

The Legacy of Leadership
**- a study of leadership influence within a single
organisation**

C. William Fisher

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**The School of Education
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Abstract

'Your legacy is not what you do, but what your impact is on others.'

(Odom, 2004)

The purpose of this research is to critically examine a concept that has been termed the 'Legacy of Leadership'. This study examines the values and beliefs that underpin leadership behaviour. Through such an examination, leaders are provided with the opportunity for personal reflection that could enable the enhancement of their own leadership performance. It is argued that to fully appreciate how leaders are able to influence others, it is necessary to consider the individual values and beliefs that leaders will have developed throughout their lives which will have helped to form their leadership behaviour and that will help to explain why they now lead in the way that they do. Such attributes are believed to be unique to each individual due to their own background, social upbringing, culture and experiences. The research methodology uses semi-structured interviews to capture the lived experience of the interviewees as they are each taken on a personal legacy journey that considers their past, present and future legacy. It should be noted that the term 'legacy' is not just about what leaders have left behind or how they will be remembered as individuals - it is also about the influence they have had on those people who have come into contact with them, either directly or indirectly. The data for the research has been drawn from the Higher Education Sector, within which the author is employed; a sector that has become more accountable for its actions, where leadership is now a matter of public concern, and where there is an increasing need for the presence of strong leadership at all levels within educational institutions. The conclusion provides insights that will allow leaders to better understand their own behaviour, and with personal reflection will allow them to enhance their own leadership performance.

.....
Key words: legacy; leadership; values; beliefs; behaviour; influence.

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.....Part One: Preparation for the Legacy Journey.....

To examine the legacy of leadership, 19 leaders will be taken on, what has been termed as, 'a legacy journey' to explore their individual set of values and beliefs. However, to prepare for this journey, part one of the study will set the context for the research (Chapter 1) and provide a focus with respect to both leadership (Chapter 2) and legacy (Chapter 3). Part one will also explain the methodology (Chapter 4) that has been put in place to capture the data from the lived experience of leaders who will be taking the legacy journey.

In part two of the study the legacy journeys are analysed, and in part three a summary and conclusion to the research will be provided.

Chapter 1 - Context for the Legacy of Leadership

In order to set the context, this chapter falls into a number of parts. Firstly, I define the framework and focus of the study in order to gain an overview of the research. Then a leadership context is provided to demonstrate how leadership has developed over time and is currently using a more distributed style which encourages greater involvement of the people capital of any organisation. Next, as the data for this research is collected from leaders within the HE sector, a higher education context is provided to illustrate the complexity of change due to the impact of new managerialism and to demonstrate the current need for strong leadership in this sector. There is also a focus on the identity of higher education that reflects on the future of the university. Finally, a brief legacy context is provided to establish that legacy as it relates to leadership has as yet not been extensively researched with respect to understanding how leaders influence those who come into contact with them either directly or indirectly.

Framework and Focus

The focus of this research is to critically examine a concept that has been termed the 'Legacy of Leadership'. This concept considers leadership behaviour by studying the influence leaders have on the people who they come into contact with, either directly or indirectly. To begin to understand how leaders influence others it is argued that it is necessary to have an appreciation of the values and beliefs that underpin leadership behaviour. Every individual will, as they progress through their lifetime, have developed their own unique set of values and beliefs. These will have been shaped due to their background, social upbringing, culture and experiences, and in turn these will have helped to mould individual behaviour. It is believed that an examination of such development, with an emphasis on leadership, will help to inform both leadership behaviour and leadership performance.

In deciding on the boundaries for the research, and in order to facilitate data collection, it was decided to focus the investigation on the Higher Education Sector in England (HE) and to select an organisational setting within this sector. The rationale for this was twofold. Firstly, HE has been going through, and is continuing to experience, a period of complex change that may well be leading to a metamorphosis in terms of

organisational identity and to re-alignment of the sector (Fisher, 2006b). Good leadership is therefore essential, and being a leader through such a transformational process requires not only a sound understanding of the sector and of leadership but also requires the ability to influence people if they are going to engage with such change and share in any organisational vision. Secondly, I have been employed in the HE sector for the last twenty years and have been living through this transformational process, and am therefore in a strong position to understand and interpret any data that is collected as a result of this research.

To effectively explore the concept of the legacy of leadership, there is a need to develop an analytical or theoretical framework within which a focussed discussion on the various facets that make up this concept can be examined. Such a framework provides 'a scaffold within which strategies for the research design can be determined, and fieldwork can be undertaken' (Lesham and Trafford, 2007, p. 99) and allows you to engage 'critically with the literature to discuss its strengths and limitations for the purposes of your research' (Wellington et al., 2005, p. 169). To examine leadership performance, knowledge of leadership and how it has developed and changed will need to be provided. This will construct a background against which the individual sets of values and beliefs can be compared. Such background will also help to illustrate the need to have effective leadership to guide organisations through times of increasing complexity, as well as demonstrate that leaders need to develop their leadership performance in order to remain fit for purpose. As the boundaries for the research have been set within HE it is also appropriate to provide an awareness of the sector from which the data has been collected and on which the research is based. Therefore, an overview of HE will be provided to establish the complexity of change that has occurred and to acknowledge the issues and drivers that now face leaders within this sector. The framework must also give attention to the notion of Legacy, as this is an important part of the concept of the legacy of leadership. The theory relating to legacy will be reviewed in order to appreciate that, in this context, it is more about the influence that leaders have on those that they come into contact with, rather than simply the tangible evidence of what they are seen to have accomplished. Engaging with the literature in this way allows the fieldwork to be undertaken within a recognisable structure that will ensure a more sharply defined research question can be identified.

Leadership context

Leadership as a concept has been well developed and there have been many lessons for leadership and examples of good leaders that have been researched and discussed over time. For instance: Clemens and Albrecht (1995) look at a number of historical leaders and attempt to match their skills and strengths to modern day settings; Fullan (2001) considers the link between increasing complexity and the development of the leader; Rickards and Clark (2006) look at the dilemmas facing leaders; Hoyle and Wallace (2005) look in particular at educational leadership; and Peters (2003) lists 50 rules of leadership which includes how 'Leaders Create Opportunities' (p. 320), how 'Leaders Convey a Grand Design' (p. 326), how 'Leaders Break down Barriers' (p. 329), how 'Leaders are Great Storytellers' (p. 336) and how 'Leaders Know Themselves' (p. 337). It is perhaps this last rule that provides a strong link to this research, as Peters notes when he states that leaders should 'be aware of their impact on others' (p. 337).

These authors represent a small example from an extensive range of literature on leadership. Yet, there has to date not been any complete agreement on an accepted definition of leadership or the leadership process. In fact as 'yet there remains considerable controversy about how to define, investigate or conceptualise it' (Furnham, 2005, p. 597). Perhaps this may seem surprising, but it is possible to go back at least as far as Plato's Republic, written over 2000 years ago, to find discussion on this subject. For example, his 'Allegory of the Cave' clearly provides an outline of a leadership process where one person, having found that there was an outside world beyond the subterranean depths of the cave, needs to persuade and influence others as to the truth of the discovery and that by believing, trusting and following this leader a better way forward could be achieved (Waterfield, 1993). However, there is risk and potential conflict attached to such influence when attempting to change the perception of others who may believe that their existing circumstances and view of the world are both acceptable and comfortable and thus will reject any attempt to change this.

Any review of the development of modern leadership leaves little doubt that the ability to influence others now needs to take into account a myriad of factors. If we just consider the last three or four decades, the world has dramatically developed in terms of: organisations; technology; communication; and has developed globally in terms of markets and the interaction of different cultures. Therefore, perhaps it is time to deconstruct the term leadership and to look for new ways to identify the relationship

between the leader and those they influence. The concept of the Leadership of Legacy is an attempt to add to these theoretical considerations by taking existing leaders and considering how they exercise influence that has been shaped by their individual values and beliefs, to see if lessons can be drawn or learnt for the present-day organisational setting, with particular reference to higher education. Historically, it is possible to argue that the study of modern leadership began in the 1940s as identified by Bryman (1986) who categorised periods of leadership. A review of these periods will demonstrate the changes that occurred in leadership theory and thinking over time. Bryman talked of the time up to the 1940s as the 'Trait era' where it was believed that leaders had particular qualities that separated them from others. This was followed by the 'Style' form of leadership, which held sway up to the 1960s. Traits were still accepted but it was what you did with them that was now held to be important. However, Rickards and Clark (2006) believed this often led to, 'two-dimensional models of people orientation and task orientation' (p. 34). Being two-dimensional tended to mean that other factors could be ignored, for example, the effect of the situation that the leader may have been trying to influence. However, Bryman tells us that as organisations began to become more complex the 'Contingency era' came into vogue, and this lasted to the 1980s. This era put forward the view that leadership style was not just based on the individual but was moulded by other internal and external variables with which the leader interacted. Rickards and Clark (2006) provide a useful example of this change when they explain that, 'a people-oriented leader style may be more or less effective according to the level or training and education of followers' (p. 35).

From the 1980s up to the present day these 'other' variables have taken on greater importance and this could be considered as bringing in a new era of leadership. Rickards and Clark (2006) view this as a socially constructed process that is referred to as transformational change. Transformational leadership can be regarded as a significant development as it attempts to focus on a common purpose and brings people together to work towards this purpose. Bryman (1986) informs us that this is shown to be different from transactional leadership which relies on greater use of extrinsic reward to meet the leader's objective. Transformational leadership is more easily linked to the modern complexity of organisations and to the process of organisational change. Although the transformational model has widespread acceptance, there are still some who would disagree. For example, Gron (1995) believes that, 'the transformational leadership model appeals because it fulfils the promise of a hero' (p. 14) and puts forward the view

that by believing in a hero or great person figure you are returning to the previous discredited styles of leadership.

