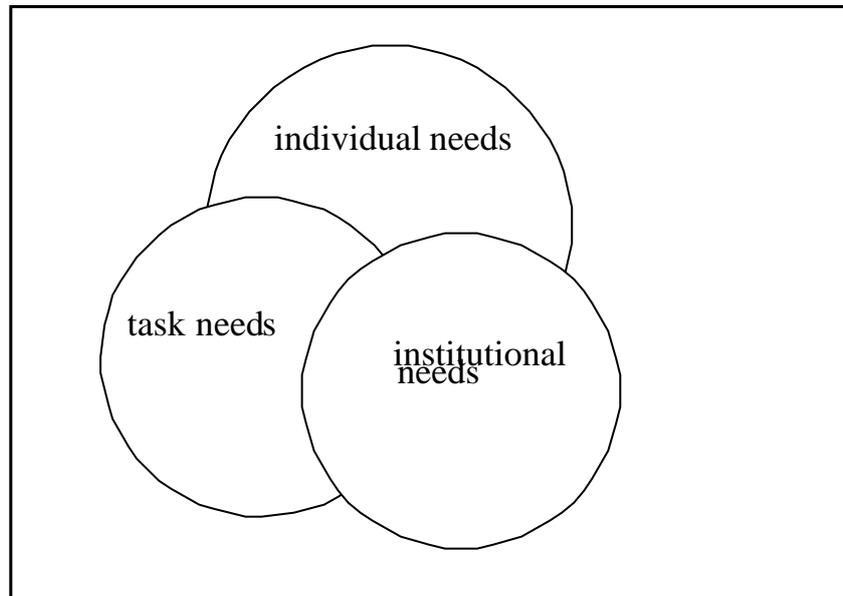
MOTIVATION CHECKLIST

Rate the extent to which you carry out the following approaches in motivating your team:-

**5 = yes; 4 = to a great extent; 3 = to some extent;
2 = very little; 1 = no.**

1. Have you agreed with all your team their main targets and responsibilities, so that you can all recognise achievement?
2. Do you recognise the contribution of each member of the group and encourage other team members to do the same?
3. In the event of success do you acknowledge and build on it?
4. In the event of setbacks, do you identify what did go well, and give constructive guidance for improving future performance?
5. Do you delegate enough? Do you give adequate discretion over decisions and accountability to sub-groups or individuals?
6. Do you show those who work with you that you trust them?...
7. Or do you hedge them around with unnecessary controls?
8. Does your team have adequate opportunity for professional development?
9. Do you encourage all members of the team to develop their capacities to the full?
10. Is the overall performance of each member regularly reviewed in face-to-face discussion?
11. Do you make sufficient time to talk and listen, so that you understand the unique (and changing) profile of needs and wants in each person, so that you are able to work comfortably with them?
12. Do you positively encourage able people to seek promotion either within or outside their present institution?

Handling the interface between professional and personal lives



Group One:

A colleague for whom you have management responsibility is central to and extremely committed to a very successful course. Your colleague refuses to take study leave and it becomes clear that they are beginning to drink too much/lose their temper publicly/drive badly/lose important paperwork (***this must be contextualised culturally by the facilitator before the workshop begins***).

What do you do?

Group Two:

A colleague for whom you have management responsibility is often late in to work. They stay late each day and they are excellent when on task, but they often have time-consuming crises. The crises are resolved by long conversations both in the office and on the phone. What do you do?

Be prepared to bring your solutions back to the whole group

Delegation

In small groups work through the following exercises -

1. Define in one sentence:

Instruction

Delegation

Abdication

2. What are the positive and negative factors in delegation? (Up to 3)

Positive, for delegators	Positive, for delegates
Negative, for delegators	Negative, for delegates

3. How should you delegate?

a. Before delegating	b. When delegating
c. During the task	d. After the task

4. What should or should not be delegated?
(in normal circumstances)

Should	Should not
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MANAGING WITH PEOPLE

Here are three short examples of management problems that you might meet during your working day. You will be asked to work in small groups, each group addressing a different problem.

You can expect this activity to take one hour.

1. Before you begin to work on the "problem", see whether you can set it in a context similar to your experience. Or, change it slightly so that it becomes realistic and recognisable to you, and so that it reminds you of similar problems you might meet at work. In other words, choose an existing problem, or draw one up that matches the workplace of someone in your group.

2. Then, having agreed on a context and a realistic problem, discuss the problem and agree ways in which you would hope to deal with it - develop some strategies. Note the gender of the people involved. Write up a short list of strategies, to report back to the whole group.

3. Finally, draw out the principles which underpin your solutions and strategies - for example, how might your beliefs about developing the skills of the staff for whom you have responsibility affect your strategies? Is there a gender dimension? Write the principles on a sheet of flipchart paper, and be prepared to report back on them to the whole group.

Group One:

Someone for whom you have management responsibility is not publishing or making successful research bids. What do you do?

Group Two:

A student comes to complain to you about a colleague who is not doing their job properly. What do you do, as the person responsible?

Group Three:

A colleague (someone who manages you or someone who is on the same level of management as you) complains to you about another colleague, for whom you have management responsibility. There is an element of truth in the complaint, but it becomes clear that the complainant is the main problem. What do you do?

WORKING WITH DIFFICULT PEOPLE

A. Write about someone inside or outside your organisation with whom you find it difficult to work. **15 minutes**

B. Work in groups of three, preferably people you have not worked with before. One of the group takes **10 minutes** to describe the personality and the situation to be explored - they set the scene.

C. The person offering the description rôle plays the person described, and one of the other two rôle plays the person trying to resolve the situation. The third member of the group acts as observer and keeps time. **10 minutes**

D. Spend **10 minutes** giving feedback and discussing the rôle play. The observer leads the feedback, but all three members of the group should take part in the discussion.

Repeat the whole exercise three times, so that everyone has experienced all three roles.

Timekeeping is very important - no matter how absorbing the problem is, try to keep to the times given.

Personal Action Plan

	Within the next few days	By...	By...
I shall myself			
I will need to talk to:			
I need to get help and/or support from:			

ACTION PLAN

The aim of this is to help clarify and focus ideas for change, and to identify strategies for implementing those changes.

BRAINSTORMING - identify and list what you feel needs to change:

PRIORITISING - list those issues and ideas in order of priority:

PLANNING - action that needs to take place to implement those changes:

Individual action:

Institute/Group action:

Gaining acceptance - identify benefits to be gained if changes were to take place:

Identify anticipated blocks:

Identify pre-implementation preparation needed and strategies to deal with these:

Where you could get support:

Short-term steps required (give time scale):

Long-term steps required (give time-scale):

LEADERSHIP STYLES

Record your responses on a flip-chart and be prepared to bring the flip-chart to the whole group.

A. What makes an Effective Woman Leader?

1. What **qualities** do you consider essential for an effective woman leader?
Suggest up to six qualities.
2. What **skills** should an effective woman leader have?
Suggest up to six.

B. Are Effective Leaders Born or Made?

3. Can **both** qualities and skills be developed?
4. If qualities **can** be developed, suggest some strategies for developing two of the qualities you have chosen.
5. If skills **can** be acquired, suggest strategies for acquiring two of the skills you have chosen.

Allow yourselves **45 minutes** to complete this task.

References:

Adair, John (1986) ***Effective Teambuilding*** London: Pan

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