

Review of HE Leadership Development Activities

A report for HEC with support from the British Council

—

Author: Steve Outram

Advance HE was commissioned by the HEC with support from the British Council to review the HE Leadership Development Activities in Pakistan's HE sector and to prepare this report. It is intended solely for use by the HEC and British Council and is not to be relied upon by any third party, notwithstanding that it may be made available in the public domain, or disclosed to other third parties.

Although every effort has been made to ensure this report is as comprehensive as possible, its accuracy is limited to the instructions, information and documentation received from the contributors and we make no representations, warranties or guarantees, whether express or implied, that the content in the report is accurate outside of this scope.

Acknowledgements

Thanks go to all the participants in the interviews, focus groups and survey and to the excellent support and hospitality provided by colleagues from the British Council, Pakistan and the Higher Education Commission in Pakistan.

Author: Steve Outram, Advance HE Consultant

Contents

1.	Executive Summary	4
2.	Summary	5
2.1	Terms of reference for the review	5
2.2	Political and Policy Context of the Review	5
2.3	Leadership Development in Higher Education	7
3.	Impact Assessment Methodology	8
3.1	Method and Approach	8
3.2	Data Sources	9
3.3	Limitations of the Approach	10
4.	Findings	11
4.1	Leadership Skills Development	11
4.2	Thinking Strategically	16
4.3	Looking Outwards	19
4.4	Academic Leadership	20
4.5	Internal Leadership and Management	22
4.6	Mapping and Understanding Best and Good Leadership Development Practice Across the HE Sector in Pakistan - Discussion	23
4.7	Assessing the Impact Leadership Development Activities Generate for Individuals, Organisations and the HE Sector in Pakistan	24
5.	Identifying the Opportunities that Exist for Growing and Extending Leadership Development as Part of the Intended NAHE Offer	26
6.	Table of Recommendations	33
	Appendix One	34
	Schedule of Visits	34

1. Executive Summary

This project undertook an evaluation of leadership development activities in universities and colleges in Pakistan leading to recommendations to inform the activities of the newly formed National Academy for Higher Education (NAHE).

A mixed method approach was taken that included focus groups with vice chancellors and other senior staff; meetings with senior staff at the Higher Education Commission (HEC) and British Council; and visits to three universities representing both public and private universities. In particular, there was a focus on the impact that leadership development activities have had as opposed to a concern with whether participants found them to be satisfactory.

Whilst a high level of satisfaction has been reported, it is clear that any impact from leadership development activities is more variable. In particular, participation in, and impact from, activities related to more strategic leadership functions such as financial management and enterprise is evidenced more than other types of leadership development.

Following the discussion of this evidence, a number of recommendations are made to support a more systematic approach to leadership development in universities and colleges in Pakistan, to be led by the National Academy for Higher Education. These recommendations include the initiation of a consultancy process to aid the introduction of leadership standards in Pakistan's higher education sector and the creation of a leadership development framework that includes the accreditation of leadership development activities.

The idea of a 'leadership development journey' is addressed as an alternative to stand-alone leadership development activities and a recommendation that the NAHE supports the institutional development of 'leadership development pipelines' to support both the acquisition of knowledge, values and capabilities of university leaders as well as enable succession planning in Pakistan universities and colleges.

2. Summary

2.1 Terms of reference for the review

Advance HE was commissioned by the British Council in Pakistan, in partnership with the Higher Education Commission, as part of the PAK-UK Education Gateway initiative to undertake an impact assessment of existing leadership development activities and to prepare this report. This will be achieved by:

- + **Mapping and understanding** best and good leadership development practice across the HE sector in Pakistan
- + **Assessing the impacts** leadership development activities generate for individuals, organisations and the HE sector in Pakistan (and any other stakeholders as required)
- + **Identifying the opportunities** that exist for growing and extending leadership development as part of the intended NAHE

2.2 Political and Policy Context of the Review

The Islamic State of Pakistan is the 6th most populous country, with around 200 million inhabitants. It has been projected that by 2025, the estimated population will be 227 million, with over 60% below the age of 30 (QAA Report, 2017). This population is becoming increasingly urban, with Karachi the largest city, followed by Lahore and Islamabad. Urdu and English are the official languages. The QAA 2017 Report showed GDP of \$271bn, and unemployment around 6%, but with youth unemployment higher. The Human Development Index low ranking reflects the poor adult literacy rates of 59% and particular issues for women's education and employment rates. Pakistan Vision 2025 is the country's current strategy and includes seven key priority areas of action, or pillars:

- + developing social and human capital and empowering women
- + sustained, indigenous and inclusive growth
- + democratic governance: institutional reform and modernisation of the public sector
- + energy, water and food security
- + private sector and entrepreneurship-led growth
- + developing a competitive knowledge economy through value addition
- + modernising transport infrastructure and regional connectivity.

2.2.1 Higher Education System

The recent Government has placed a focus on education, including Higher Education (HE) in Pakistan. There are currently around 1.8 million students in HE in Pakistan, increasing to 3.2 million if online and distance Learning (ODL) and colleges are included. For 2017/18,

there were 47,135 registered full-time educators and 9750 part-time/ visiting faculty. Approximately 31% of staff have PhDs.

Pakistan's national vision ambitiously aims to double HE by 2025 through the creation of new universities and increased use of ODL, with a focus on STEM subjects (Science, Technology, Engineering & Maths). However, it is recognised that there will still be resource constraints and it is within these resource constraints that Pakistan governments have supported a growth in private as well as public universities. There has been a growth in registered public and private universities from 156 in 2014, to 2010 at the time of this report (www.hec.gov.pk, accessed 19.02.2020) and a target of 300 by 2025, which will challenge staff capacity in general and leadership development in particular. Of these, 127 are public universities and 83 are private universities.

The term private university in the context of Pakistan means a university that is not operated by the government but is subject to government regulations and may even be receiving some form of government support in the form scholarships for students and student loans. There are two kinds of private universities operating within Pakistan, for-profit institutions that are run as business organizations that charge for their services to make a profit. The second kind of private universities are not-for-profit institutions that do not operate to earn profit but to provide a service. They are supported by philanthropic donations and endowment funds but charge fees to offset at least some of the cost of the education service provided. (Halai, 2013)

To support this rapid expansion, at the same time as addressing concerns about the quality of higher education provision, the HEC was established in 2002, with responsibilities for HE funding, oversight and quality assurance (using peer review). The HEC Vision for 2025 is to establish a 3-tier system of universities differentiated by their activity on research (tier 1), comprehensive education (tier 2) and affiliated vocational colleges (tier 3). Quality Assurance and Enhancement have been organised on a self-assessment system, using QE Cells within HEIs to formally self-assess every two years.

Attention is also being given to academic capacity building, including leadership development to support the growth in HE. In June 2019, the NAHE was launched. Its role is as 'a centre of excellence for capacity building, skill development, and promotion of academic and leadership competencies through setting standards, cultivating academic quality, and advancing relevant research in collaboration with HE institutions (HEIs), industry, and social sector.' (www.hec.gov.pk, accessed 19/02/2020)

Specific aims will include:

- + Developing and promoting academic and governance and leadership competencies of HEI faculty and management
- + Conducting and promoting research/action research on capacity building

- + Providing support for the establishment of institutions and/or programmes focusing on capacity building of faculty and management of HEIs
- + Creating and promoting sustainable partnerships with international development agencies, NGOs, civil society and social organizations
- + Providing inputs to the HEC for relevant policy development

This rapid expansion in higher education provision through diverse provision in a country with a large population of young people seeking HE has a number of leadership challenges including:

- + Providing leadership development for existing, very busy university leaders
- + Recruiting staff to new leadership posts, particularly senior executive posts
- + Retaining staff within the context of readily available employment opportunities
- + Having a sufficiency of experienced senior leaders to mentor new leaders
- + Being able to support and sustain the development of leadership networks and communities of practice within a diverse higher education sector
- + Being able to support leadership development to support initiatives focussed on maintaining and improving quality and good governance

2.3 Leadership Development in Higher Education

There is a huge body of literature that addresses the nature and scope of leadership in HE. For the purpose of this report a number of principles have been adopted. It is important to recognize that leadership in universities and colleges differs in a number of important respects compared to leadership in other public and private organizations.

Higher education leaders are required to lead colleagues who are both intellectually talented and inclined to be critical; it's an integral aspect of being 'an academic'. Secondly, there is a cultural expectation that academic staff have high degrees of autonomy and academic freedom where their loyalty is likely to be to their discipline before their university. Thirdly, although there is a distinction between leadership and management in the leadership literature - that 'leaders do the right things and managers do things right' – within the context of university and college leadership there is considerable overlap between leadership and management and a senior postholder such as a Dean or Head of Department may often find themselves moving between leadership and management functions. There is also a distinction to be made between corporate leadership in HE and academic leadership; the former having overall responsibility for the strategic direction of a university or college and the latter having regard to a more focussed concern with areas such as learning and teaching leadership, and research leadership.

Bryman (2007), for example, has undertaken a comprehensive literature review and identified 13 aspects of university leadership behaviour seen to be linked to academic leadership effectiveness:

- + Clear sense of direction/ strategic vision
- + Preparing department arrangements to facilitate the direction set
- + Being considerate
- + Treating academic staff fairly and with integrity
- + Being trustworthy and having personal integrity
- + Allowing the opportunity to participate in key decisions/ encouraging open communication
- + Communicating well about the direction the department is going
- + Acting as a role model/ having credibility
- + Creating a positive/collegial work atmosphere in the department
- + Advancing the department's cause with respect to constituencies internal and external to the university and being proactive in doing so
- + Providing feedback on performance
- + Providing resources for and adjusting workloads to stimulate scholarship and research
- + Making academic appointments that enhance department's reputation

He goes on to suggest that, although these characteristics might seem to inform a possible set of leadership competencies, in reality, they are too general and may be contradictory. University leadership, he concludes, is situational and the effective leader is able to segue between different situations, finding solutions in different ways. The development of a competency-based framework for academic leadership, therefore, was not fully supported in his literature review. (Bryman, 2007)

3. Impact Assessment Methodology

3.1 Method and Approach

A two-stage approach was envisaged for eliciting appropriate data to inform this project. A survey instrument was prepared, supported by Advance HE staff, and administered by HEC colleagues, which generated both quantitative and qualitative data. During a five-day visit to Islamabad, focus group discussions were conducted with vice chancellors as well as meetings held with senior staff from the HEC and the British Council and meetings with senior staff at three universities in Islamabad. Although it was envisaged that the survey

would precede the focus groups, in practice, the focus groups and meetings in Islamabad preceded the survey, which was conducted over a period of ten days in December 2019. To supplement this primary data a number of secondary sources have also been helpful in supporting this analysis of leadership development in Pakistan.