Current thinking in the leadership field recognises a more 'distributed' leadership style. Distributed leadership recognises leadership at different levels of the organisation, and views the leader as more of an organisational architect, who will take far greater account of their workforce or their followers. Flowers (2005) comments on this when she points out that 'as models of leadership shift from organisational hierarchies with leaders at the top to more distributed, shared networks, a lot changes' (Senge et al., 2005, p. 186).

Architectural leaders still need to have their own vision, but they now need to take the expectations of the people within the organisation into account. Thus, it is important to ensure that the people within the organisation are genuinely persuaded to engage with and to share the overall vision. Smith (2001) develops this argument in his critique of Peter Senge who he quotes as stating:

When there is a genuine vision (as opposed to the all-to-familiar 'vision statement'), people excel and learn, not because they are told to, but because they want to. But many leaders have personal visions that never get translated into shared visions that galvanize an organization... What has been lacking is a discipline for translating vision into shared vision - not a 'cookbook' but a set of principles and guiding practices. (2001, p. 6)

The above quotation demonstrates the need for a shared vision. However, it is important to consider that a shared vision may also require the sharing of other values and beliefs both relating to the individual as well as to the organisation.

Having briefly reviewed styles of leadership it is easy to see that leadership has moved, or at least appears to have moved, from a command and control approach to one where greater account of the people capital of the organisation is taken into account. Yet, interestingly, Hammett (2007) casts some doubt on this view when he explains:

However, as a leader's power and influence increase, the motivation to influence action rather than exert power wanes. So, senior executives often find it easier to simply direct subordinates' activity rather than influence them to take action. (2007, p. 5)

Higher education context

For centuries, university education was focussed on the privileged classes. Institutions such as Oxford were among the first universities to be formed and in fact, 'as the oldest university in the English-speaking world, it can lay claim to nine centuries of continuous existence' (Oxford University, 2007). This situation remained unchanged for a number of centuries, until the industrial revolution in the late 18th Century, and was perhaps based on the premise that pre-industrial Britain had little need of universities. In fact, 'at the end of the eighteenth century the number of students was actually lower than it had been two hundred years before' (Scott, 1995, p. 12). The industrial revolution in the late 18th Century had a far reaching social affect which influenced the development of government policy to obtain the skilled labour needed to support the changing economy. This in turn required a different focus for education and led to the establishment of technical colleges – which were the forerunners of the polytechnics.

Reforms in education in the 1960's led to 'a binary divide structure of universities and polytechnics' and 'for over 20 years this model gave a sense of order and was part and parcel of a drive by government ministers to elevate the role of higher education in British life' (Douglass, 2003). By 1971 'the UK taught 446,000 students in a higher education sector that included 45 universities and this represented 14 per cent of 18-year-olds' (Shattock, 1996). It was in the 1980s and 1990s that a series of publicly funded radical reforms were brought in that meant the HE sector was going to change irrevocably, both in terms of sector size and also in terms of the development of management practices. With the rise of Thatcherism in the 1980s there was an adoption of market led philosophies with 'a commitment to market-led expansion' and the devising of 'financial formulae designed to stimulate rapid growth at marginal costs' (Shattock, 1996). The 1980s also marked 'the beginning of the end of rather liberal allocations of public funds' and the start of 'an array of bureaucratic accountability models focused on research and teaching quality' (Douglass, 2003). Published in 1985, the Jarratt Report proposed that 'universities and the system as a whole should work to clear objectives and achieve value for money' (Cave, 1988, p. 9). In 1997, when the Labour party came to power it was expected that there would be changes from the Conservative model of education. However, this did not transpire, as the new government welcomed the 1997 Dearing report (commissioned by the previous government) which reinforced the move towards greater accountability and cost efficiencies. For example, the Quality Assurance Agency (QAA) was established in

1997 as a result of the Dearing Report, to 'assure the quality of higher education provision and the standards of its awards' (Trow, 1997).

It was during this time that higher education moved towards, what has been termed as, the massification of the higher education system, which led to a dramatic growth in student numbers in HE. Writers such as Scott (1995), Trow (1997) and Altbach (2005) have considered massification of higher education and have discussed the movement from an elite system to a mass system and towards what has been described as a universal system of higher education. In order to get a sense of this growth in student numbers, statistics show that within three decades numbers increased from 446,000 in 1971 to over 2.2 million attending at 121 universities in the UK by 2005 (Universities UK, 2005). To put this in another way, in percentage terms, Shelley (2005) points out that the number of 18-30 year olds in HE rose from 12% in the 1980s to 43% by 2002. He goes on to provide a warning relating to the impact such change has on public expenditure by explaining that 'this expansion has been achieved by great increases in productivity, for whilst public funding has increased it has not kept pace with expansion...between 1977 and 1997 public expenditure per student fell by 40 per cent'(Shelley, 2005, p. 41).

Thus, with numbers increasing to this level the additional pressure on the public purse to fund the sector takes on greater importance. Accountability becomes an agenda item as 'The Higher Education Funding Council for England dispenses about £7 billion of public funds to colleges and universities, so it needs mechanisms to ensure accountability and value for money' (Hodgson, 2005).

Government funding has in fact reached an all time high and for the year 2008-09 is set at £7.5bn when in March 2008 HEFCE announced 'The total HEFCE grant available for the 2008-09 academic year is £7,476 million' (HEFCE, 2008). Additionally, if the government's current widening access agenda is taken into account, that by the year 2010 there will be 50% of 18 to 30 year olds in higher education, then it is easier to appreciate the financial pressures that need to be dealt with by the Treasury.

New managerialism

The adoption of market led philosophies and the need to account for increasing public funding took on a greater significance with the removal of the university/polytechnic binary divide in 1992 which led to polytechnics taking on university titles, e.g. Hatfield Polytechnic became the University of Hertfordshire. This led to the development of greater management process and practice in terms of political awareness and financial competence in order to drive towards greater efficiency and accountability. However, although accountability and efficiency are important there is also the need to create a management structure that allows for the quality of education to be prioritised.

Management structures thus took on a new importance together with a focus on the developing need to provide a degree of transparency to HE stakeholders relating to the quality of provision. Students as customers are one example of the importance of stakeholder transparency. However, Smith (2004) points out a potential conflict relating to any new market focus when she states:

while these changes may be regarded as responsive to contemporary societal demands, they may act detrimentally in the long run as the move from a social to a financial contract shifts emphasis from personal commitment to market consideration. (2004, p.1)

These new structures mean that higher education institutions (HEIs) have been 'going through a period of transformation which involves not simply its restructuring but also a re-evaluation of its aims and social worth' (Wright, 1988, p. 183). Re-evaluation has meant that traditional values such as collegiality and autonomy are being reflected upon. Perhaps it is time that a more modern perspective was taken in order to review the aims and social worth of higher education. Duke (1992) argues that the discourse relating to values and language, changes the meanings of words. The 'old discourse' was around the terms: culture; discipline; excellence; scholarship; and standards. However the 'new discourse' for these terms is now: efficiency; fitness for purpose; quality; value added; and lifelong learning.

The impact of such changes led to what has been termed as new managerialism. Parry (2005) explains that this term can be more accurately put forward as a cluster of interrelated changes within the public sector – in ideology, structures and cultures – which tend towards the imputed practices and values of the private sector. As new managerialism has developed there is an ever increasing drive towards greater

efficiency and control, as can be evidenced by the following two quotes. The first, from 1998, is fairly generic in its construction but it establishes that new managerialism is about adopting business sector practices:

The term 'new managerialism' is generally used to refer to the adoption by public sector organisations of organisational forms, technologies, management practices and values more commonly found in the private business sector. (Deem, 1998, p. 47)

Contrast this to the second quotation which is only three years later, in 2001. Here it is interesting to note the differences in the definitions and in the language used. No longer is it a generic reference to the business sector but it now emphasises the need for stronger leadership through 'powerful management', 'tight control', 'efficiency', 'accountability', and 'standards'.

"New Managerialism" usually refers to practices commonplace in the private sector, particularly the imposition of a powerful management body that overrides professional skills and knowledge. It keeps discipline under tight control and is driven by efficiency, external accountability and monitoring, and an emphasis on standards. (Utley, 2005)

However, it should be noted that the development of new managerialism and the move to a greater business focus has not gone unchallenged or unnoticed, and has led to bitter debate, as captured by the following quotation:

A 'community of scholars' or 'a degree factory'? These two epithets, and the contrast in the connotations associated with them, have come to characterise the increasingly bitter debate in academia on how universities are, or should be, organised. (McCaffrey, 2004, p. 29)

The need for strong leadership in HE

Leaders in HEIs are now faced with a more diverse set of responsibilities to a greater and more informed set of stakeholders, to the extent that 'universities now face a range of pressures unprecedented in their histories both in terms of their magnitude and their multiplicity' (Lockwood, 1985, p. 2). The task now facing a leader is summed up by Edwards (1994) who explains that it:

is to try to balance the need to ensure the university's survival, by being able to respond adequately to external pressure, with ensuring that the university is clearly able to develop policies in line with its fundamental mission. (Edwards, 1994, p. 143)

With these developing responsibilities, Vice Chancellors and Principals have started to see themselves not only as academic leaders but also increasingly as business leaders as the organisations they lead are rapidly changing and developing. They are now not only dealing with much larger organisations and the increasing bureaucracy that this brings, but also with developments in such matters as corporate governance and risk management. For example, the development of corporate governance demonstrates a clear link to the importance of stakeholders, as explained by the OECD (2004) when they refer to the corporate governance framework.

