Senior University Leadership of Academics

Extract from: Powell, J. and Clark, A. (publication date Jan 2012) Leadership for Improved Academic Enterprise[1] *or University Reach-out as it is more traditionally known London: Leadership Foundation for Higher Education*

Summary

This think-piece is a contribution to debate on how to improve leadership, governance and management of university out-reach in British Universities. It addresses the development of best practice with respect to Reach-out to business, industry, civil and voluntary services and the community, or, to use an umbrella term, Academic Enterprise. It draws on empirical data from interviews with sixty university leaders and academic entrepreneurs undertaken between 2009 and 2011 and presents examples of good practice in Academic Enterprise leadership.

'Since the 1940 there has been an enormous outpouring of writing on leadership. Yet, there is little consensus on what counts as good leadership'. All agree that 'effective leadership' is vital for organisational performance' (Collinson and Grint, 2005) and this includes the leadership of Academic Enterprise. The research reported here begins to address this lacuna.

Successful leaders of Academic Enterprise are confident, passionate and focused on what they see to be high value issues for business and the community. They are characterized by intrinsic motivation to find and implement solutions that lead to real impact, but are often poorly rewarded by universities for their efforts. The paper offers a series of recommendations on how universities can do more to motivate an even higher quality and level of Academic

[1] The words 'Reach-Out', 'Outreach' and 'Academic Enterprise' are used interchangeably in this paper to represent what is called, in Britain, the 'Third Stream' of a University Mission. You will realise from the text that we see this as an equal 'First Mission' for Universities and not a lower level activity. For us it represents a rich form of relationship between Universities and their external partners from business, industry, the civil and voluntary services and the community. We prefer the term Academic Enterprise as the key term for this activity because it suggests universities becoming more enterprising in their ways of Reaching-Out/Outreach, where knowledge sharing between all parties in any partnership is virtuous, so Academic Enterprise is the main one used this through the text, but Reach-out & Outreach are also used in the writing for variety and to add colour,

Enterprise, including the role of senior academic leaders and University Councils. Universities need key *leadership* from those academic entrepreneurs on their staff who express interest in University Reach-Out.

THE CURRENT STATE OF ACADEMIC ENTERPRISE

A recent report by the EU Committee on the Regions (CoR - 22nd May 2011) outlines the 'need for renewal of societal and industrial structure and processes…..Old practices and structures are not enough to achieve the goals EU political leaders have in their minds for improving welfare and quality of life of its citizens'. This Committee goes on to say 'it is time to re-invent the future for Europe, but the gap between latest research knowledge and real life practice is huge'. Markku Markkula, advisor to CoR and actively involved in leading university led societal innovation at Aalto University, believes 'cities and regions must become real implementation fields for the EU's strategy, creating platforms for change where universities, public bodies and those from private and third sectors must operate together in a new and creative mood. In the UK, the Coalition government similarly believes university Reach-out can play its part in the global knowledge economy. Universities themselves must also recognise how their work can be turned into sustainable products and processes which are demanded by society, creating not simply wealth, but also positive improvement for all.

In spite of significant recent pressure and financial support from government and the Higher Education Funding Council for England, Reach-out has failed to become the third major stream, equal to teaching and research, of university missions in terms of importance, recognition, size and status. Moreover, while almost all universities now claim they are Reaching-Out to their local partners with effect, rarely does this rhetoric translate through implementation into real 'impact' (Powell, 2011).

As a key Innovation and Productivity Report (Abrue et al., 2009) reveals, the objectives of industry and academia are still often distinctly different. Abrue et al further argue: '…what industry *and the community* want from academia are 'ideas and talent, rather than a cheap way of outsourcing R&D activities'; academics, on the other hand, still tend to pursue objectives from their own discipline with their studies 'underpinned by research-oriented rationales, rather than by the desire to commercialise technology', thus creating impact or developing improvements in the real world. In attempting to form better relationships with

external partners, universities are beginning to engage in a diversity of ways. The activities reported here look to understand those universities, and more specifically their Academic Enterprise leaders, who may have begun to get it right.

Method

The report is based on a series of studies of the leadership, governance and management skills of those academics identified by their peers to be good leaders and effective academic entrepreneurs (Powell, 2011a). It draws mainly on semi-structured interviews with sixty 'successful leaders' of Academic Enterprise (Vice Chancellors/Presidents, Pro Vice Chancellors, Deans, Directors of Innovation and Reach-out, and Academic Enterprise project leaders – details shown in the Appendix – their comments adding support to the arguments, and colour to the paper, are shown in italics throughout the paper) and their support staff; they were nominated by other academics as being particularly successful in Academic Enterprise and its leadership. The Appendix also outlines in more detail the spread of countries, institution types and roles performed by those interviewed with the relevant abbreviations of their roles shown in brackets after their relevant interventions). The interviews addressed issues of: leadership style and practice, including experience of good and bad leadership; the influences and relationships with others in their lives and creative teams are explored; and the barriers and challenges for good leadership – with practical examples of how these have been overcome.

In this piece we offer an overview of selected findings. Those interested in a more detailed discussion are directed to Hall, Powell and Clark (2011).

WHAT ENABLES GOOD LEADERSHIP IN RELATION TO ACADEMIC ENTERPRISE?

Academic Enterprise leaders are ambitious and passionate about developing real impact for their chosen interest; they have often worked out a clear and underlying strategy for delivering improvements in the 'real world' and demonstrate an ambition to contribute something tangible from their work as academics. They are particularly sensitive to contextual and socio-political issues; recognise the importance of relationships with others, including external partners,

colleagues in their own institution, and the teams they work within; draw upon their own experiences; and are driven by underlying values and beliefs that encourage them to seek out collaboration with the wider community.