The scope of leadership development programmes to be evaluated includes both formal and informal or experiential programmes. Formal programmes include courses to help participants identify strengths and areas for improvement as well as specific courses that target particular leadership and management functions such as developing communication skills or are focussed on particular roles such as becoming a Head of Department. Other types of leadership development include individual assessment such as 360 Degree Feedback; coaching and mentoring; role 'shadowing', leadership rotation; and action learning (often with a particular project in mind).

Although the model is now dated, many leadership evaluators still find Kirkpatrick's four-level evaluation framework to be useful.¹ The four stages comprise:

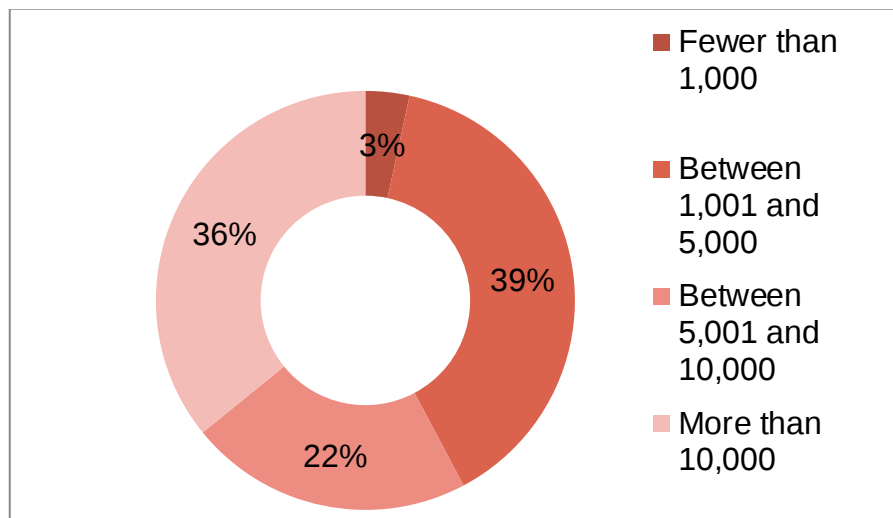
- + Level 1: Learner Reaction and Satisfaction
- + Level 2: Learning
- + Level 3: Application and Implication – Changed behaviour
- + Level 4: Results or Business Impact

The emphasis on this report is on Level 4: Results and Impact, although there is also reference to the other levels.

3.2 Data Sources

Survey data was received from 87 respondents of whom there were two vice chancellors; one pro vice chancellor; 13 Deans; 41 Heads of Department and 30 who replied 'Other' (mainly comprising senior staff responsible for quality assurance and enhancement). Most of the respondents reported that they worked in metropolitan areas (57) and a smaller number in rural areas (18). The remainder did not indicate either. Three respondents reported that they worked in institutions with fewer than 1,000 students; 34 reported that they worked in institutions with between 1,001 and 5,000 students; 19 respondents reported that they worked in institutions with between 5,001 and 10,000 students and 31 reported that they worked in institutions with over 10,001 students. See Fig.1 Size of Institutions

¹ Kirkpatrick, D.L., & Kirkpatrick, J.D. (1994). *Evaluating Training Programmes*, Berrett-Koehler Publishers

Figure 1. Size of Institutions

Qualitative data was also generated through a series of meetings and focus groups with a range of staff from the HEC; British Council; a selection of Pakistan vice chancellors and senior staff from three universities. (Details of the visit to Islamabad can be found at Appendix 1).

3.3 Limitations of the Approach

As with all evaluation research there are a number of limitations in this study. With over 200 universities in Pakistan, a response number of 87 is relatively small. This is particularly the case with vice chancellors (2) and pro vice chancellors (1). However, the focus groups with vice chancellors at the start of the visit to Islamabad together with private meetings with three vice chancellors serves to ensure that there is an executive voice in this report.

Secondly, the travel logistics meant that the focus groups and face-to-face meetings took place before the survey was administered which meant that it was not possible to test ideas or gain further insight into the survey findings once they were known.

Given the short time-scale of the visit it was only possible to visit three universities which were all located in Islamabad. Whilst these three institutions comprised two public and one private university in varying sizes (with one university having five campuses spread across Pakistan), additional visits to rural universities and a sample of colleges that also provide HE were not possible on this occasion.

The survey software, itself, had a number of limitations; it was not possible to undertake systematic statistical analysis and explore the data in a more sophisticated way using filtering and cross-tabulation.

4. Findings

4.1 Leadership Skills Development

4.1.1 Main areas of responsibility and preferred leadership styles

As Figure 2 shows, the survey respondents reported that 'Managing Quality' was their main area of responsibility followed by 'Curriculum Development' and 'Managing Performance' – functions that might be more closely associated with university management rather than strategic leadership. Fewer than a third of respondents reported that 'Communications and Public Relations' were main areas of responsibility and only 14% reported that 'Managing the Environment including the Estate and IT' were main areas of responsibility.

Figure 2. Main Areas of Responsibility



As Figure 3 shows, the respondents reported clear preferences for 'Building Confidence and Trust' and 'Creating an Environment where others can Flourish or Succeed'. Parkin (2017) suggests the following framework for understanding leaders' preferences and it is most useful in enabling us to understand the nature of leaders in universities and colleges in Pakistan².

² Parkin, D 2017, Leading Learning and Teaching in Higher Education, Routledge

Figure 3. Preferred Leadership Styles

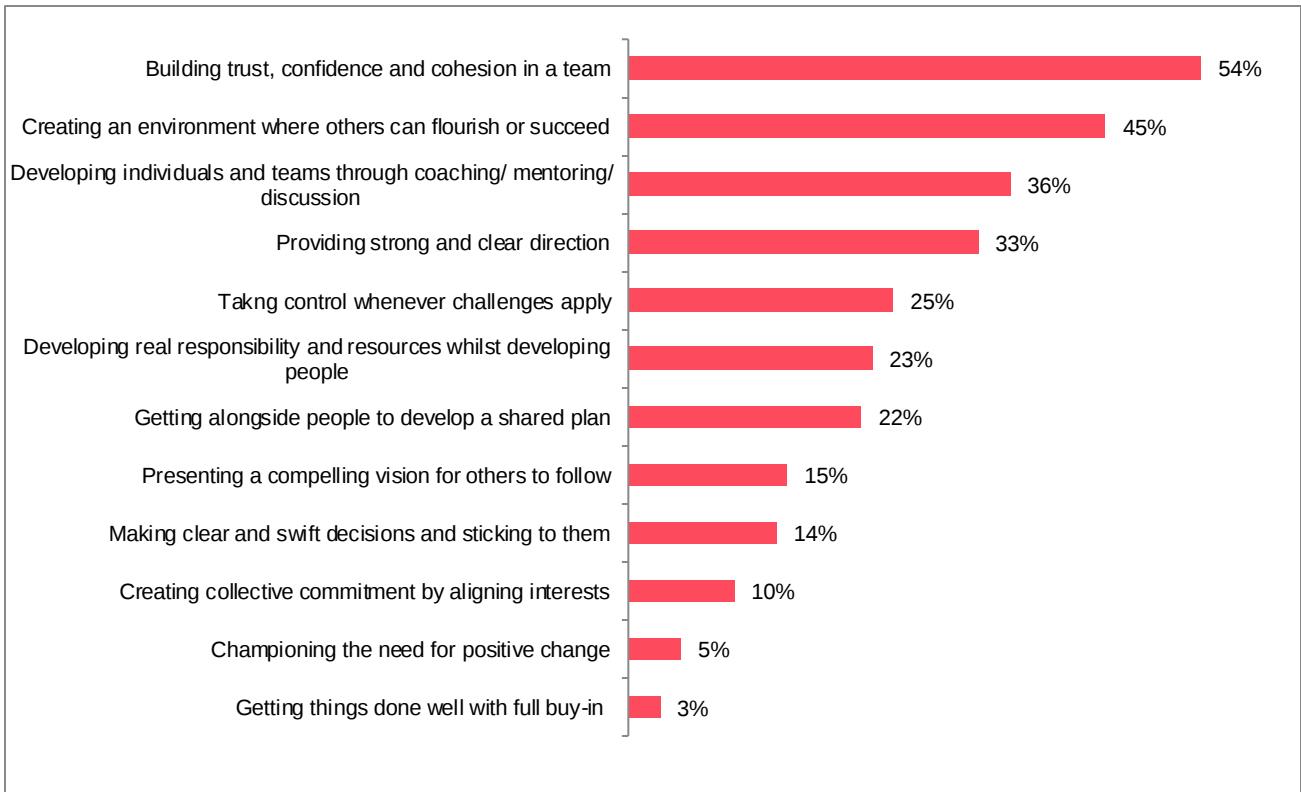


Table 1. Parkin's Leadership Model

Achievement-focused leadership is	Presenting a compelling vision for others to follow
	Championing the need for positive change
	Getting things done well with the full buy-in from others
Direction-focused leadership is	Providing strong and clear direction
	Making clear and swift decisions and sticking by them
	Taking control whenever challenges arise
Engagement-focused leadership is	Getting alongside people/ partners to develop a shared plan.
	Creating collective commitment by aligning energy and interests
	Building trust, confidence and cohesion in the team

Coaching-focused leadership is	Creating an environment where others can flourish and succeed
	Developing individuals and teams through coaching/discussion
	Distributing real responsibility and resources whilst also developing people

It is strikingly clear that there is an overall preference for what Parkin has called an enabling 'Engagement-focused leadership', closely followed by 'Direction-focused leadership'. As Parkin states:

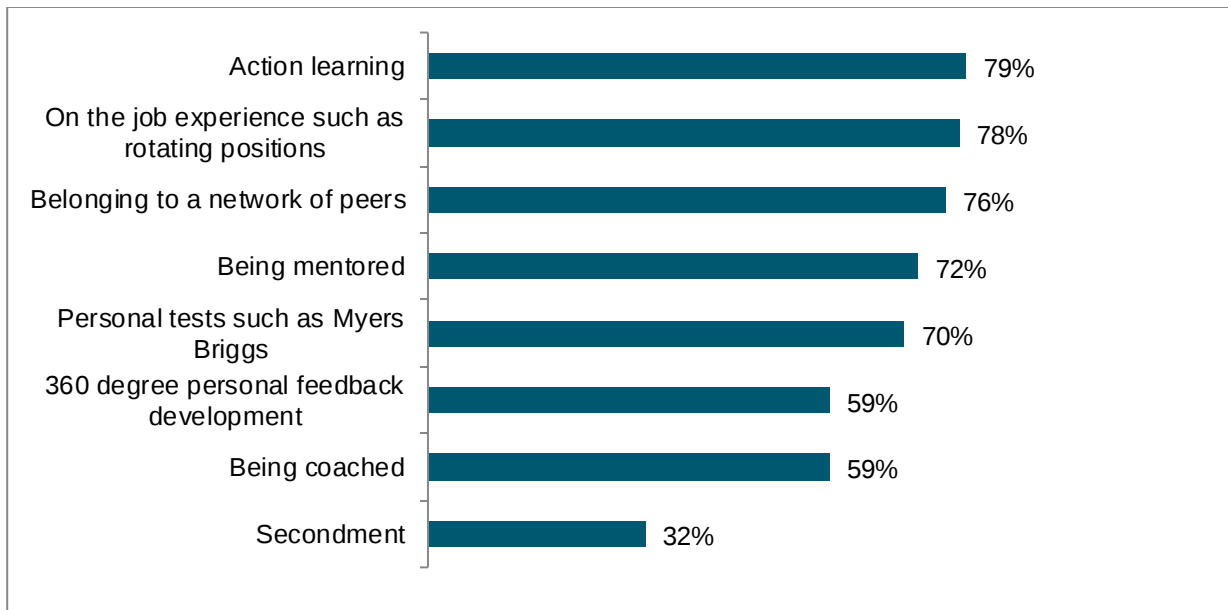
'Leading engagement is fundamentally transformational. It is about enhancing relationships and re-focusing both interaction and intent. There are transactional aspects, too, around the 'give and get' interplay of needs as players with different interests work together.' (Parkin, 2017, p207)

In contrast, the respondents demonstrated least support for an 'Achievement-focused leadership' style which may be characterised as being goal-driven with the leader as 'champion'. This identification of preferred leadership styles is clearly something to address in the evaluation of previous leadership development programmes and the development of new ones.