The corporate governance framework should recognise the rights of stakeholders established by law or through mutual agreements and encourage active co-operation between corporations and stakeholders in creating wealth, jobs, and the sustainability of financially sound enterprises. (2004, p. 21)

As these changes have swept and continue to sweep through the HE Sector, this also impacts on the roles and responsibilities of leaders at every level of the organisation and is a clear indicator of the need for strong leadership. It is therefore evident that with 'new managerialism' comes the quest for 'new leadership', and a 'new understanding' needs to be developed if the HE sector is to move forward and ensure its place within the knowledge economy. Weil (1994) implies that greater understanding is needed when she explains that 'unprecedented developments are striking at the heart of traditional education, forcing men and women at the top of colleges and universities to revise their approach to their role and initiate significant change' (1994, p. 13). Wooldridge (2008), the current chief executive of the Leadership Foundation for Higher Education, believes that the economic slowdown in the UK in 2008 'calls for strong leadership and new ways of working across boundaries' (2008, p. 23).

The identity of higher education

There is something reassuring, even comforting, in our belief that we understand the identity of a university; how it relates to our own sense of intellectual development; how it fits into the fabric of society; what it means for future generations. However, the world is changing and has, in the last twenty years, been ‘marked by the intervention of the internet’ (Bennis and Thomas, 2002, p. 10). This has led to increased globalisation which brings with it new opportunities for universities as ‘the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration and geopolitical stability’. (Levin, 2006, p. 47)

Thus, when considering an organisation, there is a need to reflect on the shape it needs to be in to meet the needs of stakeholders and society. What, in fact, should be the identity of HE and of the HEIs that make up the sector? There is a need to consider the goals, the aims and the objectives; to look at where HE is going and to consider the dangers and risks that may need to be faced. Perhaps, HE needs to be re-invented in some way? In a paper entitled ‘Reinventing the University’, Trowler (2005) states that to qualify for reinvention then there is a need to look ‘for changes which involve taking significant and well-embedded institutions and practices and then re-organizing them into something distinctly new within a relatively short time-frame’ (2005, p. 2).

One of the current issues is that the HE sector may be looking for quick answers to the challenges and changes that are taking place. Yet, this is perhaps taking a surface approach, as the reality is that such issues may be more wide ranging and represent a greater complexity than may at first appear. Perhaps greater time needs to be found to reflect on these issues, to consider the current identity of the institution, and to decide on the appropriate organisational vision. A further issue that needs to be taken into account in HE relates to academic professionalism. This relates to being able to influence what may be regarded as a number of disparate groups that exist within an educational institution. Sachs (2001) alludes to this when she explains that:

What counts as teacher professionalisation has come to be a site of struggle between various interest groups concerned with the broader enterprise of education. Some would say that it is in the best interest of government for teaching not to be seen as a profession as it gives greater opportunity for regulative control of the profession. (2001, p. 149)

She also usefully divides managerial professionalism into two discourses which helps to separate the internal and external drivers that have an influence on the identity of higher education. The first is the 'democratic discourse' which has an internal focus and can be seen to be trying to shape the academic profession and related identity from within. This includes terms such as, autonomy, academic freedom and professionalism. Secondly, the 'managerialist discourse' has a greater external focus which is being driven increasingly by the managerialism agenda and includes terms such as performativity, accountability and marketisation. What can be seen here is a potential conflict with respect to these two discourses which can perhaps be viewed as two opposing forces within the HE sector, and care needs to be taken to ensure that different identities are not allowed to become entrenched. Sachs (2001) effectively sums up the distinctive contrast between the respective discourses:

The managerialist discourse gives rise to an entrepreneurial identity in which the market and issues of accountability, economy, efficiency and effectiveness shape how teachers individually and collectively construct their professional identities. Democratic discourses, which are in distinct contrast to the managerialist ones give rise to an activist professional identity in which collaborative cultures are an integral part of teachers' work practices. These democratic discourses provide the conditions for the development of communities of practice. (2001, p. 159)

Thus, as higher education moves forward in time there is a need to reflect upon institutional identity. This concern over the future of identity is captured by Peter McCaffrey when he discusses 'The university of 2025' and puts forward the view that the way forward is one, "that does not seek to preserve the 'glories of the past' but, rather, to use what is appropriate and relevant for the future." (McCaffrey, 2004, p. 55)

What is appropriate and relevant for the future is often influenced and guided by the current agenda of the Government. This can be evidenced by the 2008 grant letter from the Government to the Higher Education Funding Council for England (HEFCE) in which The Rt Hon John Denham MP recognises a closer partnership between the HE sector and the Business sector, when he looks to the future and says that universities should 'continue to accelerate progress towards a new relationship between employers and higher education' whilst recognising 'the need for innovation and cultural change' in a period that needs to be seen as 'one of growth but also one of controlled experimentation' (Denham, 2008).

Thus, effective leadership in HE needs to take into account that there has been a fundamental shift occurring which relates to both organisational change and to academic identity. Any individual who associates with a strong academic identity may find it difficult to adjust to greater involvement in managerial roles, especially where they have been used to greater autonomy and academic freedom. This again provides evidence that strong leadership needs to be developed, but perhaps just being strong is not sufficient in itself. Perhaps, there is also a need to have a greater understanding of the identity of the individuals who come within the sphere of influence of the leader, in particular as there has been a shift towards distributed leadership.

Legacy context

Legacy, as it relates to leadership and influence, has not been as extensively researched as the area of leadership itself. However, a number of writers do refer to leadership legacy, for example: Kouzes and Posner (2006) consider how leaders may want to be remembered; Lopez (2003) looks at legacy in terms of values; Galford and Maruca (2006) suggest that leadership legacy should be recognised as early as possible. They express it in the following way:

If you start thinking about your leadership legacy now, rather than just before you change jobs or retire, you will greatly increase the odds of leaving a legacy that reflects your best qualities, as well as the elements of your leadership that you would like to see embedded in the fabric of the organisation you leave behind. (2006, p. 4)

This research develops these viewpoints as it considers the relationship between legacy and leadership and how leaders' influence others. The way in which a leader is seen to use their influence will be analysed through developing an awareness of the system of values and beliefs that underpin leadership behaviour. To facilitate this examination, leaders will be taken on a personal legacy journey to ascertain their understanding of leadership, to discover how they themselves have been influenced, and to consider how they now believe they influence others.

When a leader reflects on their own legacy it should be realised that people will not necessarily see or remember what they have done for the organisation as, if they

remember you at all, they tend to remember what it is you have done for them, which will be in terms of the affect or influence you have left behind. This view was succinctly summed up by one of the leaders who were interviewed for this research and their analogy is worth repeating here:

My view is that once you have left your job you, as a person, will be forgotten very quickly and people will simply move on. So, a lot of legacy must be about the 'footprint' you have left behind, so make sure you do not leave it in the sand to be washed away with the tide!

Summary:

This chapter has, set the context for the research by providing a framework and focus for the study and then established a leadership perspective with an emphasis on the higher education sector. A brief legacy context was also provided to show how this research intends to develop the notion of legacy in terms of how leaders influence others. The following two chapters will provide a more detailed focus on leadership (Chaper2) and legacy (Chapter 3).

Chapter 2 - A Leadership Focus

This chapter falls into a number of parts in order to develop the leadership context that was provided in the previous chapter. Initially, an introduction will set the scene in terms of the current approach that focuses on distributed leadership and the developing language of leadership. Then the link between leadership and management is discussed to note the overlap in the definitions of these two terms. Next, the chapter moves on to consider some of the issues now facing leaders in the HE sector by outlining three important leadership dilemmas with respect to: corporate governance; succession planning; and the complexity of change. This is followed by a review of other issues that are considered to be driving higher education and include: developing flexible organisations; globalisation; quality assurance; and HE sector reports. Finally, the importance of the developing language of leadership is discussed to establish that effective communication is essential for modern leadership.

Introduction

As outlined in the previous chapter, the style of leadership has been moving from command and control towards a greater focus on distributed leadership. Leadership terminology has also increased, with leaders needing to have a greater awareness and understanding of new words and modern definitions. Examples of the language that is having an impact on leadership can be seen in terms and words such as: accountability; culture; society; people capital; diversity; equal opportunity; sustainability; mission and values; new managerialism; and shared vision. Indeed, given the increasing number of both external and internal variables that are now impacting on leadership then it could be argued that the concept of leadership itself needs to be redefined.