THE IMPORTANCE OF AMBITION AND AUTONOMY

Our study shows successful Academic Enterprise leaders are driven by a strong sense of *intrinsic motivation;* as one Director of Enterprise put it, *'it's intriguing leading academics through change…helping empower them on a day-to-day basis... It's also extremely fulfilling to my team, and I….I get a real buzz from it' (DAE)*. These are academics who want to do – and lead – Outreach. Those we interviewed have had to take risks, including risks with their careers, to achieve what they have in Outreach. Rarely, to date, have universities provided necessary motivation to make this area a career focus – *'we recognize the needs for a Reward's scheme to reinforce progress and are developing criteria centrally for this…but it is difficult' (AS)*. Typically, Academic Enterprise has not been forced upon them through university mission statements or even individual career ambition. Rather, they have a desire to add 'real meaning' to how they help people better their own lives, particularly in the way they experience and engage with external partners in order to enable them to flourish; they also often want to maintain a strong ethos that their university has an important role to play in shaping how the world is and could be or become; '*I recognize what universities can offer to the local context and then facilitate this happening with effect'* (DAE). Providing, or 'growing', intrinsic motivation is a difficult task for universities to achieve for Academic Enterprise, so it is important for senior academic managers to recognize where this occurs in their own academics, and to support and build on it where it occurs – *'the VC encouraged me to be proactive in enterprise and to become a leader in my own right… she's a sort of informal coach' (AS).* Furthermore, simply telling academics to 'do Outreach' is **not** sufficient to enable effective Outreach: they need to want to do it themselves and the University must therefore recognise those who want, and can do, Academic Enterprise and empower them to do so.

Leaders talked of their passion about their chosen area of Academic Enterprise, their leadership of it, and their determination to achieve something 'real'; *'I know what I am doing and trying to achieve and am in no sense afraid of change… in fact I thrive on its …and know what needs to be done'* (DAE). This includes ideological commitments gained through life experience: '*passion for fair play and helping others from my early heritage when living in a*

council house on the wrong side of town' (PH, 2010); '*I'd always been bothered by social issues and the things happening to communities…. I needed to do something about it* (AEPL); *as a working class boy in the war I got the opportunity to get out… I believe in the power of collective action and how it can achieve remarkable things'* (VC). Displaying or actualizing this passion need not be some grandiose objective or large in scale, and many of leaders related stories of small-scale, seemingly mundane and quite localized projects, or activities, that were particularly influential in driving their current activities and decision-making. Clearly, thinking and acting at a small-scale is not necessarily seen as a bad way to conduct Academic Enterprise.

Academic Enterprise leaders succeed because, in their terms, they are 'left to get on with things'; *I am left to get on with Outreach, encouraging good ideas of others and protecting my team* (Dean). Of course, they are not literally left alone, and they increasingly have to account for their actions by their University and society. Rather, the views they express simply implies their need for autonomy – including being able to pursue their own personal vision, getting on with activities that they believe will yield success, and being able to access or identify unusual pockets of funding which others may consider inaccessible. As in other academic activities (Benneworth, 2011), key motivators are freedom and autonomy to pursue the development of their chosen area of activity in their own way as they strive for the highest excellence and supreme stewardship; *'the university allows me to develop effective programmes which reflect aboriginal needs in my own way and am also building up financial independence of the project and its processes for the future'* (AEPL). However, there was also a sense that much Outreach activity is allowed to take place 'under the radar' and so long as it "does not get too big". In this sense, there are clear links here to the importance of the success of small scale projects with clear outcomes as providing intrinsic motivation to successful leaders; *'I am allowed to develop the programme because its small in scale and doesn't cut across anyone'* (AEPL). However, within engaged universities, senior staff attempt to raise the game of their staff with respect to Reach-out; *'I act with honesty and empathise with staff… inclusiveness and collaboration through listening… and staff really listen to me because they know I take them seriously'* (VC). Leaders at 'lower-tier' university institutions, in particular, considered themselves as caught between wanting to follow their desires, while recognising that they do so only in so far as they can contribute to wider good university publicity/rhetoric.

Perhaps because Academic Enterprise leaders are driven by personal motivation, and are seen to be so by their superiors, extrinsic rewards and incentives may be seen to be unnecessary, or at least of limited demand; *'it has taken me a long time to get on in academe*

as someone interested in Reach-out… whereas in industry you grow your talent, incentivize it and promote it ….. universities don't seem to do that' (AEPL). Furthermore, there may also be a sense that not all institutions are in a position to be able to reward Outreach, though where this idea comes from, is unclear and we are still exploring it as an issue. Nonetheless, there is a perception among some senior university leaders that it will take a long time before universities realize the importance of Outreach or for others that it is less important than other university activities. Furthermore, Outreach must not just be seen as being about economic developments or adding to the bottom line (for example with regard to opportunity for patents, profiteering or gaining research monies), but should be about the importance of making Academic Enterprise a 'noble academic art' which ensures an active, real and sustainable difference; *'it's becoming a very good reputational benefit, helping make the university internationally renowned, and providing credible evidence of social impact'* (PVC). Senior leaders who are getting on with it, have recognised their own role in being part of the 'rhetoric' of university mission statements regarding Outreach and its importance to the university: *'I am building an alternative set of values around the talented in the University and basing the future on what is actually happening here… I enable and celebrate success…. creating a new reputation* (VC). The best leaders have learned to articulate the full nature of their Academic Enterprise. Where financial impact can be assessed, it is used; where the impact is for social or public good then short sharp case studies have been used to articulate success, and its full impact is broadcast locally, regionally and nationally. The Leadership Foundation would do well to strengthen leadership capability to enable the development of relevant performance indicators for this area, not only in senior staff, but in all academic leaders, coaching them to articulate such a mission and its implementation/impact more thoroughly and coherently.

Finally most leaders interviewed recognized the personal context within which their leadership has developed. They had typically sought out opportunities where others had not be looking; *It's about understanding the culture… it's not about authority and power, but acting as a 'channel of authority'…. it's about trust and enabling people… it's about becoming a servant leader'* (VC); *'understanding the context well and then developing actions to the right* goals' (DAE). They recognise Outreach as a different type of academic activity – not about 'looking', 'seeing' and 'writing', but 'looking', 'seeing' and 'doing' something.