4.1.2 Leadership development experiences

Figure 3 describes what proportion of respondents had engaged with different leadership development activities focused on their personal development with most respondents reporting that they had participated in Action Learning and experiential learning such as rotating senior positions, belonging to a network of peers and being mentored.

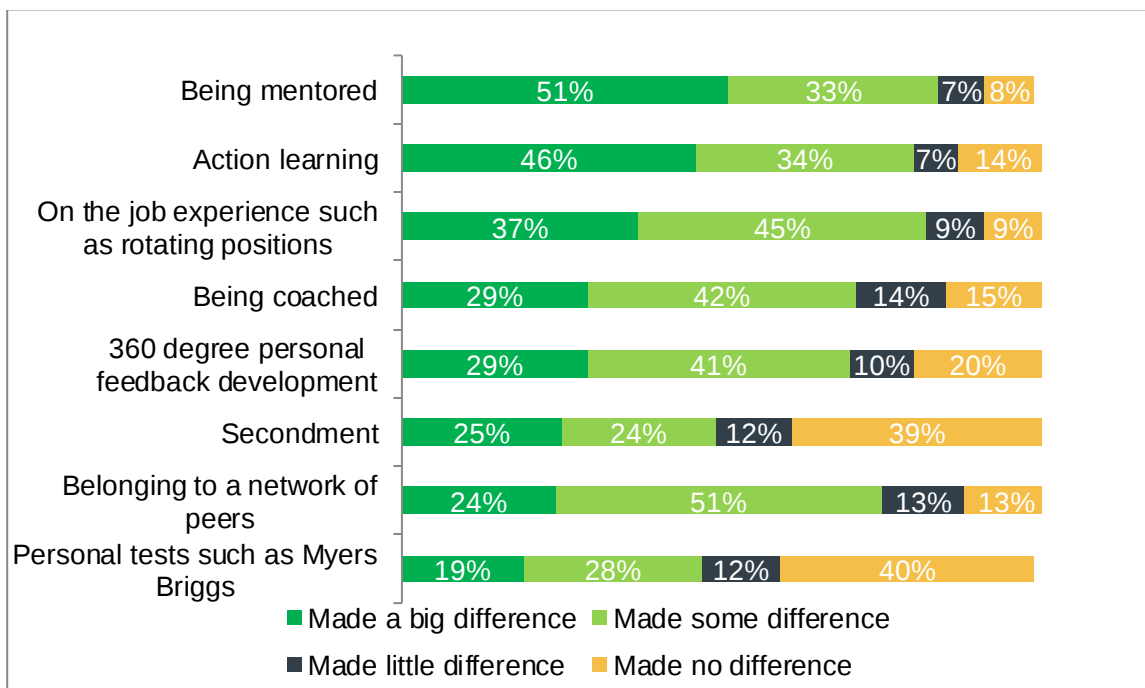
Figure 3. Personal Learning Development Activities



4.1.3 Impact of personal development activities on leadership effectiveness

As Figure 4 demonstrates, respondents who had experience of being mentored reported that this was the personal learning development activity that had most impact on their development as a leader with 51% reporting it made a big difference and 33% reporting it made some difference. Similarly, of those who had had action learning experience, 46% reported it had made a big difference to their effectiveness and 34% reported it had made some difference.

Figure 4. Personal development activities – impact on effectiveness as a leader



Mentoring was cited as having a transformational impact by both survey respondents and colleagues in the focus groups and meetings.

"I have been a member of the quality enhancement mechanism in my HEI for about 8 years. The coaching and mentoring provided by the Higher Education Commission of Pakistan during these years proved to be transformational in my personal development." Director, Quality Enhancement Unit

Both the survey results and the comments made in the focus groups and face-to face meetings with faculty, endorse the view that 'on the job experience' has been significant in having an impact on colleagues' leadership development.

"Job rotation is one of the most effective activities in my personal development. It helped me a lot to understand the dynamics and nature of different work and work environment. This activity helped me to handle the issues which frequently appear in front of me." Registrar

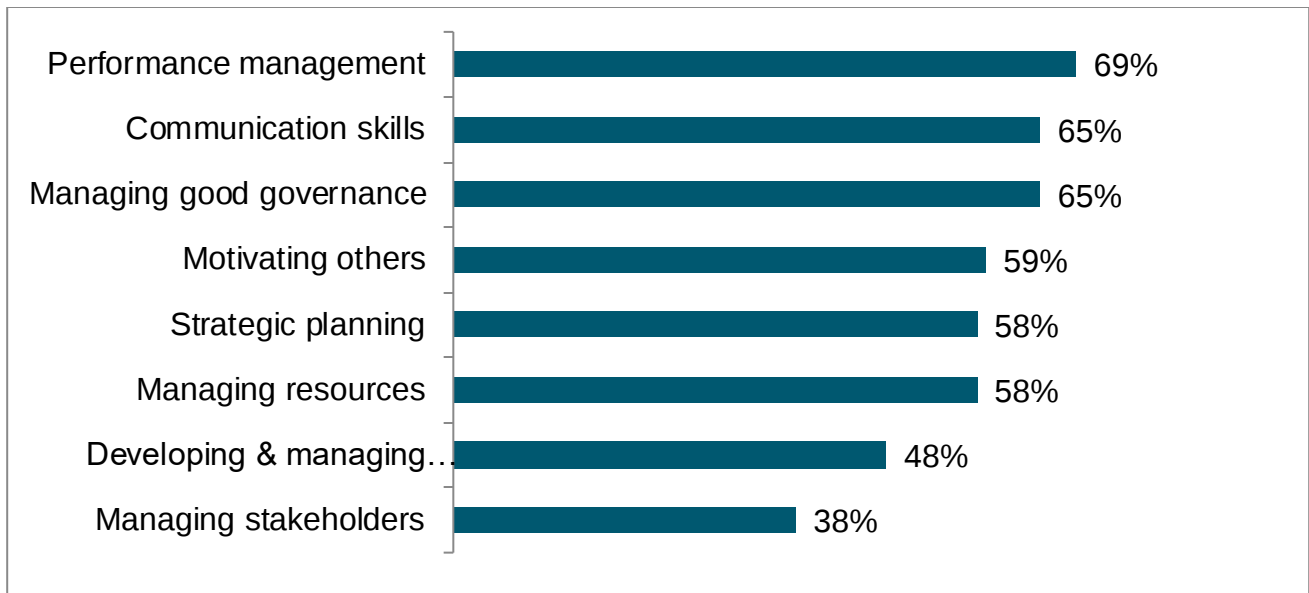
There was similar support for Action Learning as a leadership development activity.

"Action learning and secondment were very helpful as it made me think out of the box. Leaving my previous comfort zone and dealing with challenging task while enjoying working with a hardworking team was a transformational experience." Head of Department

In contrast, few respondents who had undertaken such personal tests as the Myers Briggs Type Indicator test reported that it made a big difference to how they did their job (19%).

4.1.4 Leadership skills acquired through training and development opportunities

Figure 5 describes the skills developed by the survey respondents through training and development opportunities with the majority (69%) reporting the development of Performance Management Skills closely followed by Communication Skills and Good Governance with the more strategic functions of Strategic Planning, Managing resources; Managing Partnerships and Stakeholders being the least supported skills acquired through training and development.

Figure 5. Leadership Skills acquired through training and development opportunities

Importantly, a small number of respondents reported that they had not had any opportunities for skills acquisition through training and development and were, therefore, unable to answer this and other questions:

"My university hardly has any such activities at this point." Head of a Programme

"None at Institute." Head of Department

Where training and development had taken place there was recognition that this had made a difference to their effectiveness in motivating others; communication skills and strategic planning though not with managing strategic partnerships and stakeholders.

4.2 Thinking Strategically

Figure 6 shows that training focussed on 'Developing and Managing Strategic Partnerships' and 'Managing Stakeholders' had least impact even though these functions might be seen to be more aligned to senior leadership roles than mid-ranking leadership and management roles. It is important, therefore, to look at leaders' strategic development more closely.