However, it is perhaps the development of the style of distributed leadership, together with the effectiveness of being able to influence a shared vision, which is now seen to constitute a more modern approach. Leaders need to be able engage with the organisational vision or their own interpretation of this. However, this increasingly needs to be a shared vision, shared with the other stakeholders of the organisation; in particular the employees. For unless leaders are able to have their vision shared and accepted then the organisation will not work to its maximum potential. (Whetton and Cameron, 1998) sum this view up well when they note that 'creating an environment in

which individuals can feel empowered requires that they be guided by a clearly articulated vision of where the organisation is going and how they can contribute as individuals. (1998, p. 410)

Leaders will have, or can learn, leadership skills and traits through practice or by taking some form of course or activity that helps these to develop. However, at times this may simply be seen as meeting some form of performance indicator or even just as a target to be achieved and ticked off. Such methods do not necessarily provide an answer to what it is that turns an individual into a good leader. In fact, it could be argued that the quest for generic leadership competencies and traits may not be the most effective way forward, as evidenced by the following quotation:

Management gurus and theorists persistently seek an impossible Holy Grail, the universal recipe for leadership. Beleaguered executives are invited to measure themselves against lists of competencies, skills and characteristics – and inevitably find themselves wanting. Attempts to imitate others, even the most successful leaders, are doomed to failure. (Goffee and Jones, 2006, p. 47)

Thus, in order to effectively share a vision there is a need to provide more than just generic leadership training. There is a need to look beyond this basic approach in order to take account of the unique characteristics of each individual leader in order to begin to understand what has already moulded their existing competencies, skills and traits. It is this uniqueness, based on a unique set of values and beliefs, which is used by effective leaders to influence others.

Of course, if it is accepted that the style of current leadership is moving towards a more distributed form, then when developing a shared vision it is not just the values and beliefs of the leader that needs to be considered. There are also the values and beliefs of the organisation, as well as those of the individuals and groups of individuals that make up this community. Organisational values and beliefs are reasonably straightforward as they can generally be found in mission statements and strategic plans and are thus fairly transparent. However, given the leader understands the need to influence other individuals within the organisational community to share their vision then it is necessary to be aware of the values and beliefs that underpin the behaviour of other individuals. To do this effectively, it would seem sensible for the leader to reflect on their own legacy in terms of values and beliefs, to consider how this underpins their own behaviour and leadership style.

Leadership v Management

It worth noting at this point, that when talking of leadership, a comparison is often made with management. There has been discussion and debate over whether a manager should also be regarded as a leader and vice versa. Such discussion will often be focused on definitions of these terms. A report for the Advanced Institute of Management Research had this to say on the subject:

We also address the continued controversy over the distinction between managers and leaders and definitions of leadership. Managers are usually depicted as planners, organisers and controllers while leaders are seen as inspiring, change-oriented visionaries. In practice these roles overlap. An increasingly widespread view holds that managers at all levels need to be leaders. (Munshi et al., 2005, p. 9)

Another way to consider the overlap referred to in the above quotation is to accept that leaders are visionaries, and that it is the managers who report to them who manage or implement this vision. Yet, these managers will themselves have their own vision, although perhaps not on the scale of the leaders above them and it is their direct reports who manage and implement this next vision, and so on down the organisation. A further factor in this debate is the increase in the importance of management as leaders attempt to deal with increasing complexity. This is particularly true of the Higher Education sector where new managerialism has been evolving to meet the growing needs of society and the developing accountability required by the government. As a result, perhaps the leadership v management debate is largely academic due to there now being less difference between these two roles, especially where there is a move towards a more distributed style of leadership that engages with a greater number of levels within an organisation. Distributed leadership does place greater emphasis on the sharing of vision and this in itself makes this style more challenging. A leadership focus that attempts to take the mix of people in the organisation into account adds to the complexity facing leadership, as evidenced by (Agars and Kottke, 2005) who state that, 'never have so many challenges and opportunities faced organisations as those posed by the diverse workforce' (p. 151). In fact, where it is felt necessary to focus on the people capital of the organisation, then a distributed style of leadership may be regarded as being a more chaotic style. But, from chaos, order often follows, as (Karp, 2006) argues

when he says that, 'order emerges out of chaos. Leaders will need to discover this order and the patterns of change' (p. 9).

What is certain is that a leader needs to have the appropriate skills, competencies and characteristics to manage an increasingly complex role. There is a need to be aware of their ability to influence and to have an understanding of their own, and others, values and beliefs. There is a need to be aware of a greater leadership language as well as an increasing mix of people who come within their sphere of influence. However, there are also a number of other issues or dilemmas that affect organisational existence and that a leader needs to consider if they are to maximise their own effectiveness.

Leadership dilemmas

In the introduction to their book, entitled *Dilemmas of Leadership* (Rickards and Clark, 2006) define dilemmas as, 'hard-to-resolve but important issues' (p. 3). Taking this definition as the basis for discussion then it is possible to find a number of such dilemmas that will reflect both internal and external organisational issues that are having an impact on current leadership and also have currency for the HE sector. Three such dilemmas relating to governance, succession planning and change have been specifically chosen to help establish the need for effective leadership. They also demonstrate the increasing necessity to effectively influence others if there is a wish to engage in a shared vision that will add value to individual leaders as well as helping to develop a competitive edge for the organisation.

Corporate Governance

The first dilemma relates to Corporate Governance. This is an issue that has increased the need for process and accountability, but at the same time provides opportunities for responsibility and growth, as well as providing greater transparency for the stakeholders of the organisation. The Institute of Chartered Accountants in England and Wales (ICAEW) define Corporate Governance as follows:

Corporate governance is commonly referred to as a system by which organisations are directed and controlled. It is the process by which company objectives are established, achieved and monitored. Corporate governance is concerned with the relationships and responsibilities between the board, management, shareholders and other relevant stakeholders within a legal and regulatory framework. (ICAEW, 2002)

There are a number of other definitions of corporate governance, but a review of them will show that they all contain related generic terminology that has in effect now become part of the language of leadership. The World Bank explain, 'the basic principles are the same everywhere: fairness, transparency, accountability and responsibility are minimum standards that provide legitimacy' (World Bank, 2005). The development of corporate governance in the 1990s led to a focus on internal controls and an increasing awareness of risk management. In 1999 the Turnbull Committee issued its report with the recommendation that all relevant risks should be considered, not just financial risks. This was considered to be a significant step forward in terms of accountability and can be viewed as an attempt to move away from the 'box-ticking' mentality (Keasey et al., 1997).

Within higher education, the issue of corporate governance and the management of risk have taken on a higher profile. Accountability has taken on new levels of importance, in particular given the different levels of stakeholders that now need to be recognised and governance is now seen to have a similar importance to that of the business sector. Ashburner (1997) confirms this by telling us that 'ensuring effective accountability within the public sector means that corporate governance is as important an issue as it is in the private sector' (p. 297).

Indeed, it has been argued that HEIs are more complex than commercial companies due to the variety of interests and purposes that they serve (Brown, 2001). Therefore, there is a need within HEIs to ensure that corporate governance is highly developed. Thus, maintaining a system of good corporate governance is another issue for leaders to acknowledge if they wish stakeholders to have confidence in their organisation. The OECD (2004) puts forward that 'The presence of an effective corporate governance system, within an individual company and across an economy as a whole, helps to provide a degree of confidence that is necessary for the proper functioning of a market economy' (p. 11).

How corporate governance is received within the organisation may well depend on how well leaders are able to influence individuals' values and beliefs. It is all too easy to see this issue as a restrictor on flexibility and freedom of process, but the effective leader will also be able to show how such a dilemma can be used to provide inspiration and innovation, as Kogut (2003) points out:

it is often forgotten that a primary purpose of governance is not simply control, but to provide inspirations with guidance. A great enterprise is marked by vibrancy at all levels, and the mark of a good governance system is a balance between control and inspiration, oversight and innovation. (2003)

Succession Planning for a Changing Workforce

The second dilemma deals with succession planning for a changing workforce. In the modern organisation, given that a more distributed style of leadership is sought, it is important for leaders to realise the potential of their people. Cascio (2005) points out that it is essential to, 'adopt a management philosophy that views people as assets to be developed rather than simply as costs to be cut' (2005, p. 183).

Leaders need to be able to deal with the changing values and beliefs that are held by organisations and individuals as society and culture move through time. The dilemma here is to recognise that concepts, such as the idea of a job for life together with the associated notions of loyalty and trust may be seen to have been replaced with the need for specialisation of human resources and greater flexibility of the workforce. Yet, in the current change environment it is the people capital of the organisation that will provide competitive value and are thus very important to the organisation (Lengnick-Hall and Lengnick-Hall, 2005). Given the need for an agile organisation, there is a need to make and implement decisions within a fast moving environment; it is essential to recognise the added value that having the right people profile will bring. A leader thus needs to be aware of the values and beliefs of individuals if they are to retain a well trained and motivated workforce as 'the critical resource of most businesses is no longer capital but the people a company hires, motivates and develops' (Karp, 2006, p. 6).

Therefore, having an effective succession plan to develop this critical resource should be at the centre of a process that will also include management and leadership training. Having such a focus will ensure it meets not only the aspirations of the employees but will also help to build the culture of the organisation, together with the associated values, beliefs, myths, legends and rituals that exist within a working environment. Given an organisation is aware of its own culture then this allows it to more easily identify and locate leaders, potential leaders and managers. This includes the chief executive, a position that can have a fundamental impact on an organisation, either positively or negatively. What needs to be noted is that, as institutions change, so may

the particular profile that is needed. So, for example, in the quest for a modern leader for a modern university, the succession profile may need to be constantly revised to take account of the fast moving nature of what currently represents the higher education sector. By considering leadership succession in this way it will help to avoid some of the more problematic situations that could develop without such forward planning. For instance, charismatic leaders can do more harm than good due to the organisation if they are unable to keep the charisma going, thus leading the organisation through emotional highs and lows (Fullan, 2001). Such leaders are also problematic as they create a role model that may be seen as unachievable by other leaders in the organisation. Fullan also points out that, 'deep and sustained reform depends on many of us, not just the few who are destined to be extraordinary' (Fullan, 2001, p. 2).