THE IMPORTANCE OF CONTEXT

Institutional Values: Successful Academic Enterprise leaders see themselves as following an 'alternative' path to the 'conventional academic role/career'. Those interviewed discussed an inability to gain rewards through publishing and research; indeed most of them so far promoted had done so through traditional routes. This is compensated for (to a degree) by their own motivation; *'I got the leadership bug at the youth club I managed, where I helped shape exciting programmes for about 60 young people'* (AS). However, while it may be difficult to promote 'passion' and ambition among those who have little interest in Outreach, it is possible for those senior in Higher Education Institutions to *de-motivate* those with only a fledgling passion. If it is perceived that Academic Enterprise is less-important than, say, teaching or research, academics may turn away from the activity, preferring to go for promotion following more 'conventional' career routes. Given that project Reach-out leaders cannot normally determine institutional values and mission, value and leadership capabilities of Academic Enterprise leaders has to be recognised somewhere else at higher levels in the University.

Financial Resources: Leaders, by and large, stressed financial difficulties, caused by a lack of readily available funding to pursue Outreach, as a real barrier to progress. This is despite attempts (e.g. by HEFCE) to offer at least pump priming financial support to universities. The limited financial rewards made available internally in Universities were often insufficient to promote a greater uptake in Academic Enterprise. However, those interviewed also discussed their own success as resulting from their ability to find money, where others have not necessarily thought to look: '*finding the resources to make the enterprise work just became one of the challenges, but increasingly a very important one'* (AEPL); *'leaders take on the pain and marshal the resources to actually get to our required destination'* (PVC). Successful leaders see funding as just another challenge, and not a barrier to progress, and many had worked with senior colleagues earlier in their careers to develop the skills necessary to acquire continuous funding; this is rather than them being reliant on the system to provide the necessary resources. It is therefore important to coach junior Academic Enterprise leaders in the processes of funding acquisition to enable their successful future developments.

The Environment: There is a need to develop supportive contexts where academics feel they are able to do Outreach well: a place where enterprising academics feel comfortable to innovate with external partners; and where those with a passion can feel they can develop their skills: *I tried to create the right environment and focus where young staff and students*

could explore exciting futures (DAE); *'the Innovation Forum is a place where local people come together with University colleagues to discuss potential projects in a supportive environment, and it really works'* (PVC). This includes, not only creating supportive institutional environments, but also recognising the importance of face-to-face contact within, and beyond, the university through what might be termed 'facing up to' or 'facing outwards' leadership: *"My staff and I meet with civic and business groups and societies to work out the best interactions with the university….I find an action learning approach encourages the best collaboration for mutual benefit"* (Dean). Providing spaces for dialogue, both within and beyond the institutions is one way that universities can facilitate the 'right' contexts for successful Out-reach.

Relationships with others: The leaders we talked to felt they had been fortunate to have been promoted to their current positions because they had been nurtured, mentored and supported. They found themselves in (or placed themselves in) social and inter-relational contexts where they felt rewarded. This may also be why so many we talked to were purposefully creating similarly 'rewarding' social contexts and relationships – if they could – in their own institutions, with their own projects: *'the Change Academy gave eight of us the confidence to develop an enterprise vision, strategy together, to build up the collaborative relationships between us and it also gave us a game plan for the future which worked because it came from the "body of the kirk", who also felt involved in the decision making'* (AS). There is a clear need for good interpersonal leadership: Good leaders also need to feel supported and recognised by others, not simply through 'reward', but also endorsement, encouragement, access to resources, and active support from superiors.

THE IMPORTANCE OF INTER-PERSONAL RELATIONSHIPS

Leaders rarely achieve success by acting alone. Those we spoke to recognise this and highlighted the importance of working in good teams with the support of senior academics project leaders, their Heads of School/Department and Deans; '*it's about developing a collective and collaborative vision for the future… and then working with highly committed people to embed enterprise across the University'* (AS). The problems and obstacles they have dealt with are complex, fluid and normally go beyond any institutionalised barriers or university mission statements; *'I recognise people are set in their ways, so cultural change is needed... and to encourage staff to take part in new enterprise developments* (AS). Those we

spoke to preferred to work with those whom they had built trusted and sharing relationships, often developed through open, and honest, conversations: *'I try to build up trusted relationships by being approachable, listening and acting as an ambassador'* (AS).

Successful leaders are social beings, and have been influenced by, just as they are influential to, those around them. They have an empathy with the teams they lead, are open to new ideas in discussion and are also extremely committed to finding good solutions through collaborative co-creation. They pose a skills-set developed through experience which enables them to cope with different and difficult contexts: '*on an educational working trip to Nigeria, early in my career, I learned about different cultures and ways of engaging which total changed my life, directing me towards adult education'* (Dean); *'I ran a demo well, after reading "Catcher in the Rye" and I saw how powerful collective action could become'* (AS); *I witnessed community protests against the university and it made me think how I could help the community, especially the poorer do things for themselves'* (JG, 2009)). These 'life chances', 'cross roads' and 'turning points', contributed to the development of broader philosophy of, for example, 'needing to make a difference', or providing confidence to lead others. Consequently, success in Academic Enterprise is not simply a matter of 'luck', but is also about the leader recognizing the contexts supporting any such development – including their histories and relationships with other individuals and other institutions*; I have the rather naïve belief and trust that people working together can achieve anything* (VC).