Figure 6. The difference that training and development made

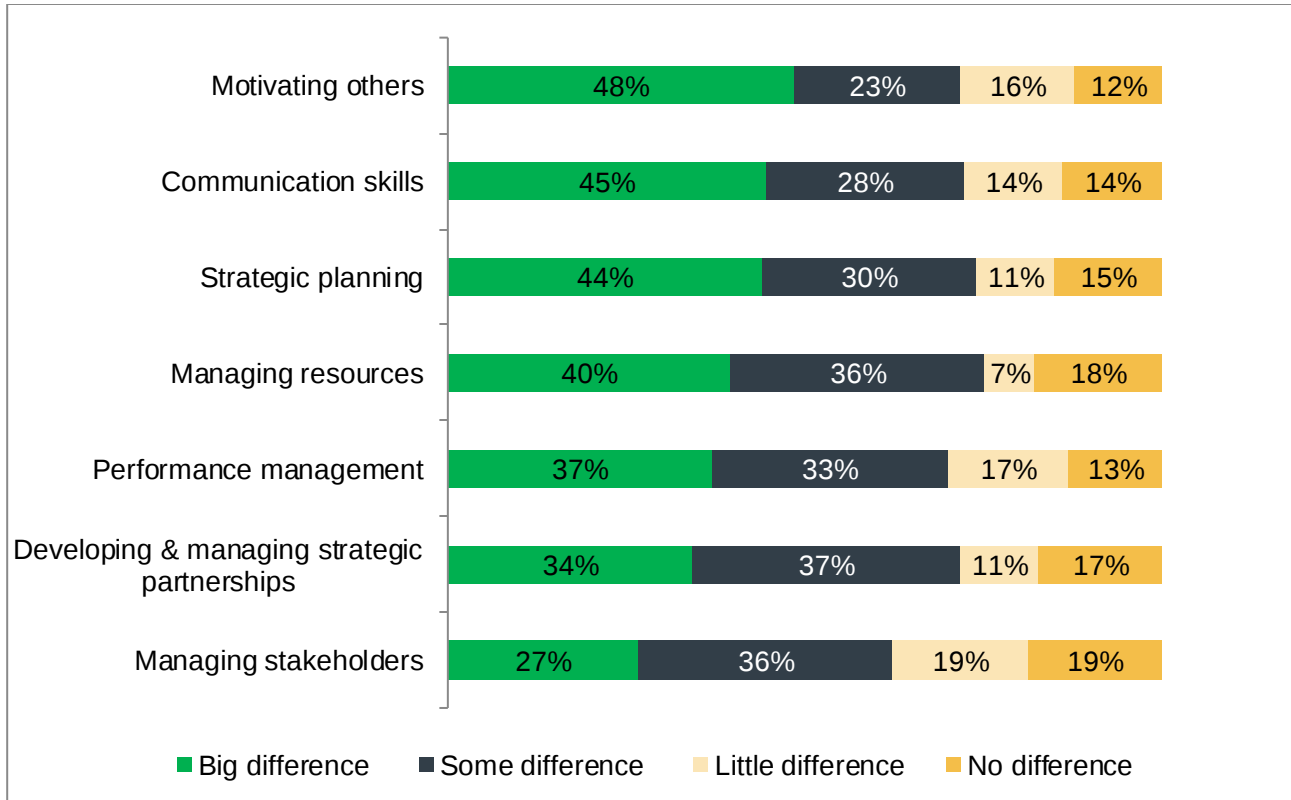


Figure 7 describes the number of respondents who had undertaken some sort of leadership development training in a number of important strategic areas and Figure 8 shows what impact this training of respondents' effectiveness. A positive finding is that with such functions as 'Leading Learning and Teaching Development' and 'Developing the University's Mission and Vision' there is a good correspondence between undertaking training and that training supporting leaders' effectiveness. 'Leading Learning and Teaching Development' is also seen to be one of the most important challenges facing future university development.

There are also a number of concerns that this data reveals. The respondents reported that fewer of them had undertaken leadership development in a number of significant strategic areas such as 'Institutional Turnaround Activities' (41%), 'Being Entrepreneurial' (38%), and 'Leading Estates Planning' (37%). Figure 8 also shows that where training has been undertaken in these areas, it has had least impact on their effectiveness.

Figure 7. Strategic thinking skills acquired through training & development opportunities

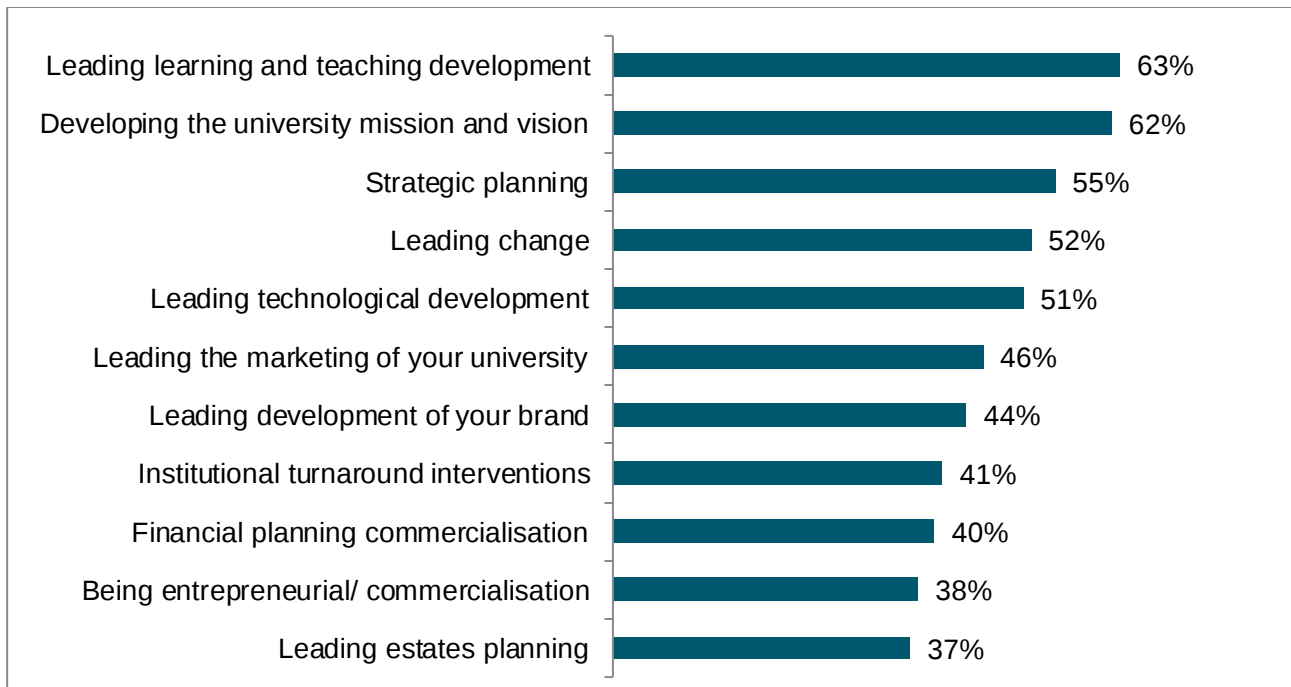
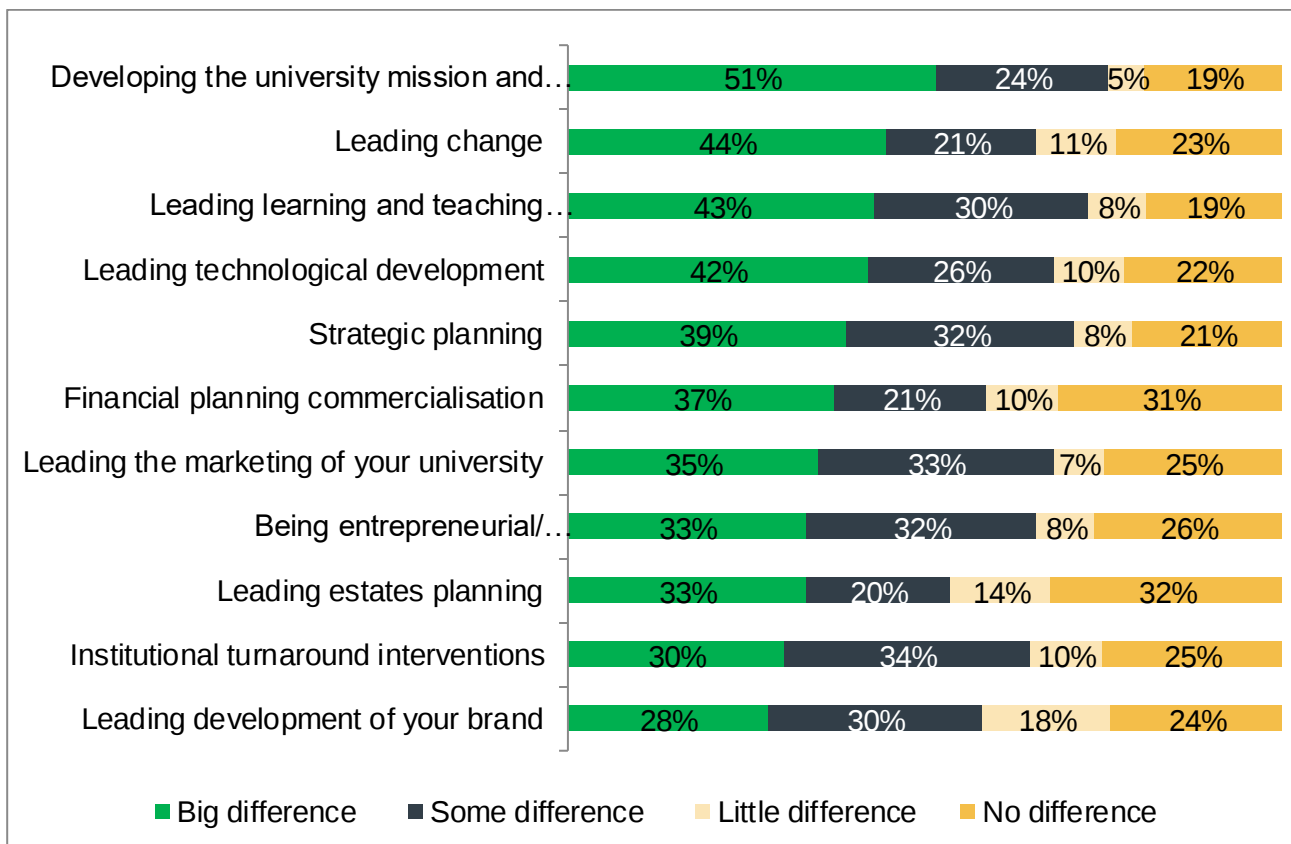


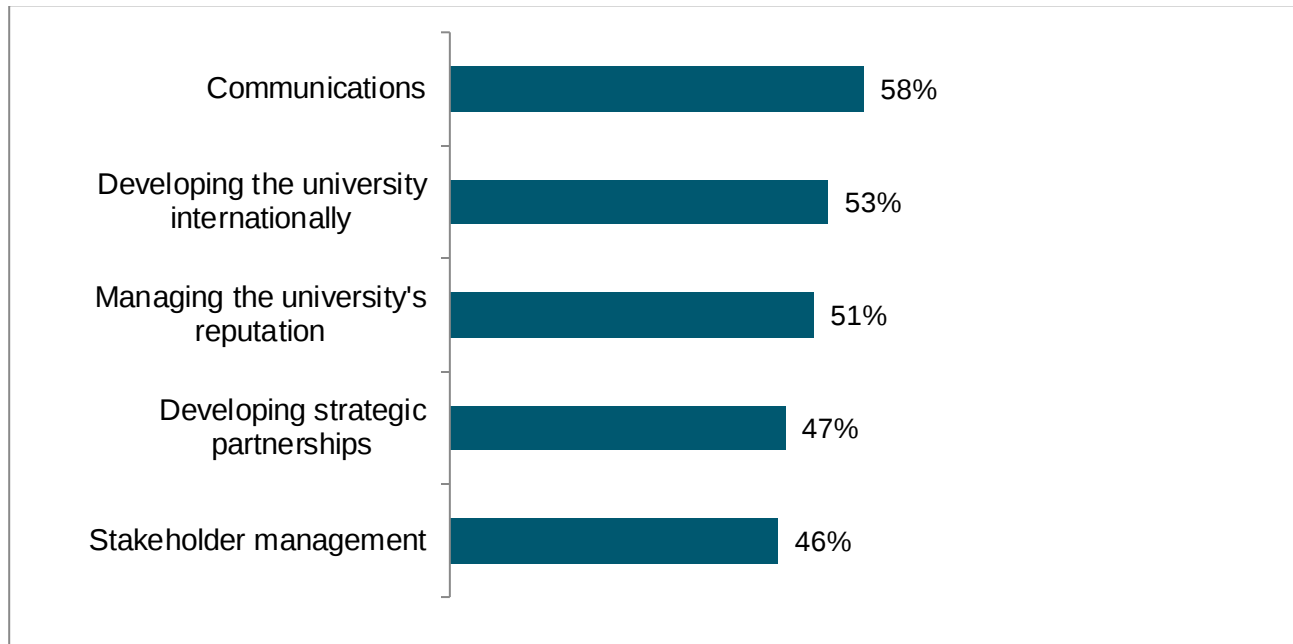
Figure 8. The difference that training & development made in each skill area