It is this reference to 'many of us' that plays a vital role within any current process relating to succession planning. Organisations need to understand that distributed leadership and the sharing of organisational vision are based on developing and motivating your people capital. It is therefore important to acknowledge where the intellectual capital and knowledge management resides within your own organisation, as it is this that can release hidden assets and lead to improved chances of success (Burke and Cooper, 2005). This has particular relevance to higher education due to the academic freedom, autonomy and the variety of disciplines and power bases that existed before the development of new managerialism. Management and leaders in HE were often aligned and loyal to particular schools or departments and did not need to become fully engaged with a wider organisational vision. This cannot now be said of the modern leader, but these leaders need to be aware of this dilemma as it is an important issue, yet may be hard to resolve, as (Sanders, 2005) explains:

the recurring description of middle management was of staff in positions of leadership who did not find it easy to lead and whose loyalties often lie with their subject or their teams; and of a highly resilient anti-management culture – even among management. (2005, p.56)

Complexity of Change

The third dilemma relates to the complexity of change for the present-day organisation which increasingly needs to be ready to respond quickly to changing market forces. Leaders need to realise that change does not necessarily work in a simplistic linear fashion and there is a need to recognise the increasing impact of the people capital of

the organisation. The business environment continues to increase in complexity and it is becoming essential to have in place a flexible strategy that allows for the maximisation of resources in order to adjust organisational strategy or to develop new strategy (Higgins, 2005). This is supported by Higgs and Rowland (2005) who explain that 'there is a growing need for organisations to implement major changes in order to be able to respond in a business environment that is becoming increasingly volatile and complex' (p.122).

Thus, once the current complexities of change are recognised, then the importance of having a shared vision to maximise the potential of the organisation becomes of greater importance. However, for the leader who recognises the importance of sharing a vision then facilitating change brings with it a number of people considerations. For example, changing existing mindsets of individuals is one such consideration. People often exist within their own comfort zone - this could be as an individual or as a member of a group – and will either resist change or need to see why it is necessary. A quote from John Maynard Keynes identifies this form of mindset when he stated that, 'the difficulty lies not so much in developing new ideas as in escaping from old ones.' (Keynes, 1935). In modern times implementing vision and establishing the direction of travel for the organisation needs the acceptance and backing of all stakeholders; in particular the employees, if effectiveness is to be maximised. This need to have a greater awareness of others' views is reinforced by (Karp, 2005) when he states:

In order to improve change capabilities, it is essential for executives, change leaders or any other change agents to acknowledge that the vital focal point for most change initiatives, in a knowledge intensive economy such as today's, is people's capacity to adapt to a new order.(2005, p. 88)

Shaw and Stacey (2006) reinforce this view when they refer to their, 'complex responsive process of relating' (p. 124). This also recognises that the complexity of relationships between people needs to be understood within any organisation. Therefore, in order to influence change there is a need to have an awareness of what drives people, in terms of their behaviours, values and beliefs. Given this focus on groups and individuals then leaders need to consider adopting a more distributed leadership style, as due to the current complexities of organisations it is highly unlikely that any one individual, on their own, could bring about real change. Karp (2006) sums this up when he makes it clear that:

most organisations are rich in structure, activities, processes and culture, and it is not possible for a management team or a single top leader to understand cause-effect loops, as well as systematic connections, when changing the organisation. (2006, p. 4)

What can be taken from this discussion is that the leader needs to have an awareness of the complexity of their role by taking into account the people capital of the organisation, if they are going to be effective leaders. A greater understanding of the interaction between people and the complexity of change can be provided through a brief overview of different approaches to change. Bate (1994) developed four approaches to change, which provide a useful vehicle for this purpose. He referred to these as: aggressive; conciliative; corrosive and indoctrinative.

A leader, who adopts the *aggressive* approach, is dealing with a short term view where time may be limited and change is imposed. As Bate (1994) points out, this can be associated with the language of boxing or the battleground. For example, 'you may win the battle but I will win the war'; 'this is the only way to avoid a bloodbath'; 'we are re-writing history here'. This aggressive approach often attempts to rubbish the past in order to make way for a 'better' future.

The second approach, the *conciliative*, is where change can be slow, differences of opinion are worked through until agreement is reached, and where authority is not considered to be a main driver. This form of change has often been associated with the HE Sector where autonomy and academic freedom have been held up as twin pillars of academia. However, this may no longer be the case as HE moves towards greater managerialism and more accountability. There would of course be dangers if this approach was simply replaced with the aggressive approach in terms of the perception that the academic voice, an important part of the conciliative approach, was no longer being listened to.

The third approach, the *corrosive*, is concerned more with power than with authority. In particular, within higher education institutions, there exist a number of centres of power and these have their own methods of embracing or disrupting change. For example, research centres may have more power than teaching centres when it comes to the RAE (Research Assessment Exercise) and the funding that this can bring to an HEI; or to

give another example: a single faculty, perhaps due to historic reasons, may have more power, when votes are counted, to decide on an issue of change.

The fourth approach that the leader needs to be aware of is the *indoctrinative*. This is more associated with changing culture through education and training initiatives. Bate sums this up well when he says that it raises 'the interesting ethical question as to when education is truly educative and when it has become just another word for controlling people' (Bate, 1994, p. 192).

It is, of course, not expected that any one of these approaches would be used in isolation. It is more likely that a blend of approaches needs to be employed if lasting change is to be made, and it is here that leadership expertise is needed in deciding the mix of approaches that should be taken in order to exert effective influence over the complexity of change.

Other drivers in HE

The above outline of three major leadership dilemmas goes some way to demonstrating the developing complexity of leadership. However, 'Higher Education Institutions are clearly in the midst of rapid change in response to environmental, social, economic technological, and political transformations sweeping the globe' (Hanna, 2003, p. 34). There are in fact a number of other issues which can be seen to be driving the development of the HE sector. Leaders in higher education need to take such drivers into account due to the complexity of change that is currently prevalent in this sector.

One of these drivers is the current movement towards fast and flexible organisations (Galbraith, 2005) which is evidenced in HE as universities can be seen to be considering whether their own internal structures meet the demands of a modern knowledge economy.

The recognition of globalisation is an important driver as:

it is becoming increasingly clear that the evolution of a global economy and of related adjustments in government policy towards higher education in countries throughout the world are driving the need for changes in the traditional modes of university organisation and management. (Dill, 2001, p. 14)

Within Europe, the Bologna process has a target date of 2010 and relates to a process of harmonisation which looks towards a European Higher Education Area. Leaders need to be aware of debates such as this, as opinion on the benefit of Bologna differs: with one view considering that the impact of the emerging democracies of Eastern Europe will mean that, 'Britain's competitive advantage is no longer unrivalled...' (Jobbins, 2005, p. 2); but it is also argued that, 'Bologna's harmonisations will benefit Britain as much as they help Europe as a whole' (Blackstone, 2005).

A further driver relates to quality assurance, where in order to help ensure external stakeholders perceive academic institutions provide and continue to provide a quality provision that represents value for money, there is a need to monitor accountability. This focus on quality assurance led to the Quality Assurance Agency (QAA) being set up in 1997 to help with this agenda. HERRG (the Higher Education Regulation Review Group - established in 2004) is another organisation that helps to ensure quality assurance, as they state their intention is to take on a 'gatekeeper' role and to 'provide constructive challenge to policy makers', that will, 'help enforce the Government's principles of Good Regulation' (HERRG, 2005). The Government's principles are linked to the Better Regulation Task Force (an independent body established in 1997) that was set up to ensure that regulation and its enforcement accord with the Five Principles of Good Regulation: proportionality; accountability; consistency; transparency; and targeting (HERRG, 2005). The UK Professional Standards Framework for teaching and supporting learning in higher education, was launched in 2006 (Higher Education Academy, 2006), and these standards have been put forward as having 'wide-ranging' consequences for the sector' and they, 'also signal the increasingly student-focused approach to teaching being adopted by academics' (Shepard, 2006).

Another driver can be found with respect to the variety of influential sector reports that exist in HE and that point towards a changing culture. Leaders will be required to use their influence over others to help bring about change as organisations' vision, mission and strategies align themselves with the changing marketplace. For example, the 'Lambert Review of Business-University Collaboration' was issued in December 2003 and argues that:

Universities will have to get better at identifying their areas of competitive strength in research', and that, 'Government will have to do more to support business-university collaboration', and, 'Business will have to learn how to exploit the innovative ideas that are being developed in the university. (Lambert Review, 2003, p. 3).

This indicates that universities need to develop a business facing focus if they are to develop and compete in the changing HE sector. A further important report is 'The Leitch Report', published in December 2006, that 'sets out ambitious goals for 2020 which, if achieved, would make the UK a world leader in skills' (dfes, 2006).

Leadership in HE therefore needs to develop to take account of the complex changes that are taking place in the sector. The massification of higher education has brought with it the need for far greater funding from the public purse and the government is now encouraging HEIs to develop other streams of funding. This is evidenced by the fact that the scale of investment now required to provide and sustain quality teaching and research needs better use of resources, intensive utilisation of facilities and the promotion of the distinctiveness in missions (Dearing, 2003). Thus, in this era of new managerialism; training, development and support for managers have now risen on the agenda of many HEIs. Weil (1994) tells us that 'we cannot afford to sidestep the challenges of stimulating a deeper appreciation of, and more confidence in, new forms of leadership and management in colleges and universities' (p. 26).