BECOMING SUCCESSFUL ACADEMIC ENTERPRISE LEADERS

The previous section indicated the necessary condition for academic entrepreneurs to become successful leaders, but there are some extra qualities which particularly relate to the characteristics of our exemplary Academic Enterprise Leaders. These include:

Authorise, not Authority: Successful leaders recognize that people, not money, are key to improved performance in coordinated and collaborative Academic Enterprise. This comes from an ability to listen and authorizing, not being the authority over people, or demonstrating what some termed "leading from the back of the room". Leadership is about becoming a 'servant leader' and the 'channel of authority'; *I am in continuous discussion with the boss forming a developing relationship with him…. It's a true partnership of knowledge sharing and shared action because we trust each other* (DAE)

Autonomy: Successful leaders strive to enable their academic staff to have the freedom and autonomy they desire to achieve for themselves, often as they were given themselves early in their careers, and still are, now trusted with the autonomy to work, relatively undisturbed. Trust is a key terms used by all interviewed in this respect. Some leaders actively 'coached' their own staff, and assembled teams that, they considered, worked well within the social contexts they were part of. In this way, successful leaders reproduce the social contexts known to work in the past. In creating this interpersonal context, they actively seek out like-minded people, affirming their identities as particular kinds of academics with particular kinds of leadership styles. They had themselves been coached and supported by successful leaders and this has encouraged them, thus far, to act similarly.

Identity: Successful leaders are self-starters, self-enablers and act consciously and repeatedly in pursuit of their values. They are keen to act as role-models to give confidence to others; *"I began to realize I could make real changes for myself in outreach for academe"* (AEPL). While, of course, they are driven and ambitious, they nonetheless present themselves as apparently 'humble' rather than 'in your face' leaders, perhaps because of the amount of import they place on the social relationships they nurture. They do not see leadership as a personality cult, but about empowering and encouraging others. In this, the leaders draw on personal anecdote and experiences; chance meetings with others who they draw on, not as inspiration, but as points that change the future. They also regularly encourage new opportunities for this "serendipity" to occur for themselves and, more importantly, for those they lead.

Vision and Values: Leaders have strong and clear values and visions that they understand and articulate well to others. They recognise they can't do the kinds of complex future developments alone. Their values appear deeply set and based on experience hard won over time. They recognise the need for collaboration to achieve goals, know how to relate their vision to others, and recognise the importance of respect, and humour, when working with their teams.

LEADING AND SUPPORTING ACADEMIC ENTERPRISE LEADERS

Successful out-reach leadership is not just about learning how to 'lead properly', and, its leadership is not just about paying for, hosting, or sending people on leadership courses.

Rather, it's about potential leaders learning how to articulate their passion and focus, and how to 'walk the talk' with their fellow creatives; but they are the one with a clear vision. To be successful in Outreach demands the confidence to innovate and try the new, developing a 'strength of character' which enables them to cope with uncertainty and complexity. Successful leaders have had to develop and articulate their passion, they also need to be supported. Here, we recognize the importance of VCs and other senior university leaders in authorizing enterprising developments. Through active encouragement, along with the development necessary rewards and promotion recognising success, they can empower staff who do, or want to, work with external partners. Senior leaders need to recognise those of their staff with a passion and capability of working with all external communities and match 'horses for courses' with the right people in the right relationships.

Lay members of University Councils can support VCs in such endeavours. One former Chair of a university Council suggested '*we need VCs, PVCs, other senior university leaders and lay members of university Councils to support Academic Enterprise. They all could work together to make staff aware of the importance of innovative and engaged Academic Enterprise, that they want strong leadership in this area, and then be prepared to coaching for better practices in Outreach'* (CoC). Given university Councils are frequently drawn from business or the local community, and have 'first-hand' knowledge and years of practical experience in it, they can help reinforce the role of Academic Enterprise in the community. They are often the guardians of the external world for the university, and can position it in an appropriate local perspective. Consequently, they could act as champions and mediators for Academic Enterprise staff and act as drivers for more relevant Outreach by facilitating better conversation between university academics and external partners. University Councils could also develop trust in those academics who demonstrate a passion for Outreach more (and reward them appropriately). In short they are well placed to support the university in this area, especially at a time when senior university managers have so much else to do. However, *'such support will only work if it is done with support from senior academic leaders and in harmony with the university mission otherwise it won't work'* (CoC). To undertake such an enhanced role, University Councils would themselves need to become more fully representative of their local communities, especially those who could benefit from Academic Enterprise offered by the University and thus do more than represent the university, but also play effective roles in promoting, or hosting, conversations between universities and their communities. Successful leaders who have already worked with such 'lay members' indicate they can become a major force for change, but councils will need help and guidance to do this sensitively and usefully. Lay Member of Council should be careful how they develop this relationship and try not simply

tell academics how to do a better job for such an interaction is not trivial and could be counter-productive if handled inappropriately; rather they should get into a 'mutual coaching' position with university colleagues, virtuously knowledge share with them, and learn from each other how to develop more appropriate ways of working. The Leadership Foundation could provide such coaching and help lay members properly mediate between universities, academics and their communities, enterprise, and businesses.

WHAT WORKS: LEARNING FROM EXPERIENCE

In the earlier sections we focused on strategic and policy issues surrounding the empowerment of the leaders of Academic Enterprise. Here discussion is centred on tactical and governance of the creative leadership of Academic Enterprise teams. So the following shows some practical things that can be done, or should be avoided, to ensure leadership success for university Reach-out, supported by indicative views expressed in the interviews.