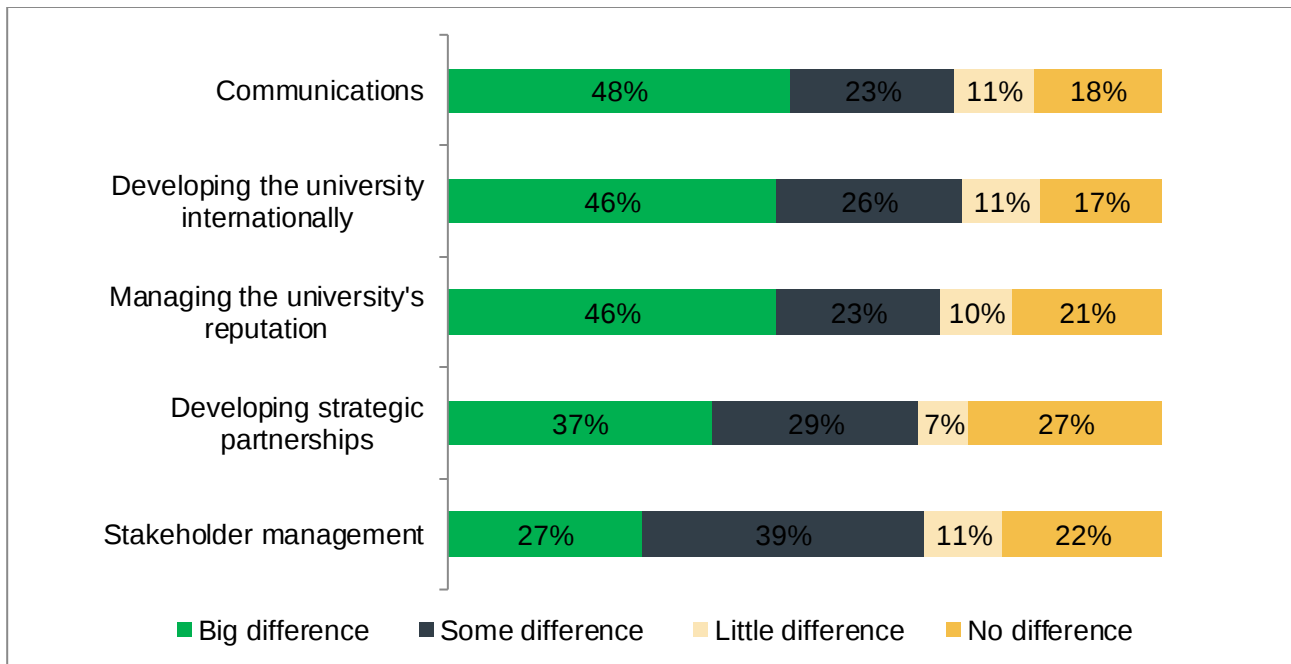
4.3 Looking Outwards

A senior university or college leader needs to have presence and impact outside their institution and Figure 9 describes what proportion of respondents have had training in a number of aspects on 'Looking Outward'.

Figure 9. Outward looking skills acquired through training & development opportunities



It is clear that there has been less training and development in these important areas compared to other training and development opportunities described so far. (Note that 'Communication Skills' in this question referred to outward looking communication skills as opposed to the general communications skills addressed in Figure 5). It is also clear that fewer respondents had undertaken training and development in the strategically important functions of developing external partnerships and managing stakeholders. Further, as Figure 10 shows, the training that was undertaken had less impact than the other areas.

Figure 10. The difference that training & development made in each skill area

4.4 Academic Leadership

If strategic leadership including developing the university's reputation, managing partnerships and developing the institution's mission and brand are considered the role of a corporate leader, then there are a number of functions and responsibilities that are those of an academic leader. Figure 11 describes what training and development has been undertaken by the respondents as academic leaders. What is clear is that the highest proportion of respondents have undertaken training and development in the areas of 'Curriculum Management' and 'Leading Learning and Teaching' with the lowest proportions undertaking training and development in 'Leading Innovation' and 'Managing Professional Services' (though the difference in proportions is less than in other areas).

Similarly, although the differences are less than other areas, Figure 12 shows that training and development activities in 'Managing the Curriculum' and 'Leading Innovation' had the least impact.

Figure 11. Academic leadership skills acquired through training & development opportunities

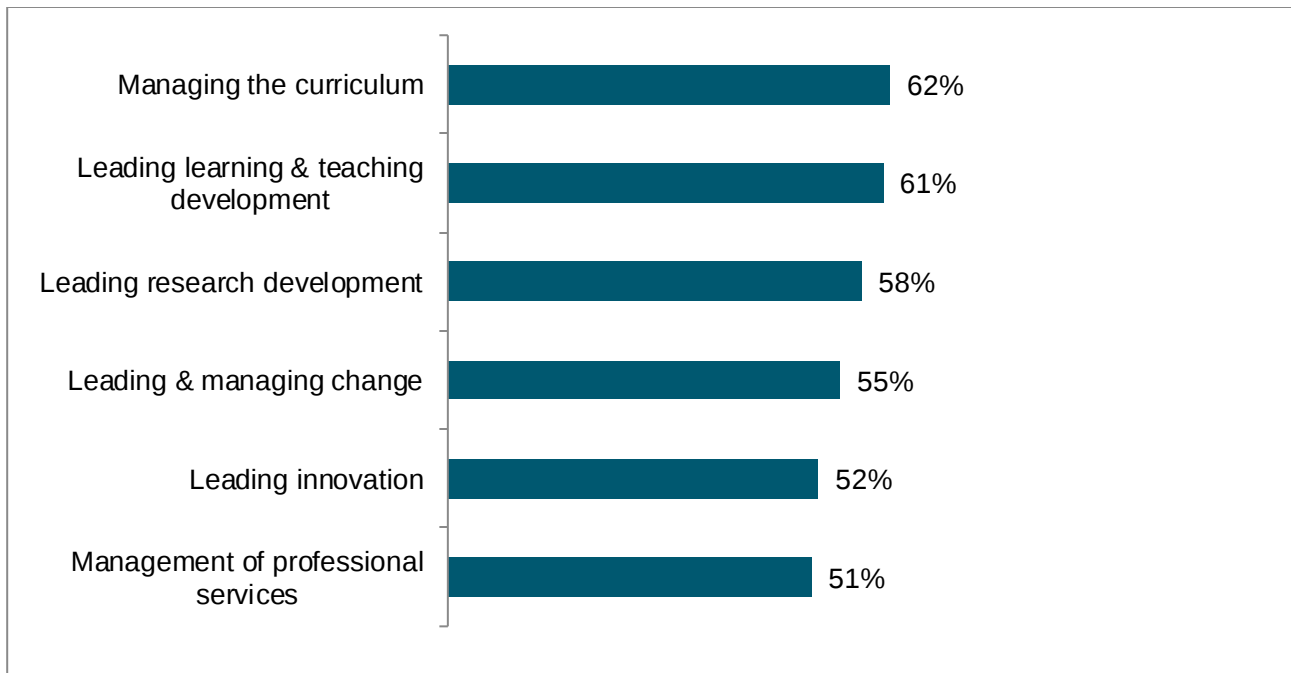
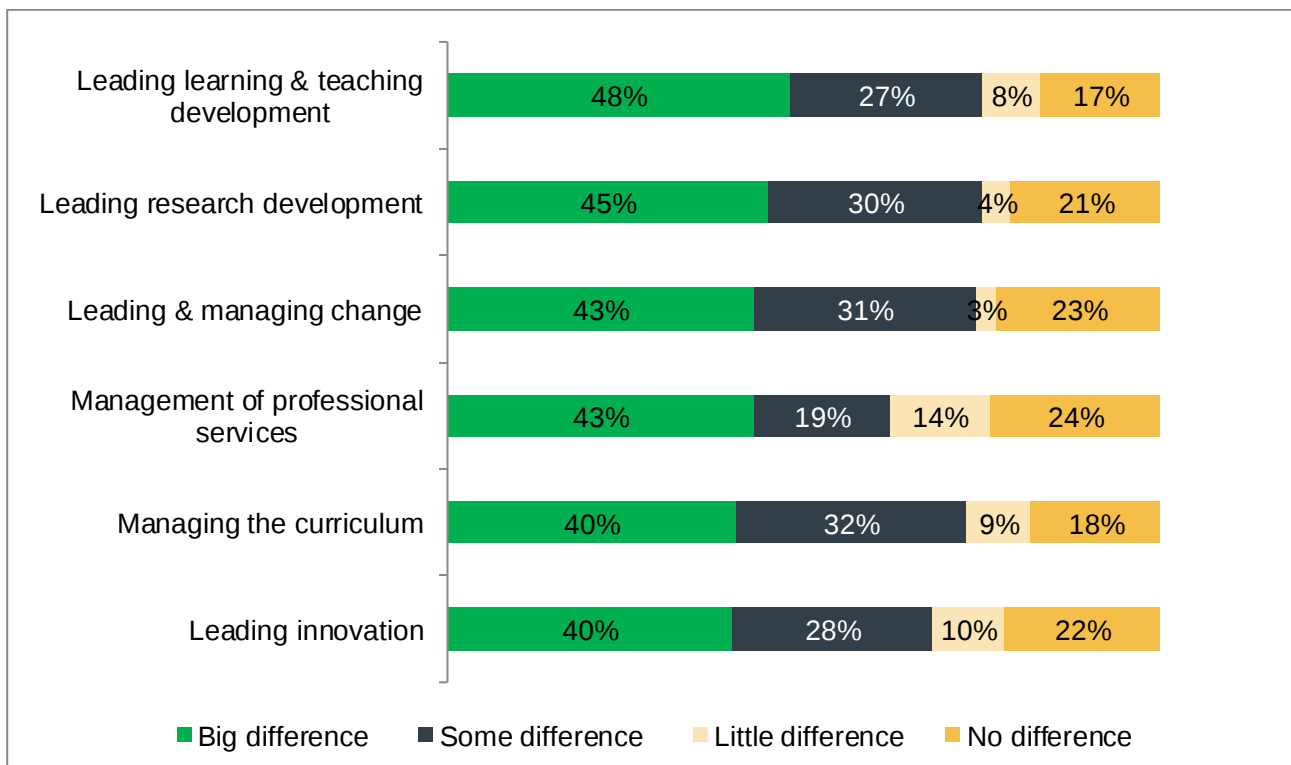


Figure 12. The difference that training & development made in each skill area



4.5 Internal Leadership and Management

This data refers to leadership and management functions that take place within a university or college. As Figure 13 shows, the highest response to any question was the proportion of respondents who had undertaken training and development focussed on 'Internal Quality Control' with the fewest undertaking training and development on 'Staffing Policies and Performance Management' and on 'Managing the Environment and the Estate'. And, as Figure 14 shows, the training and development that did take place in 'Staffing Policies and Performance Management' and in 'Managing the Estate and the Environment', had the least impact.