The government has also realised that there is a need for strong leadership if their business and skills agendas are to be met. So, to help meet this strategy the Leadership Foundation was established and has as its mission:

that the leadership, governance and management of UK higher education institutions is regarded as world-class and the practice of excellence in leadership is recognised and held in high esteem by the higher education sector. (Leadership Foundation, 2004)

It should be noted that it is not the intention to give a detailed analysis of the individual drivers in Higher Education as this is considered to be outside the boundary of this research. However, an awareness of such matters is considered to be essential to appreciate the issues that leaders now need to recognise and to deal with as they attempt to influence those around them, whilst at the same time dealing with re-focused organisational vision and mission statements and a developing language of leadership.

The language of leadership

In present-day leadership, as the sharing of vision is now being regarded as of greater importance, then the way such vision is communicated becomes an essential feature of any leader's skill set. As Conger (1991) points out:

The era of managing by dictate is ending and is being replaced by an era of managing by inspiration. Foremost amongst the new leadership skills demanded will be the ability to craft and articulate a message that is highly motivational. (1991, p.31)

However, being able to communicate effectively means having an appropriate and representative vocabulary. Therefore, it is important to use a language of leadership that has current usage and accepted definitions. Taking the style of distributed leadership we find the use of terminology that has a strong focus relating to the sharing of leadership - for example, words such as: 'engaging others'; 'depth of understanding'; 'building commitment'; 'review practices'; and 'challenged to find their own answers'. With the development of new language comes the difficulty of arriving at agreed definitions, especially as words are open to interpretation and to changes in meanings over time and new terms may evolve to become part of the standard vocabulary. For example, within leadership, words such as: accountability; transparency; coordination and globalisation, may have developed in current usage but may perhaps still be interpreted in alternative ways in order to make them more understandable to those who are using them, although there is always the danger that they may lose some of their intended meaning. Alcock (2005) suggests by replacing: accountability with ownership; transparency with communication; coordination with management; and globalisation with adaptability, the new terms are perhaps not so new after all, but merely representative of a more contemporary interpretation.

Nevertheless, reflecting on the current state of HE, a new management language has evolved that influences the development of leadership, for example: corporate governance; political awareness; stakeholders; audit; quality assurance; responsibility; accountability; performance targets; risk management; change; control; competence; obligation; decisiveness; communication; standards; respect; ethics; culture; process; monitoring; internal controls; trust; transparency etc. These are just a few examples of what can be considered to be a current language of leadership that modern leaders need

to develop an awareness of, if they are to successfully deal with people who come within their sphere of influence. What needs to be understood is that each of these words is open to interpretation by others, and indeed the words can also have an emotional impact. For example, Fullan (2001) considers the emotional side of language when he looks at the word 'change' and states that there is, 'on the one side, fear, anxiety, loss, danger, panic; on the other, exhilaration, risk-taking, excitement, improvements, energizing' (2001, p. 1)

There are also cultural interpretations of which a leader needs to be aware in what is now a global marketplace. For example, 'accountability' is a word that now figures loudly in the vocabulary of the current leader in HE, but it is also a word that has a complex cultural background. The Collins Dictionary defines accountability as: 'being answerable or having responsibility for someone or some action' (Collins, 1979). Yet this definition is not a universal concept, and from a linguistic viewpoint is only known to have this sort of definition in the English language (Licht, 2002). The term 'responsibility' is defined as 'a person or thing for which one is responsible' (Collins, 1979) and this can be seen to be less onerous than accountability which also requires you to be 'answerable'. Licht (2002) explains that in French, Spanish, Italian and Portuguese the term responsibility replaces accountability, yet in Dutch, Danish and German, responsibility is reflective of a duty or obligation (which he considers close to accountability). On the other hand Russia tends to use accountability as relating to the concept of 'report' whilst in Japanese it refers more to 'strategy'. The English meaning of accountability has been traced back to William the Conqueror, who in 1085 developed a feudal structure of governance in England by accounting for his subjects through the creation of the Domesday Book. It is argued that this relied on the establishment of accountability as a mode of wielding power and that from this time a succession of sovereigns and eventually parliament developed accountability as a means of establishing power, exercising control and obtaining obedience through both common law and statute. Thus, from this discourse it can be appreciated that leaders need to be aware that the language of leadership not only develops through time but is also open to a number of interpretations dependent on usage and cultural influence.

As already outlined, styles of leadership have changed over the years, with the leader needing to recognise not only the complexity and speed of change that now impacts on organisations but also the need to be flexible and creative in their leadership approach.

Peters (2003) sums this up when he refers to this modern model of leadership and explains that 'in an age when all value flows from creativity and initiative, we must imagine and embrace a model of leadership that is loose, open, and perpetually innovative' (p. 139). This quotation could even be argued to reflect a more contemporary viewpoint with leadership moving into a period of greater organisational complexity. In other words, it is a concept that has not only changed with the times but is also regarded as being very difficult to 'get hold of'. The quotation refers to being '*loose, open, and perpetually innovative*' which, as terms, are not easy to define. Perhaps these words could be seen as holding greater value if they were to be replaced with other terms, for example: loose with 'trust'; *open* with 'communication'; and, *perpetually innovative* with 'creative'.

Summary:

What is apparent from this focus on leadership is that the modern leader needs to be aware of a number of issues that includes dilemmas, drivers and a developing language of leadership. With particular reference to HE there is a need to develop strong leadership in order to facilitate the complexity of change that is currently prevalent in the sector. This will help to ensure that HEIs not only survive but are also able to develop their engagement with business whilst competing in a global marketplace as well as retaining a quality educational provision. An understanding of leadership is therefore an essential part of the journey to becoming an effective leader.

However, leadership performance is also judged by those who come within the sphere of influence of the leader. If such people believe in the leader and value their leadership skills then the legacy of such a leader will be remembered positively. Therefore, the leader also needs to focus on their ability to influence the behaviour of others, and for this to be successful an awareness of their own values and beliefs, as well as an appreciation of the values and beliefs of others, are considered to be essential. The next chapter addresses this issue by providing a focus on legacy.

Chapter 3 – A Legacy Focus

In the previous chapter there was a focus on leadership in order to establish the multiple issues now faced by the modern leader. It was also purported that for a leader to exercise effective influence then there was a need to have an awareness of values and beliefs, especially if the leader wanted to leave a positive legacy that would be recognised by those they have come into contact with either directly or indirectly.

This chapter will now provide a focus on legacy to establish how legacy and leadership can be linked through an understanding of values and beliefs. Initially, an introduction is provided that considers the role of influence and how it is essential to gain an understanding of values and beliefs if the impact of a leader's behaviour and personality on others is to be appreciated. This is then linked to the notion of the development of legacy through time and how this provides the foundation for basic behaviour. A deeper examination of the concepts of values and beliefs are then provided in order to gain a better grasp of the importance of these terms as they relate to both influence and leadership performance. The chapter then moves on to establish how an understanding of the legacy of leadership could enable leadership performance to be enhanced. Attention is then turned to providing a higher education perspective to appreciate the effect that organisational culture will have on leaders who exist in this environment. Finally, it is put forward that there is a need to take a legacy journey if the leader wishes to reflect on their own values, beliefs, behaviour and performance.

Introduction

To ensure that the best possible outcome for the organisation is accomplished then leaders need to be able to influence the behaviour of others. One approach to influence is to use the power that comes with a leadership position. Green (1999) looks at a number of forms of power that can be used for influencing others and that depend on: reward; coercion; position; skill or friendship. However, whilst this approach may lead to an acceptable outcome, it may not necessarily be optimal where it is perceived as being a misuse of power or where power is seen as being used arrogantly or in a manipulative way. Influence and power can be considered to be different terms, perhaps in the same way as the terms leadership and management differ. Influence is a process that will result in the acceptance of a viewpoint, whereas power is a process that results

in compliance (Rickards and Clark, 2006). Whilst both these processes may lead to the same action being undertaken, where there has been willing acceptance there is a greater likelihood of building respect and trust into any ongoing relationship. So, from a leadership perspective, how the leader behaves, and how this behaviour is received by others will have an impact on how they are able to influence those around them to follow their lead and vision.

Quirk and Fandt (2000) link behaviour to personality by informing us that, 'leadership is a set of behaviours that flow out of our personalities' (p. xiii). Personality relates to individual traits and characteristics that exist through time and it also helps to account for conditioned responses by individuals (Furnham, 2005). In fact, a study of personality 'helps us to understand one another...and how our individual preferences impact ourselves and others' (Kroeger et al., 2002, p. xi). From this line of reasoning, it can be argued that to maximise the influence of others it is necessary to have a greater understanding of individuals, including oneself. If for a moment you consider the human species, it is easy to see that physically we are all different from each other e.g. fingerprints and DNA. Is it unreasonable therefore, to accept that we are also different from each other in other fundamental ways, e.g. with respect to needs, impulses, urges and purposes? Keirsey and Bates (1984) tell us that not only do people want different things but they also behave differently; in fact they, 'think, cognize, conceptualise, perceive, understand, comprehend, and cogitate differently' (p. 2). They go on to explain that what follows from this will be the development of individual ways of behaving based on wants and beliefs.