What Works 1 - Effective and Meaningful Communications	
Successful leaders: ○ Recognise the need for simple, clear, consistent and compelling communications to all in their creative teams, their university leaders and external partners; ○ Such communications need to be continuous, reinforce vision and goals, and show how outcomes are being achieved; ○ They co-opt people from outside the university who give new, relevant and imaginative ideas to a creative team based on real world experience.	○ *"The person who does not have a position of authority conferred on them but yet manages to lead others is someone who is able to articulate a set of objectives for a group, goals of some sort, to assist that group, feel that they are actually working together around those objectives and to be able to tell the story to others about how important those objectives are" (AEPL)* ○ *[Leadership] is being part of something, rather than actually standing out in front… having a sense of vision of the future [but] knowing what you are taking with you from the past" (AEPL)* ○ *"it's about making sure direction is achieved, and that's about sometimes having enough energy and driving things on, and at other times it's about being clear and certain and making key decisions." (AS)* ○ *"Leadership is about inspiring, supporting, encouraging. It's about setting directions and giving people a clear sense of what kinds of outcomes you want for the organization and then to deliver them and then provide them with the resources to work out how to deliver them" (PVC)* ○ *"[it's] very much about the strength of the arguments we can put the capacity to[wards] to engage people in discussion and debate" (PVC)* ○ *"if you empower people and if you give them reasonably explicit set of instructions, it's amazing what the power of creativity can come up with" (Dean)* ○ *"get out and talk to people because then you'll realize how you're perceived and it will probably challenge your expectations quite strongly" (Dean)* ○ *"Outcomes for me are the most fruitful way to nail down both a sense of vision but also a basis for checking on how you're going" (PVC)*

What Works 2 – Feedback	
Successful leaders: ○ Provide particular and direct advice & especially constructive feedback to team members; ○ Recognise staff need to be acknowledged for what they do, ideally in terms of rewards at a non "hygiene" level; ○ Deal with positive and negative feedback of success and failure quickly and effectively ○ Explain problems, issues and challenges directly, early and constructively;	○ *'My leader does hear grievances and issues, [but] she would never hear a grievance against any of her key managers because in that group you never talk personal" (AEPL)* ○ *"We are very blessed, we have a terrific support staff here who wish to do whatever it takes to allow us to make a difference" (Dean)* ○ *"The thing with promotion would be it would mean you are in a position then to encourage people far more strongly, to say 'look, I achieved it, you could achieve it as well'… If you're looking at enterprising leadership that would be the thing that would make that far easier to achieve" (Dean)* ○ *"My feedback to people is fairly direct and this helps me develop strategy with them" (AS)*

What Works 3 - Conversation & Knowledge Sharing	
Successful leaders: ○ Engage in deep conversations with their teams, clients, bosses and all external partners to build up developing relationships and shared understandings ○ Be adept at direct and selective 1-1 communication; ○ Resist the conservatism of any status quo that favours more traditional activities ○ Conversation forms a regular and significant part of each working day and they continuously strive so share knowledge virtuously	○ *'It's actually being part of the conversation, you have to be there and you have to be in the group… The most powerful thing people do is actually take what they think is the most appropriate action around that broad goal and the best way of getting that is [to get] everybody that you can in that conversation" (AEPL)* ○ *"Don't have big open forums and ask for critique but actually go and see critique on a one-to-one or small group basis which takes it outside the public realm, and then allows you to recognize what those things mean… and then to not necessarily act upon it immediately or even at all but to take it from a variety of perspectives" (AEPL)* ○ *"There is a very deep challenging role to getting academics to orientate themselves away from their day to day work with their books and their students and get them to think about and understand what's happening in a particular industry" (Dean)* ○ *"I do have this running joke about all I do is shake hands and have lunch with people. But when you speak to people you start to understand their motivations far better than if you sit in your office and think what I'm doing is great therefore everyone else must think it's great as well" (Dean)*

What Work 4 - Environment, Events, Situations and Circumstances	
Successful leaders: ○ Recognise the influence of key events, situations, books and people, but they also recognise they must be continuously open to all relevant other personal influences; ○ Recognise from 'action' experience what environments, events, situations and circumstances work and are continuously learning from their actions and what they learn; ○ Have the confidence to do something different to make themselves work better; ○ Recognise that institutional change is socio-cultural and geo-political; ○ Such change therefore takes time to enact, so they have to be patient, but persistent and compelling.	○ *'I have an understated ambitious lifting of expectations… and I don't think there's a threat in it, but it's the logic and the culture… and if we have to change things… then we change them" (AS)* ○ *"some of the processes are very slow here… they are too slow for a modern university… incredible bureaucratic and I don't think we have the time for that" (AS)* ○ *"we did a lot of work trying to understand the nature of the relationships we wanted to construct, the mechanisms through which they might be developed, and what we would need to be doing to actually make it happen" (Dean)* ○ *"There are a number of individual organisations with which we have special relationships" (Dean)* ○ *"If you're working with a large government department, you don't necessarily go right to the top of the department… but you look for the most senior key [person] because then you can rely on their endorsement and legitimacy right down through their organisation. So that notion of leverage… that you're going to get the greatest range of opportunities for investment in time, energy, perhaps resources" (Dean)* ○ *"The staff are increasing in confidence but there is s till a general belief that thing that gets you promoted is [research] journals in [top] journals. So there's a disconnect in communications somewhere along the liner and I don't think there are trailblazers in place yet to demonstrate it. I can certainly speak very clearly about the enterprise mission, and being a in a business school there's a lot of people who have done a lot of that for a long time with little recognition for it. They're understandably cynical about whether things are going to change but it's getting better… changing institutional strategy is a long term thing*, you don't switch it on overnight" (Dean)

What Work 5 – Performance	
Successful leaders: ○ Value action, over rhetoric; however they recognise there is nothing as practical as a 'good theory'; ○ Do not expect their teams to perform at the highest level, unless they show they do so themselves – so they must be seen to enact good practice; ○ Repeat and emphasise the values driving Academic Enterprise project to reinforce its continuous development and systemic improvement; ○ Learn quickly and easily what works and what doesn't, and engender best practice and remove that which does not help co-creation by the staff they lead; ○ Be reflexive of their own motivation and the systems within which they work, both within in the university and the very different contexts of their external partners.	○ *"until… you start delivering with others the ability to achieve, or at least be seen to be moving towards achieving [your] goals then your leadership becomes somewhat marginal" (MG, p5)* ○ *"I try to be exemplary in what I do so that in my own activities I try and show people what's possible by taking risks, by working closely with others co-operatively, by not being competitive, by being generous and giving away" (AEPL)* ○ *"The other thing I bring is a remarkable and dogmatic persistence" (AEPL)* ○ *"Engagement… [is not about] abstract reciprocity, it's an older style of reciprocity where you know what you're doing and you know that you're engaging with people you would expect a return. But the return is not counted, it's social, based upon whether we have the capacity to work together or not" (AEPL)* ○ *"It's not so much about the action man concept but about trust and reliability. Those people that say they are going to do something, that's more important than having people say they are going to do ten things and look energetic. You want somebody who you know is going to make a commitment with you on something that is important and deliver on it" (Dean)* ○ *"I recognise how to lead performance. I try to make my staff more successful and then they see this office differently" (DAE)* ○ *"You can't tell academics to do it or they'll do the opposite" (DAE)*