Figure 13. Internal Leadership and Management

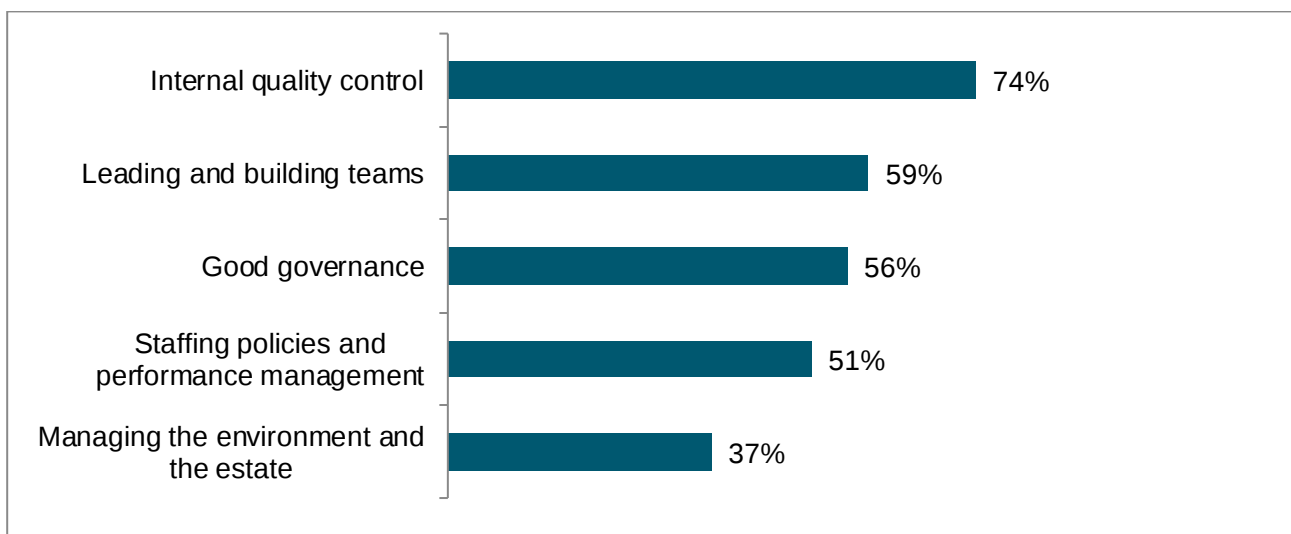
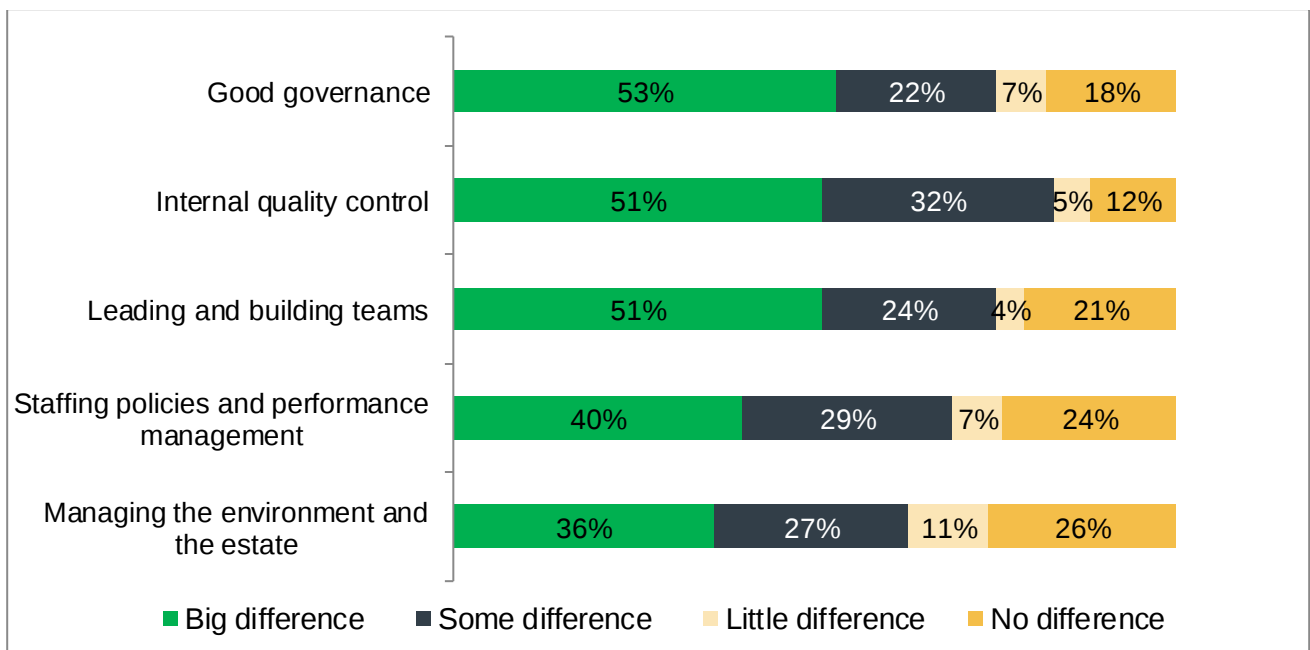


Figure 14. The difference that training & development made in each skill area



4.6 Mapping and Understanding Best and Good Leadership Development Practice Across the HE Sector in Pakistan - Discussion

From the survey, from the focus groups and from the visits to three universities and meetings with a variety of senior colleagues in Islamabad there is evidence, overall, of a high level of participation in leadership development programmes. There is also evidence of high participation across a wide range of leadership and management functions – from strategic functions such as ‘Developing the University’s Mission and Vision’ (62%) to more managerial functions such as ‘Performance Management’ (69%). However, there is also evidence that leadership development provision is variable. On the one hand, there is evidence of institution-wide planned provision such as that of the Fatima Jinnah Women University led by the Women Research and Resource Centre (WRRC). See Table 2 WRRC database from 2001 – 2019.

Table 2. WRRC database from 2001 – 2019

No of Workshops (Gender Issues)	No of Workshops (Leadership)	No of Conferences (Gender Issues)	No of Conferences (Leadership)	No of lectures/ seminars (Gender Issues)	No of lectures/ seminars (Leadership)	Networking/ Internat'l linkages	No of researches
18	09	02	03	56	05	6	8

Elsewhere, colleagues reported systematic programmes including systems for experiential learning through job rotation; mentoring and coaching; as well as the provision of courses and workshops. Colleagues also mentioned the programmes delivered by the HEC itself.

“I got formal training through HEC on all quality domains and it made lot of difference.”
Director of Quality at a metropolitan university

“HEC conducted Faculty Development program in which I was nominated in 2008. Before that training, we were totally unaware of the importance of communication skills and encouraging/motivational talks greatly enhances the overall performance of the people working under a person. Polishing of communication skills greatly improved the overall performance and importance of motivation also greatly improved my managerial skills.” Director of Quality Enhancement Cell at a rural university

Good practice includes examples of universities where there is clarity about expectations and responsibilities.

“The department has clearly defined all the roles and responsibilities of each faculty and administrative staff members. The department define a clear administrative hierarchy to work smoothly during office working hours. Employees have autonomy to

work independently in the given guidelines to achieve defined task. It develops the confidence and trust in the employees.” Head of Department

“...I have initiated a number of programmes. Funding Streams for teacher’s research contribution (such as best teacher award, best paper award, publication remuneration etc) and for students (supervising prime minister laptop scheme, HEC Need Based Scholarships etc). Along with this, I have worked on digitizing evaluation proformas that are filled by students for courses taught and respective teachers. This has immensely contributed to me being a leader as throughout the process, I have had subordinates who I had the chance to mentor and we have come up with better ideas together via action learning.” Head of Department/Quality Enhancement Cell

However, there is also evidence that provision is highly variable with a small but significant number of people reporting that they had had no opportunities for leadership development. This was particularly the case, for example, of a small, rural campus (fewer than 1000 students) where faculty were simply too busy in their leadership roles as well as teaching, to be able to participate in leadership development activities.

“I didn’t have a chance to attend any personal development activity so cannot label any as most or least useful.” Director of Quality Enhancement at a metropolitan university

“I have not been formally trained in any of the skills given above. They have been acquired via on-the-job experience.” Dean at a metropolitan university

“I wonder if there is a program of training for leaders in Universities. If there is one then I am not aware of it. We all become leaders and do leadership without any proper training and we learn from our experiences...Personally, I did not take any proper training in management but when I was entrusted with Deanship, I started to notice the process of decision making and learned from experience. In addition, I read books on project management, which helped me a lot in developing arguments for strategic decision making.” Dean at a metropolitan university

There was also evidence that there are a number of university functions where there had been less leadership development and training. For example, fewer respondents reported that they had undertaken development and training in the various economic aspects of university leadership such as ‘Commercialisation’; ‘Managing the University’s Brand’; ‘Financial Planning’ and ‘Being Entrepreneurial’. In particular, there was much less evidence of respondents undertaking development and training in relation to ‘Managing the University Estate and IT’.

4.7 Assessing the Impact Leadership Development Activities Generate for Individuals, Organisations and the HE Sector in Pakistan

In relation to *Level 1: Learner Reaction and Satisfaction* and *Level 2: Learning* using Kirkpatrick’s Framework there is good evidence of high levels of satisfaction and learning

reported by the survey respondents and from secondary sources. For example, in 2015 there was a Leadership Training and Study Tour of British Columbia for 15 Pakistan Vice-Chancellors hosted by the Commonwealth of Learning in partnership with the British Council and the HEC. This study tour comprised visits to universities and presentations that focussed on strategic issues such as Developing Strategic Thinking and Planning; Strategic Planning Frameworks; Good Governance; Financial Management; Academic Innovation and Research Excellence. Each day's sessions were evaluated and the final report describes a high level of participant satisfaction. However, the satisfaction data also shows that, for each day's evaluation, the least satisfaction consistently reported was 'Knowledge and information gained from my participation at this event met my expectations and is applicable to my work'. Similarly, 'I gained usable skills and will be able to apply them to my leadership and academic roles' scored consistently lower than the other questions referring to the quality of interactions and discussions and the quality of event organization³.