Schiebe (1970, p. 1) adds to this by putting forward a supposition that considers what you do in life (your behaviour) depends on your wants (your values) and what you consider to be true or likely to be true (your beliefs) about yourself and the world in which you live (your psychological ecology). Therefore, an integral part of understanding leadership behaviour will be to reflect on leaders' own values and beliefs, and how they themselves have been influenced. This is particularly true in a contemporary environment where leadership needs to take an increasing account of the people capital of the organisation, if that organisation is to grow and prosper in these times of increased complexity. Now, people remember how leaders behave - both positively and negatively - and it is this memory that is a central part of any leader's legacy. Thus, if leaders want to leave a positive legacy then they need to reflect on how

this will be accomplished and then take the appropriate actions to achieve the legacy they wish to leave.

Whilst leadership, as a subject, has been and continues to be extensively researched, relatively little has been written on the concept of the legacy of leadership. Legacy, as a term, is itself worth deconstructing as there are a number of ways in which it can be defined. For example, two definitions taken from the Collins English Dictionary are: '1. a gift by will, esp., of money or personal property' and '2. something handed down or received from an ancestor or predecessor' (Collins, 1979).

Both these definitions refer to something that has been left or handed down. In the first, 'property' could mean a physical item or indeed, from an organisational perspective, some form of intellectual property. In the second, 'predecessor' could be interpreted to refer more directly to a person who held a job or office before the current holder and who may have left a process in place, or perhaps a more tangible object such as the company seal. However, in the context of the legacy of leadership there is a need to develop these definitions, as although legacy is still about something that is left or handed down, it is also about influence. It is about how the leader perceives the effect of their influence; as well as how others have been influenced. Such influence tends to be intangible and thus not easily seen and will differ from individual to individual depending on personality, behaviour and personal values and beliefs.

In order to understand how a leader can influence others then it is necessary to investigate the individual leader's behaviour. In other words, as the leader developed their individual set of values and beliefs through time then this would have affected their behaviour and influenced the way in which they now lead. One approach to this is to consider legacy as it develops through time, in terms of: 'past legacy', which considers a leader's inheritance in terms of how they have been influenced by others; 'present legacy', in terms of the leader's current role and how they are in effect building and investing in their own legacy; and 'future legacy', in terms of what legacy the leader would like to leave, or believes they will leave, to those who have come within their sphere of influence. Brooks et al., (2004) support this approach when, in the preface to their book, Ken Blanchard refers to a living legacy as, 'the legacy you live is the legacy you leave' (p. ix). Odom (2004) links legacy more directly to influence by implying that what is important is the impact a leader has on others, when he explains

that, 'your legacy is not what you do, but what your impact is on others'. Peters (2003) links legacy to excellence as he believes that, 'leadership is a process of engaging people in Creating a Legacy of Excellence'(p.341). Perhaps, when considering the future it could also be suggested that by developing a legacy, the leader is making a commitment towards becoming a more effective leader through developing the legacy they believe they should leave.

By utilising this expanded definition of legacy then it becomes possible to investigate legacy as it unfolds, in a living sense, through an exploration of the values and beliefs of leaders within their existing organisational setting. The organisational setting and culture is also an important variable, and there is a need to be aware of the interactions between different groupings of employees who may have differing value and belief systems. In particular, in HE there is the need to be aware of the way that different professional groups interact within any work environment in terms of power and autonomy. Morgan (1986) recognises the importance of understanding the value systems that make up the culture of any organisation, as well as recognising the significance this has for leaders at all levels, when he explains that:

In organisations there are many different and competing value systems that create a mosaic of organisational realities rather than a uniform corporate culture. For example, different professional groups may each have a different view of the world and of the nature of their organisation's business. (1986, p.112)

Values and Beliefs

In order to understand how leaders influence people it will be useful to take a closer look at values and beliefs. These two terms can be regarded as concepts that are formed over time and that ultimately lead to what may be seen as the automatic behaviour of the individual. Johannesson and Popkewitz (1990) refer to this when they explain that Bourdieu defines his concept of habitus as, 'the structured and structuring mental structure through which individuals acquire their views and behaviour as a second nature' (p. 231). Referring to this definition they explain that these structures will become internalised and accepted as the truth and will lead to how an individual understands the world. They will also provide a strong foundation for any belief

structure, and once such structures are accepted and put into place then the individual's perception of the truth may become difficult to question and even more difficult to change. What is inferred here is that a set of values and beliefs will be formed over time and this will influence base behaviour. This basic way of behaving will be present as individuals learn new traits and skills through, for example, management training and leadership courses. Of course, the term 'individual' can also be applied to organisations – where, ever since the law case of *Salomon v. Salomon & Co. Ltd* (1896), [1897] A.C. 22 (H.L.) a company has been regarded in law as a separate legal person. Therefore, as leaders look to understand the values and beliefs of other individuals, they also need to consider the values and beliefs of their organisation. Individuals can and will influence each other and thus organisations can be seen to have an impact on the values and beliefs of individuals and groups of individuals. This perspective is summed up by Stacey (1993), who explains:

It is in their complex, responsive relating to each other that people become who they are, both collectively and individually. Organisation is, therefore, a reflection of human identities, where identity means what an organisation is and who its members are. Identity has to do with being recognised by others for being and doing something and with people recognising themselves in that recognition. (1993, p. 320)

Values

Value according to the Concise Oxford Dictionary is, 'the regard that something is held to deserve; importance or worth.' Values can be considered as traits or qualities that represent individuals' deeply held beliefs (Heathfield, 2008). Individuals will develop their own unique system of value based on such variables as: morals; ethics; family; culture; social; and organisational influences. Greenbank (2003), refers to this when he explains that 'individuals have a value system consisting of a small cluster of moral, competency, personal and social values that influence a person's attitudes and behaviour' (p. 791).

Greenbank (2003) also refers to Rokeach (1973) who has provided a sub-classification of values which indicates the complexity and extent of the 'small cluster' that is referred to. This classification splits values into five categories: *instrumental values* that consider an individual's preferred method of conducting themselves; *moral values* that look at the rights and wrongs of courses of action; *competency values* relate to the belief an individual has that their way of doing things will be the most effective; *personal values*

allow an individual to contemplate what they want and hope to gain from their effort; and finally, *social values* that have a more external focus as they examine an individual's view of how society should operate and will include their view of how their own organisation should function. Leaders need to be aware that it is individuals that make up an organisation and thus it is individuals that effectively mould organisational values. As Heathfield (2008) points out, 'when you are part of any organization, you bring your deeply held values and beliefs to the organization. There they co-mingle with those of the other members to create an organization or family culture' (p. 1).

Part of the complexities of leadership is being able to, 'unlock the mysteries of living organizations' (Fullan, 2001, p. 46) in order to operate effectively within this environment. In any organisation there are formal processes, policies and regulations that exist and it is the way these are handled and implemented by the employees, together with the allocation of position and power, which create the living culture and associated myths and legends that are built up over time. Or, as Warner and Palfreyman (1996) note when they explain that, 'an organisation's culture is made up of a combination of rituals, routines, stories, myths and symbols that give very clear messages about what is seen as acceptable and unacceptable behaviour' (p. 20).

Beliefs

A leader who places value on leadership and aims to become as effective a leader as they are able to, will 'believe' that such an aim will be achievable, at least to some degree. The notion of belief is defined in the Collins English Dictionary as, 'a principle or idea that is accepted as true or real, especially without positive proof' (Collins, 1979). Schiebe (1970) tells us that beliefs 'are framed in terms of expectancies, hypotheses, subjective probabilities, assumptive worlds, cognitive maps, and so on' (p. 41). In other words belief will depend on a number of variables, although it should be noted that once a belief is established and becomes accepted as a truth, then changing that belief will become increasingly difficult.

From a leader's perspective, an understanding of the theory behind the notion of belief will help when it comes to influencing others. There are a number of theories about beliefs and some informative explanations are provided by the changingminds website <http://changingminds.org>. This site informs us that we 'understand and manage the

world around us through our beliefs' (changingminds, 2008) and although we may initially believe what we are told or perceive, we rapidly access whether it fits with our own belief system and whether it should be accepted or rejected. It is therefore important to realise that in terms of influencing others there is a need to be aware of how, what we are trying to accomplish is being received. This is one of the reasons why change will often bring conflict, because it can affect current beliefs: for example, if an organisational culture is believed to be working then any re-organisation may become difficult to implement.

Thus, in a time of increasing complexity and rapid change, leaders who are more attuned to the beliefs of the employees will be able to judge the most effective way to influence them to share the current vision, through ensuring as far as possible that there is a strong fit with the existing belief structure. A leader who is perceived as being more people competent with those they manage is also more likely to be accepted as being credible and trustworthy. Where this is this case, people are more likely to be ready to accept, or consider accepting a change to their own beliefs. However, a leader needs to be careful because trust can be quickly destroyed where credibility is questioned. As Talbot (2000) points out, 'if someone's actions do not match their words, it is always – and rightly - the actions we believe' (p. 31). So, when leading it is well to remember that information will be received and interpreted according to individual and organisational values and beliefs. How people then react can influence the effectiveness of the attempted communication. Schiebe (1970) sums up some of the potential reactions when he informs us that, 'dogmatism, rigidity, open-mindedness, and rationality are terms commonly used to describe how a person's beliefs and values are affected or unaffected by new information and experiences' (p. 86).