What Work 6 – Authority, not authoritarian	
Successful leaders: ○ Enable, coach and facilitate; ○ Give others the confidence to achieve by themselves and through their own leadership; ○ Are in control, but do not seek control over others for the sake of it; ○ Lead through trust, respect, and quickness of thought; ○ Be prepared to do things differently, if they are appropriate and do not fear right and truthful change ○ Have the confidence and courage to try to be collaboratively innovative; ○ Respect the core values of the University and those of their Enterprise team.	○ *"It's not that you are going out serving the community, but you are going out with those communities…if you lose sight of the fact it's actually in the end about education and research you could easily start thinking of something else" (VC)* ○ *"The thing that I think about the most is how to manage the dialectic of authority and participation" (AEPL)* ○ *"I think it's very hard in a university because it's such an institution framed by the outside world where a budgetary requirement is so overwhelming now, where most of our money doesn't come from government anymore, it comes from being astute in a commercial and corporate world… [leaders] have got to be Janus faced" (AEPL)* ○ *"I build in very high expectations" (PVC)* ○ *"The big challenge was being able to convince people to leave me alone to get on with what I knew was right" (Dean)* ○ *"It comes down to empowering the individual to have the confidence to challenge conventional thinking" (Dean)*

What Work 7 - Team-working and co-creating relationships	
Successful leaders: ○ Work with others in harmony and strive for developing team-working; this is critical for success in any form of Academic Enterprise (institutions, organisations, and individuals who share similar values, even if goals and aspirations are different) ○ Recognise the need for a form of team-working that has little regard for hierarchy or seniority; ○ They create opportunity for the talent in their teams to blossom and flourish at all levels; ○ Recognise the social dimension of co-creative team working, work hard at team building and enjoy being a part of their team, as much as its leader; ○ Strive to enrich the co-creative make up of their teams to reach wider systemic understandings; ○ Know when to allow others in their creative teams to lead collective and collaborative developments.	○ *"I'd like to have some that there's a sort of build-up of collaboration, build-up of projects, build-up of shared capacity that isn't just dependent on [a] small academic group" (VC);* ○ *"Early on we needed really experienced people because we had a lot of things to tackle and you needed people who had been there and done that and they'd seen this come around… before. But now we need people who haven't done that and will make mistakes, but there's more experienced people around them [now]" (VC* ○ *"A good leader doesn't have to take on every role that's part of the group, and… doesn't have to be an accountant or a resource manager and all those sorts of things but they have to know the sensibility and the framing of all those things, and they've got to be aware of the consequences of making decisions in accounting, in human resources" (AEPL);* ○ *"It's about, I think, making the workplace enjoyable and fun… it's about the culture being set" (PVC);* ○ *"The mentors I've been privileged to have are all doers, they are all facilitators, they are all people who believe in team and in the power of supporting rather than the power of controlling" (Dean);* ○ *"I blame my mother really. She always said don't ever be embarrassed about what you believe in and go for that" (Dean);* ○ *" I try to create a more relevant collaborative vision aligning it to the strength of the majority of the staff – meeting alternate e external demands" (VC);* ○ *" I try to trap the multiple conversations quickly and effectively" (VC);* ○ *"What works well is Deans sharing their knowledge of what to do and how they can convince their paymasters" (Dean).*

What Works 8 - Drivers for local, regional and national criteria for Academic Enterprise Impact and Assessment	
Successful leaders: ○ Negotiate for new criteria to assess the quality of Academic Enterprise change within the university, then regionally and then nationally & internationally; ○ Recognise that local improvements in the development of Academic Enterprise will invariably be driven by strong external drivers.	○ *"I became involved in developing Impact Criteria for Scotland and then with HEFCE because I could see their value in driving for improved relationships between the university and its partners' (DAE)* ○ *"Undertaking proper benchmarking on enterprise helps staff understand their progress….and at t[e] early stage in our development knowledge of outputs, outcomes and impact were both aspirational and real" (PVC)*
What Works 9 - Goals, Value and Qualities	
Successful leaders: ○ Articulate clear goals, values and qualities of outcomes in that they have a clear and passionate understanding of their own and the drivers that have led to them; ○ Know how to articulate them simply, forcefully and compellingly; ○ Recruit other visionaries to their teams with similar passion and commitment, at whatever level in the university, who can also articulate the growing vision in a challenging way; ○ Know how to use this underlying knowledge to lead their team towards co-creation.	○ "*Leadership is about having a clear vision and knowing how to get there, by having a team that can find a route*" (VC) ○ *"Leadership makes knowledge sharing and co-creation happen between all parties… co-creation with the community is my driving aspiration and vision"* (AEPL) ○ *"I champion continuing education and fend off the rest of the university…..*" (Dean) ○ *"We have detractors to the notion of enterprise, but if we keep doing what we are doing to our agreed vision and goals, and we are successful, then the voices go quiet, and more often than not they come back and ask us how we are doing it, so you've just got to lead by example and just do it* (PVC) ○ *"I see myself a setting off on a journey and taking people with me"* (AS)