Also, in 2015, the University of Glasgow in Scotland hosted a leadership development study visit for university senior administrators from Pakistan. The evaluation report for this programme also describes a high level of satisfaction enjoyed by the participants though they also reported that they would have liked

*"...more opportunity to connect with and engage with academics from their subject disciplines; and further discussion about building partnerships and collaborations."*⁴

In relation to *Levels 3 and 4, Application and Changed behaviour; Results or Business Impact*, the evidence is mixed. There are individual cases where respondents have reported changed behaviour but not necessarily as a consequence of a leadership development programme; rather, as a consequence of individual proactive experiential learning

Overall, however, senior leaders expressed disquiet about leadership development being delivered through stand-alone programmes and events. Their concerns included a recognition that generic programmes, including overseas study visits, did not address the particular needs of Pakistan universities and the wide variation in the sector – that 'one size does not fit all'. Further, there was concern stand-alone programmes and events did not include any follow-up to ensure that learning was being applied and embedded and that development programmes were supply-led rather than demand-led. In short, whilst there is evidence of some programmes leading to some learning there was no evidence that there is systematic leadership development that has enduring impact.

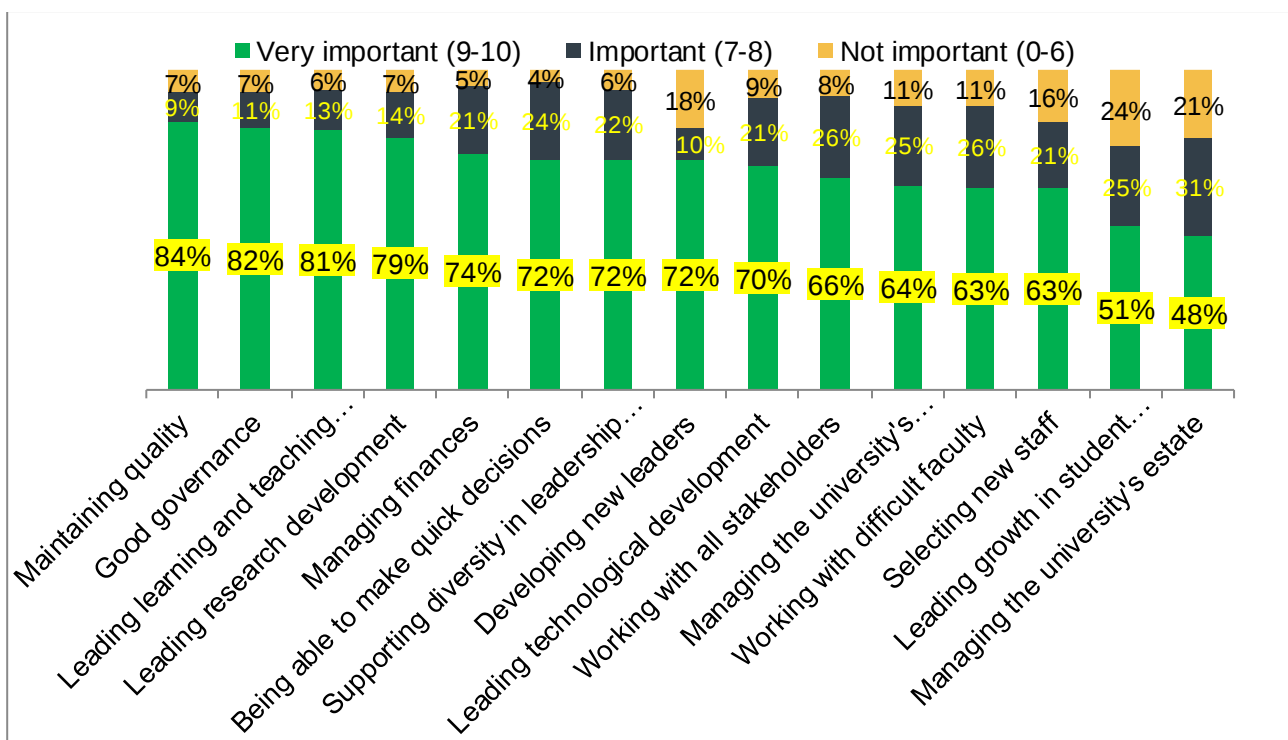
³ Leadership Training and Study Tour for Vice-Chancellors, Pakistan, Hosted by the Commonwealth of Learning in partnership with the British Council And the Higher Education Commission, Pakistan, April 27 – May 6, 2015. Report by Godson Gatsha and Charisse Cruz

⁴ Untitled report, 2015, Dr Margery McMahon, University of Glasgow, March 2015

5. Identifying the Opportunities that Exist for Growing and Extending Leadership Development as Part of the Intended NAHE Offer

As Figure 15 shows, when asked what are the most important challenges facing leaders in Pakistan's universities today a very high proportion responded with 'Managing Quality' closely followed by 'Good Governance'. Several other areas received high support including 'Leading Learning and Teaching', 'Leading Research Development' through to 'Developing New Leaders' and 'Leading Technological Development'. The least important challenges, according to the survey respondents, were 'Leading Growth in Student Recruitment' and 'Managing the University's Estate'.

Figure 15. What are the most important challenges facing leaders in Pakistan's universities today?



It is important to consider how the priorities identified by respondents to the survey align to the strategic plans developed by the HEC. The HEC Vision 2025 has introduced a vision to enable Pakistan to develop and deliver world-class higher education. Elements of this vision include:

- + Research innovation and commercialization
- + Enhanced equitable access to higher education

- + Excellence in leadership, governance and management
- + Increased quality with highest academic qualifications
- + Enhanced quality of curricular content
- + Planned ICT for 2017-2025
- + Financial management to sustain growth.

In short, the principles to inform the transformation of Pakistan's HE sector are those of competitiveness, investment and leadership to be led by the NAHE. From this evaluation of the scope and impact of leadership development and training in Pakistan a number of recommendations can be made to support the NAHE's work.

Recommendation 1: The identification of HE leadership standards in Pakistan

Whilst there is a ready appeal to consider identifying a series of leadership competencies for university and college leaders, the evidence from this evaluation is that the contexts within which Pakistan's university leaders work differ considerably between urban and rural institutions; public and private; large to quite small with fewer than 1,000 students and so on. Rather, the recommendation is that the NAHE leads a sector-wide consultancy process to establish a consensus around a set of leadership standards that each institution can then interpret to meet its own situation. This interpretation could become a part of the HEC's audit of institution quality. There are already a few universities that have accomplished this. In the UK, for example, the University of Leeds has established its 'Excellent leadership behaviours framework'⁵ and in the USA the Central Michigan University has developed its Central Michigan University's Leadership Standards Initiative (LSI)⁶. Advance HE is custodian of the 'Professional Standards Framework for Teaching and Supporting Learning in HE' which incorporates a focus on strategic leadership in academic practice and academic development.

Such leadership standards would comprise the core knowledge, professional values and areas of activity that are appropriate for a university leader or manager according to where they are in their leadership development and according to how they are interpreted by each institution.

Recommendation 2: The development of a leadership development framework

It is clear from the evidence in this evaluation that there has been little systematic strategic leadership development in most universities. Respondents in the survey have described a picture of ad hoc development and leadership skills that have often been acquired through 'on-the-job' experience. The NAHE can rectify this situation by developing a leadership development framework that not only provides support for existing leaders but also, most

⁵ See <https://www.sdduonline.leeds.ac.uk/behaviours/the-framework/> accessed 25/02/2020

⁶ See https://www.cmich.edu/office_president/Pages/leadership-standards-initiative.aspx accessed 25/02/2020

importantly, includes the identification of potential leaders early in academic and professional staff careers. There are many such frameworks and the NAHE can consult with the sector on what such a framework would comprise – typically, such a framework would start with self-leadership with a focus on self-efficacy. There is considerable evidence that this is a *sine qua non* (an essential condition) for all other leadership development.

Secondly, the framework might address team leadership and the ability to motivate others followed by organizational leadership including the development of leadership specific skills.

Finally, at the pinnacle of the framework might be transformational, enterprise leadership appropriate for vice chancellors and the growing number of pro vice chancellors and Deans. See Table 3 for an illustration of what this framework might comprise (Note - this table is for illustrative purposes). It is very important that the NAHE leads a collaborative, consultative process to determine an actual framework. It is also important to note that it would be possible to have optional routes through the framework to address specific leadership concerns.

Table 3. A possible leadership development framework

Level	Illustrative leadership activities	Typical individual role/ career stage
Level 1 – Self-leadership	Activities to enhance personal effectiveness such as prioritisation; self-awareness; individual capabilities; resilience; consideration of values	Early career academic and professional staff with a potential for leadership development.
Level 2 – Team or programme leadership	Team development; Influencing skills; communication skills; curriculum development; leading others	Academic and professional staff with leadership responsibilities such as Programme Leader or Course Director
Level 3 – Leading in the Organization	Thinking strategically; developing financial and systems capabilities; managing teams; leading change; managing the performance of others.	Heads of Departments; Heads of Professional Services;

Level 4 – Looking Outwards	Developing the university's mission and vision; developing enterprising capabilities; developing and managing strategic networks and partnerships; managing the university's reputation and brand	Deans; Vice Chancellors; Pro Vice Chancellors; Directors of Services
----------------------------	---	--

Recommendation 3: The development of a leadership 'pipeline'.

One of the major concerns expressed in the focus groups and meetings with senior staff is that leadership development events, in the past, were stand-alone with little follow-up or consideration of a leadership development process – that ad hoc learner experiences might be replaced by the notion of a 'leadership development journey'. With leadership standards in place and the development of a leadership development framework, such a 'leadership development journey' might be located within a university leadership 'pipeline'. The notion of an organization developing a 'leadership pipeline' is not new but there has been renewed interest in it in the last 20 years. It links leadership development with succession management to ensure that any organization has a ready supply of internal colleagues with the potential to step-up to take on increased responsibilities. It is a staged approach and fits perfectly with the notion of a 'leadership journey'. As Conger and Fulmer (2003)⁷ argue:

'It's not just about training. Leadership development, as traditionally practised, focuses on one-off traditional events, but research at the Center for Creative Leadership at Greensboro, North Carolina, has shown that participants often return to the office from such events energized and enthusiastic only to be stifled by the reality of corporate life.'