What Works 10 – Avoid hierarchy	
Successful leaders: ○ **DO NOT** develop control hierarchies; ○ Are open to the collaboration, team working and other form of experimental governance that maximise co-creation and co-production. ○ Do not conform for the sake of it. ○ Act more like 'servant leaders', than traditional 'hero leaders' ○ Show reluctance to use the word 'leader' about themselves, even if they demonstrate high quality leadership skills ○ Find ways around the often bureaucratic nature of a university's administrative governance procedures which often prevented others developing sound Academic Enterprise and the easy growth and development of this kind of activity.	○ *"I control negative bureaucracies, trust building through honesty and reinforcing constructive improvements based on the views of others….this leads to collaborative development and powerful core team building" (VC* ○ *"I try to maximise the autonomy and power of my enterprise teams" (VC* ○ *Leadership makes knowledge sharing and co-creation happen… I know how to facilitate academics to work collaboratively to make a real difference' (AEPL).*

CRITICAL REFLECTIONS:

Before presenting recommendations from our work, it is important to outline what we consider potential concerns and challenges facing Academic Enterprise leadership.

Scaling up and scaling out. Successful Academic Enterprise leaders tend to be self-selecting, driven by their own goals, surround themselves with those whom they believe they can form good working relationships with, and those who share their goals and ideologies about Outreach. This raises three concerns. First, they may concentrate on those projects or issues they are most passionate about, at the expense of other issues and communities important to the university and its other external partners. As Reach-out may be considered less relevant than teaching and learning, it may proceed outside of the core University mission

statement or vision; this may also occur in a potentially piece-meal fashion targeting efforts on a few preferential themes and not lead to well researched, designed and developed solutions delivered through a larger development team. Second, there may be limited scope for other communities, beyond the university, or indeed groups of academics within universities to engage with Academic Enterprise teams, limiting the ability to extend activities across departments and/or disciplines. Third, if Outreach leadership falls to a relatively small number of committed individuals, there may be difficulties 'scaling up' activity, making it difficult to grow successful small-scale projects because of a lack of awareness, resources or person-power.

Rewarding Out-reach: Since Outreach is rarely seen as equal to research, publishing or teaching, those involved may be overlooked or feel less-well valued or rewarded[2]. In response, many may seek out alternative recognition or reward through peer-support and respect from senior colleagues. In this way, successful outreach leaders often surround themselves with those they can work alongside and gain non-monetary rewards. However, this does not mean that they should not demand, or deserve, external motivators and reward structures. Expecting fair and reasonable institutional rewards and external recognition for their efforts remains important.

Imposing Out-reach: Passion and self-motivation are key to successful leadership of Academic Enterprise. Consequently, specifying that academics 'must do Reach-out' will typically be met with significant resistance. Rather, Senior University Leaders need to seek out those in their institutions who have demonstrated, or expressed interest in, Outreach rather than imposing activities on reluctant others, even if this requires explicitly recruiting external candidates to demonstrate this passion.

Academic Enterprise and mission statements: Individuals cannot determine university ideologies and mission statements alone. Academic Enterprise leadership needs to be understood in relation to other kinds of leadership being done by/in the university. Different sorts of university leadership exist in any university and this needs to be recognized alongside the tensions in terms of how to meet different, potentially competing, university goals at the same time. Some we interviewed expressed uneasiness that, should it became a core university activity, Academic Enterprise would become more about rhetoric and auditing, than delivering demonstrable outcomes. It is vital that if Outreach is to become more prominent in

[2] There are exception to this in universities like Salford, Plymouth and Northampton in the UK – it is suggested that the criteria adopted by these universities form a useful benchmark for other universities wanting to develop this area for themselves.

university missions, then senior leaders need to be clear about why this is the case, how it will be facilitated, and how it will be rewarded.

The External Environment: It is important to recognize the wider nexus or web of relations and activities in which Academic Enterprise takes place both within and beyond the university. Its leadership operates at boundaries not encountered by other types of university activity. It should be remembered that business and community leaders and others dealing with Outreach teams, will be positioned in their complex contexts, with their own relationships to negotiate and barriers to overcome.

Paternalism: There is an implicit assumption that communities want to engage with universities and that engagement will be good. But is this necessarily, or always, the case? Does the community see engagement with universities as worthwhile? Moreover, do communities actually want to be engaged? One of the difficulties our interviewees observed about Outreach was how they could tell that communities wanted 'to be helped'.

The Role of University Councils: Although 'lay members' of Councils could become a real force for constructive change in Academic Enterprise, this requires the agreement of Vice-Chancellors and other senior leaders. While we have first-hand experience where such a role can work, that is if the Executive and Council are at one on how this will be achieved; we also recognise that this will not be the case everywhere.

MAIN RECOMMENDATIONS

Encouragement from Senior Leadership: Senior leaders need to encourage academics who want to undertake Academic Enterprise to creatively relate with business and the community. Academic Enterprise leadership cannot be managed in the same way as other types of University leadership. Universities need recognise the qualities of individuals with the life experiences to make things happen in the 'real world' and encourage the development of supportive contexts where co-creative and workable enterprising practices can happen.

Harnessing entrepreneurial experience, allowing leaders to flourish: Academic leaders must recognise what they are good at and buttress themselves against their weaknesses and learn how to develop smarter relationships with those from business and the community - harnessing each other's' skills for the benefit of a greater good. Universities should avoid 'hero' leadership for the activity of Academic Enterprise, and favour collaborative, collective and servant creative leadership. Universities need to recognise and harness the 'humaneness' of this kind of leadership: it is not about 'teaching' leadership skills but about harnessing experience, adopting a more open philosophy of action, and valuing the good practice which are routed through people: it is interpersonal and systemic. So, 'de-objectifying' what is often portrayed as good leadership, in favour of enabling more inter-personal leadership which is central to the success of Academic Enterprise.

Support and recognition: Successful Academic Enterprise leaders need to feel supported and recognised for their work through endorsement, material encouragement, access to resources, influence, and alternative recognition such as promotion. The opportunity to expound values upwards, with a reduction in the barriers of hierarchies or systems, is key in this. Supportive behavior from academics line managers, especially senior ones, actually enhances the likelihood of success.

Recognise passion: Good leadership is practiced through, and identified by, passion**.** Successful Academic Enterprise leaders are able to surround themselves with those they can work alongside and give them support. This implies an important role for recognising experience, expertise and passion in recruitment processes, while remaining aware of the dangers of creating 'personality silos' among Academic Enterprise teams.

Managing leaders: Ours has not been a project specifically about good university management. However, Academic Enterprise leaders have revealed problems they have

had with their own managers, not as individuals or groups of individuals, but as a category of activities and practices associated with 'managerialism'. The best Academic Enterprise leaders also recognise the need for managers in their own enterprise teams; this is in order to ensure deliverables and outcomes are met, and impact is ensured. They not only recognise this need, but actively seek to recruit managers for their teams who will fulfil these tasks.

Effective integration across the university system: There is a need for an integrated and coherent approach to the delivery and governance of Academic Enterprise. Effective processes must be developed to ensure trans-disciplinary working across the university. This includes organisational structures, particularly relating to Human Resources that support rather than impede career progression. There should be a transparent career path for Academic Enterprise employees and leaders, with fluid structures enabling better coaching and education where individuals can move in and out of Outreach; The Leadership Foundation in Higher Education or Enterprise Educators UK are both suited to support such developments[3].

Rewards and Incentives: Recognised transparent rewards and incentives schemes for those asked to lead Academic Enterprise must be developed. This has as much to do with its status and recognition in university values and goals, as it does with financial returns on investment. Rewards, however defined, must become a part of the means of getting visions realised by those working 'for' or 'under' these leaders.

University Councils: The position of University Councils needs to be recognised. Councils can work closely with their VC's supporting a richer and more relevant form of Academic Enterprise. VCs, and other senior university leaders, are busy delivering the core activities of their Universities. Lay members of Council could therefore have a real role in supporting this emergent aspect of university capability. Outreach represents many of the values and aspirations that brought Council members to their University role in the first place. These can be better tapped – but not at the risk of taking VCs away from their wider vision or cutting across their views.

[3] In recognition that this paper should be seen in the wider context of leadership in higher education, which the brevity of the present paper has not had time to cover, the authors have worked with Ian Hall of Glentrium Change Agents to produce a DVD integrating the thinking presented here into general leadership as simply portrayed in his 'The Leadership Pocket Companion' (ian@glentruim.com); this is the best simple holistic guide we know.

Conclusion

Studies by the OECD (2009), the PASCAL International Observatory for *place management, social capital and learning regions* (2011*)*, and the European Committee of the Regions (2011), reveals the gap between relevant university research knowledge and 'real life' practice, which has demanded universities undertake a cultural change in Academic Enterprise for real improvement by EU political leaders. A recent Melbourne Congress (Yigitcanlar et al, 2011) also shows the desire from cities and regions throughout the world to partner with universities to change working culture and deliverables.

Our study of successful leaders of academic enterprise reveals individuals with the passion, skill and commitment to build productive and fulfilling relationships with business and the community. Good Academic Enterprise leaders are encouraged by environments that offer the autonomy and freedom that is desired by most academics. They also provide well-articulated visions, listen to feedback, make their team feel included in the vision and support them. By developing co-creative team-working they can also ensure Academic Enterprise projects of real impact. But this depends on their Universities recognizing and supporting their efforts.

As a relatively new area to academe, its successful academic enterprise leaders have often gained their skills through experience; frequently working in business or the community, or in undertaking initially small-scale projects with such external partners. Since research has shown it is difficult to intrinsically motivate academics to want to work in this area (Jackson, 2012), the most important thing a university can do is the recruit those with a demonstrable desire for the kinds of Academic Enterprise that exemplify the mission of their university, and who show a real commitment and capabilities for achieving a 'real' impact. Moreover, leaders in this area must be supported and nurtured not only by their local managers, but also by senior university leaders and members of University Council.

Few universities reward academics for specialising in this area of university leadership and this often leads to a disincentive for potential future leaders. Greater recognition by government, by the Funding Councils and by senior University leaders, of the importance of this area to the university, and providing transparent rewards are therefore important. Engendering better leadership in academic enterprise is not something easily taught, rather it is a capability which can be coached for and mentored. The Leadership Foundation for

Higher Education is well placed to actively support those academics who want to develop in this area.

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Appendix – Kinds of Academic Enterprise Leaders Interviewed and the Universities from which they came

So far ***67 leaders*** have been recommended by their peers for their excellence in leading Academic Enterprise. They come from different management levels within their universities to cover the necessary range of leadership skills and capabilities:

There were: ***6 Vice Chancellors***, Rectors or Presidents (shown as VCs in the text); I former ***Chair of University Council*** (shown as CoC in the text); ***7 Pro Vice Chancellors***, Pro Rectors or Vice Presidents (shown as PVCs in the text); ***10 Deans*** or equivalent (shown as Deans in the text); ***11 Directors of Enterprise***, Academic Enterprise or Reach-out (shown as DAEs in the text); ***7 Relevant Academic Enterprise Support*** people (shown as ASs in the text); ***28 front line Exemplary Academic Enterprise Project Leaders*** (shown as AEPLs in the text).

They came from the following Universities shown in alphabetical order against continent of origin: ***United Kingdom*** - Glasgow, Lancaster, Leeds, Leeds Metropolitan, Plymouth, Teesside and Westminster; ***Rest of Europe*** - Central European, Maastricht and Limburg Catholic; ***Canada*** – British Columbia, Simon Fraser and Victoria; ***North America*** – North Illinois; ***Australia*** – West Sydney and Royal Melbourne Institute of Technology