Conger and Fulmer also suggest a number of important principles in the establishment of a 'leadership development pipeline' including:

- + A focus on being developmental
- + A focus on the most important roles in an organization and how middle-managers might be identified to fill these roles when they become vacant
- + Being transparent so that individuals know what they need to do to get promoted
- + Monitoring the progress of participants as they move through the 'pipeline'

⁷ J.A.Conger & Robert M Fulmer, 2003, Developing Your Leadership Pipeline; Harvard Business Review, December 2003, p3

- + Maintain flexibility in the use of the ‘pipeline’ system

It is recommended that the NAHE considers what a leadership development ‘pipeline’ might look like within the context of the proposed leadership development framework in order to support a pilot project to introduce such ‘pipelines’ in Pakistan’s universities and colleges.

Recommendation 4: Types of leadership development

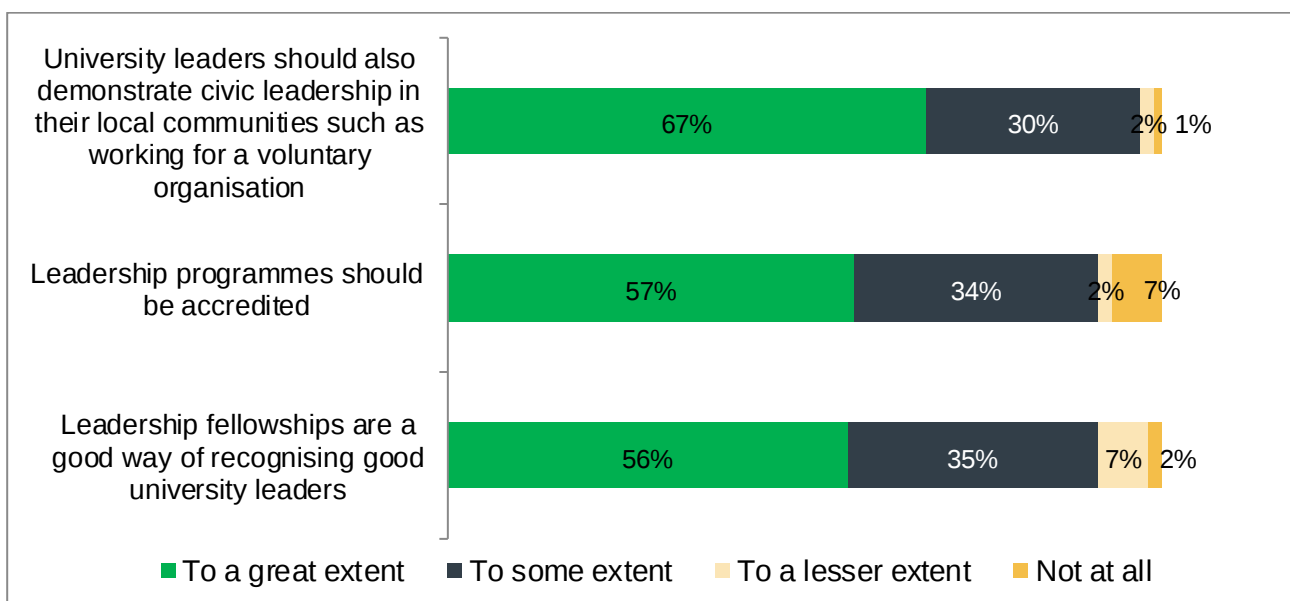
The survey data show that there is support for a number of leadership development activities that are consistent with these recommendations and it is recommended that the further development of such activities is supported by the NAHE; they include:

- + The development of internal mentoring and coaching schemes
- + Fostering the use of action learning where participants have ‘real’ issues to tackle
- + Enhancing existing leadership networks and fostering the development of new leadership communities of practice
- + Pairing ‘classroom’ activity with real issues and developments

Recommendation 5: Introduce a system for accrediting leadership development

As Figure 16, shows, there is considerable support from the survey participants that leadership development programmes ought to be accredited; a view shared by a number of executive and senior staff in the face-to-face meetings. It is recommended that the NAHE includes a consideration of the accreditation of leadership development as a part of its consultation with the sector about leadership standards and a possible leadership framework.

Figure 16. To What Extent Do you Agree That...?



There is similar support for the introduction of Leadership Fellowships to recognise good university leaders. Such a title might be included within any new leadership development framework.

Recommendation 6: Consideration of including civic leadership as a part of the leadership capabilities of HE leaders in Pakistan

One of the outcomes from face-to-face meetings in Islamabad was the suggestion that some form of civic leadership in the local community ought to be an element of the HE leader's role. To test this suggestion a question was asked in the leadership survey and, as Figure 16 also shows, there is considerable support for this idea. It is, therefore, recommended that the NAHE, as part of the consultation process in relation to the development of a leadership development framework, includes consulting the sector about including an expectation about HE leadership and leaders' contributions to local communities.

Recommendation 7: Leadership development in Pakistan's universities ought to include the acquisition of 'Turnaround Leadership' capabilities

During the course of discussions with senior leaders in face-to-face meetings in Islamabad, considerable interest was shown around the topic of 'Turnaround Leadership'. In the USA, particularly, there is now considerable experience of HEIs being forced to close – especially small (fewer than 1000 students), faith-based, community colleges. There are also lessons to be learned from Australia and Canada leading to the identification of the skills necessary for 'Turnaround Leadership' (Fullan and Scott, 2009; Martin, Samuels and Associates, 2009).

Whilst there is not yet a complete consensus about all of the necessary skills that comprise 'Turnaround Leadership' and some skills may not be appropriate when transferred to Pakistan, a number of possible skills might be identified. Of the large number of suggestions that are now emerging a number of priorities have been identified. These include having a focus on the institutional mission rather than on admissions. This is likely to include examining the institution's strengths and reputation, and building on that at the expense of poorly recruiting programmes and programmes with a poor reputation. Put starkly, these will need to close as the institution develops a high-quality niche presence. This might be perceived as a need for Directive and Achievement-focused leadership rather than the Engagement-focused leadership that was preferred by a high proportion of survey respondents. Secondly, an effective 'Turnaround Leader' understands fully the institution's finance system. There is evidence that such competence is often not found in 'at risk' institutional senior management teams and there is evidence from the survey that financial and commercial development leadership development activities have had less impact than other strategically important activities. Thirdly, successful 'turnaround' includes the use of detailed quality management systems whose data can inform effective and timely interventions. For example, having a 'dashboard' system enables one to monitor retention

rates as well as record successful achievements. Having an eye for detail is a vital 'turnaround' skill.

A further important skill already mentioned is working with the Board of Governors and making sure that the Board itself has colleagues with the skills appropriate for 'turnaround' activities. Importantly, there is evidence that successful 'turnaround' includes being candid with the Chair of the Board and not attempting to disguise what is really going on, and also having a Board that could act quickly when necessary. In short, 'Turnaround Leadership' encompassed an element of governance development as well.

The significance of acquiring 'Turnaround Leadership' abilities is this. Ewart Wooldridge, the first CEO of the Leadership Foundation for Higher Education (now Advance HE) in the UK was asked, on his retirement, what he saw as the issues facing contemporary HE and what skills a university leader might need. He said:

'The critical skill is about managing uncertainty, coping with emergent change, as opposed to planned strategy development. There is a need for more agile approaches to scenario planning...Above all, the challenge is to be able to create a more entrepreneurial and enterprising culture in the institution without losing the concept and values of the university.' (Wooldridge, 2013)⁸

'Turnaround Leadership' enables new leaders to develop that skill. And it is not just a model for saving an institution from closure. It is a model for transforming a university, not just advancing it. As Scott G., Tilbury, D., Sharp L., Deane, E., (2012)⁹ demonstrate, the 'turnaround' model is ideal for enabling transformation in a university in a positive way, rather than adaptation and is therefore, well-suited to the transformational aspirations of Pakistan

⁸ Wooldridge, E. (2013) 'Strategic reflections: the last nine years in higher education', Engage 31, LFHE

⁹ Scott G., Tilbury, D., Sharp L., Deane, E., (2012): Turnaround Leadership for Sustainability in Higher Education – Final Report, University of Western Sydney

6. Table of Recommendations

No.	Recommendation
1.	That the NAHE leads a sector-wide consultancy process to establish a consensus around a set of leadership standards that each institution can then interpret to meet its own situation.
2.	That the NAHE develops a leadership development framework that not only provides support for existing leaders but also, most importantly, includes the identification of potential leaders early in academic and professional staff careers.
3.	That the NAHE considers what a leadership development 'pipeline' might look like within the context of the proposed leadership development framework in order to support a pilot project to introduce such 'pipelines' in Pakistan's universities and colleges.
4.	That the NAHE supports leadership development activities which: + Develop internal mentoring and coaching schemes + Foster the use of action learning where participants have 'real' issues to tackle + Enhance existing leadership networks and fostering the development of new leadership communities of practice + Pair 'classroom' activity with real issues and developments
5.	That the NAHE includes a consideration of the accreditation of leadership development and the introduction of Leadership Fellowships to recognise good university leaders as a part of its consultation with the sector about leadership standards and a possible leadership framework.
6.	That the NAHE, as part of the consultation process in relation to the development of a leadership development framework, includes consulting the sector about including an expectation about HE leadership and leaders' contributions to local communities.
7.	Leadership development in Pakistan's universities ought to include the acquisition of 'Turnaround Leadership' capabilities.

Appendix One

Schedule of Visits

- + DAY 1: Meetings with Senior HEC leaders
- + DAY 2: Two Focus Groups with 28 Vice Chancellors and Senior University leaders
- + DAY 3: Visits to Air University (AU) Islamabad and FAST (NUCES) University, Islamabad
- + DAY 4: Visit to Quaid-U-Azam University, Islamabad; Meeting with Director, British Council, Pakistan
- + DAY 5: Debrief session with Chairman, HEC

Contact us

General enquiries

+44 (0) 3300 416201
enquiries@advance-he.ac.uk
www.advance-he.ac.uk

Media enquiries

+44 (0) 1904 717500
communications@advance-he.ac.uk
www.advance-he.ac.uk/contact-us

   @AdvanceHE

Advance HE enables excellence in higher education, helping it shape its future. Within the UK and globally, Advance HE supports institutions in the areas of excellence in education, transformative leadership, equity and inclusion and effective governance. This is delivered through membership benefits (including accreditation of teaching, equality charters, research, knowledge and resources), programmes and events, Fellowships, awards, consultancy and enhancement services and student surveys.

Advance HE is a company limited by guarantee registered in England and Wales no. 04931031. Registered as a charity in England and Wales no. 1101607 Registered as a charity in Scotland no. SC043946. The Advance HE logo should not be used without our permission.

© 2019 Advance HE. All rights reserved.

The views expressed in this publication are those of the author and not necessarily those of Advance HE. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any storage and retrieval system without the written permission of the copyright owner. Such permission will normally be granted for non-commercial, educational purposes provided that due acknowledgement is given.

To request copies of this report in large print or in a different format, please contact the Marketing and Communications Team at Advance HE:

+44 (0) 3300 416201 or publications@advance-he.ac.uk