The view is put forward that to be an effective leader means being able to influence the behaviour of other people in such a way that they can easily engage with and commit to the leader's vision. To achieve this degree of engagement and commitment, the leader needs to be aware of both the organisational culture and the value and belief systems of the individuals who make up the organisation. The leader also needs to recognise that each individual will have their own personality and preferences and that this will impact on the organisation. However, the leader also needs to recognise that as an individual themselves they have a distinct personality, preferences, and values and beliefs that will

influence the way they behave as they carry out their leadership role. It is reasonable to assume that a leader would prefer to lead in a way that is seen by others as both effective and positive, after all, 'we all want to be liked and admired' (Albrighton and Thomas, 1996, p. 181). The final two levels of Maslow's Hierarchy of Needs reinforce this view as, 'esteem needs' refer to the desire for approval and self-respect, and 'self-actualisation needs' refer to the need to maximise one's own development in order to achieve self-fulfilment (Furnham, 2005, pp. 286-288). So, the question is, how can a leader ensure that they are seen in this light? How can they ensure that they are remembered, if not for themselves, then for the positive influence they have imprinted on others? In essence, what will be their Legacy of Leadership?

The Legacy of Leadership

For a leader to understand their legacy of leadership they will need to have: an appreciation of how their own values and beliefs have been formed and how these have been influenced by others; an awareness of how their current role is influencing those around them; and a view relating to the future in terms of how they wish to be remembered. Galford and Maruca (2006) explain that having an active or a living legacy is not just about passively having 'something to be remembered for' (p. 27), it is much more about leaving 'something that changed the way others think and behave' (p.27). To gain such an appreciation will in effect mean a leader needs to take a personal reflective journey, as generic leadership methods - which tend to focus on obtaining a particular set of leadership skills and competencies - are not sufficient in themselves, as they tend to rely on the knowledge and interaction of others. Kouzes and Posner (2006) demonstrate a clear understanding of this need for reflective activity when they argue that. 'Developing ourselves as leaders begins with knowing our own key convictions; it begins with our value systems. Clarifying our own values and aspirations is a highly personal matter, and no one else can do it for us' (p. 94).

For the leader, personal reflection is about the realisation that experience gained throughout life is central to the process of learning, and models such as the 'Kolb Learning Cycle' which focuses on experiential learning help to guide this process (Fry et al., 1999, p. 14). Personal reflection is also about looking to the future in order 'to determine the relationship between antecedent events (information) and expectancies about future events' (Schiebe, 1970, p. 25). Reflecting on legacy will allow a leader to

consider their strengths and weaknesses and will also help to clarify their intentions, motivations and abilities (Galford and Maruca, 2006).

Of course, leaders may be too busy leading to take a pause for such a reflective process, especially where organisational targets are being met and those above them appear to be satisfied with their performance. However, if a leader does take time to understand their own values and beliefs and how they have been influenced and are currently influencing they may find that, although the power that they wield can turn them into leaders, it is the trust and respect that others hold for them that can transform them into better leaders. Brooks et al., (2004) informs us that, 'great leaders are not effective because of the position they hold but because they are trusted and respected by others' (2004, p. vii). Perhaps, reflecting on the legacy one is currently living, will help a leader realise the legacy they want to live. It may be a leader simply wants recognition for what they have done or the creativity they have shown, but they may also wish to be remembered for their ability to engender other attributes, such as respect, trust, communication and people competence. As Peters (2003) puts it, 'you are the storyteller of your own life, and you can create your own legend or not' (p. 235). Therefore, it is what a leader becomes as a result of considering their own legacy, rather than simply what they gain financially from life, that will create a future worth living in (Eitel, 2006).

Of course, once a leader begins to understand their values and beliefs, they may be concerned that these could conflict with the mission and strategy of the organisation, and if this was the case, then how could they continue to live the legacy they believe to be optimal? The answer to this question is to recognise that life is also about compromise and acting in such a way that you retain, and do not betray, your core values and beliefs. So, although the culture of the organisation may expect or 'force you to adopt a different role from that which you instinctively prefer' (Warner and Palfreyman, 1996, p. 13) you will reflect carefully on the impact this could have on your own value and belief system when deciding on the best course of action. Galford and Maruca (2006) sum this aspect up when they state that, 'Legacy thinking isn't about being true to yourself and your goals while the company collapses around you; it is about handling your responsibilities as a leader so that your own values and philosophies remain intact' (p. 254). Leaders' organisational cultural environments are therefore important, and there is a need to take these into account when considering the impact on personal values, beliefs and behaviour.

Higher Education perspective

As the data collection for this research is taken from HE, then it would be appropriate to consider the cultural issues that leaders may face in such an environment. There is little doubt that universities have been and continue to go through complex change and that this has led leaders and managers to develop 'sophisticated skills and the shouldering of responsibilities at levels scarcely imagined by their predecessors of twenty-five years ago' (Warner and Palfreyman, 1996, p. 9). Collegiality and autonomy, terms once synonymous with the culture of a university, are under attack. What now needs to be realised is that 'the demand for increased performance in universities has brought changes...particularly a rise in managerialism at the expense of collegiality' (Shelley, 2005, p. 61).

Bate (1994) referred to four approaches to change which were previously discussed (see Chapter 2), and a leader in HE should be prepared to deal with each of these. In particular, the corrosive approach may still have relevance within an education setting due to the power bases that can exist within institutions. For example: some departments, schools or centres can be recognised for their income generation or for their ability to attract large grants, and these units may still retain a greater autonomy; thus a leader may not as easily be able to influence them or engage them within a shared vision where this is not seen to be in their greatest interest. However, as managerialism and accountability develop due to the increasing complexity of organisations, there is a need to be more flexible and be able to react quickly to sector changes brought about by the myriad of internal and external drivers that now affect HEIs. Thus, having a corrosive or similar approach may no longer be the best way forward. This is another reason why there is a need to have strong leadership within the HE sector. This means being able to develop both existing and future leaders to understand the complexities of higher education in terms of values and culture, who are capable of influencing behaviour and, who have the ability to establish a shared vision.

Whilst generic leadership methods are effective and provide for the development of leadership characteristics and traits, it is argued that it is only if these are accompanied by an understanding of individual and organisational value and belief systems that the ability to lead can be fully maximised. It is purported that the concept of the legacy of

leadership can be developed as one method by which such maximisation is possible. Perhaps this could be seen in terms of a new style of leadership or management method that will help develop the full potential of staff and not be reliant on outdated forms of power and control (Shattock, 2003). There is little doubt that in contemporary times it is essential for universities to have effective leaders and managers if they are to continue to be successful in meeting the increasing demands of their stakeholders. Such success must continue to recognise that teaching, learning and research are central to organisational values in HE, and effective leadership and management is very much part of this process, as the following quote highlights:

Successful universities are successful primarily because of their teaching and research, not because of their management, but good management can over time provide the conditions in which teaching and research can flourish, just as, more usually, poor management can undermine teaching and research and precipitate institutional decline. (Shattock, 2003, p. viii)

If a leader is to understand how the concept of the legacy of leadership can enable - through an examination of values and beliefs that underpin leadership behaviour and influence - the enhancement of their own performance, then there is a need to take a personal legacy journey that reflects their past, present and future values and beliefs.

Summary:

In this chapter the focus on legacy has established and that leadership influence can be linked to an understanding of values and beliefs. It has also been put forward, that by taking a legacy journey, a leader will be given the opportunity to reflect on their own behaviour and influence which could lead to the enhancement of their leadership performance. However, taking such a legacy journey will require careful planning if the leader is to arrive at the correct destination. The next chapter will consider the methodology for this journey and provide clear signposts for the route to be taken.

Chapter 4 – Methodology

In this chapter the framework for part two of the study relating to the legacy journey will be established. This framework will allow leaders to effectively reflect on their own unique set of values and beliefs and will provide them with the opportunity to consider their behaviour, their influence and their leadership performance. Firstly, the research question will be derived, based on the context and focus that has been reviewed in the preceding chapters. This will be followed by an explanation of my own positionality to allow the reader to have a sense of my own background and familiarity with the research area. Then the quest for an analytical framework will be discussed to validate the methodological approach and to outline the semi-structured interview method that was chosen for this research. The interview process is then stepped through using the interview flowchart that was created to guide the legacy journey. Once this is completed, attention is given to how the qualitative data was analysed and presented. Information is also offered relating to the coding of the data to help the reader interpret the analysis that forms part two of this study. The final part of the chapter relates to ethics and outlines how ethical approval was sought and granted.

Identification of the research question

The identification of the research question can be regarded as ‘what you are trying to find out by means of your research’ (Wellington et al., 2005, p. 62). In the preceding chapters there has been a focus on leadership in terms of understanding how leadership has developed and is changing to meet the needs of complexity and globalisation. There has also been a focus on legacy with respect to values and beliefs and how these can be linked to leadership performance. What the concept of the legacy of leadership is trying to find out is whether influence, as seen through leadership performance, can be augmented through an understanding of an individual’s set of values and beliefs. A view could be put forward for debate, that every individual will at some stage have an influence on someone else in this world. This could be seen as leading this person to accept your influence or to reject it. Either way, this could have an impact on this person’s set of values and beliefs and as leadership is also about influence then at some point every individual could be perceived to be a leader, notwithstanding how this term

is defined. People may come into these positions after undergoing leadership training, through the roles they have in life, or simply by chance. Once in this role, a leader needs to perform to the best of their ability, and others will judge them based on this and based on their leadership behaviour. How leaders live their lives, what they value and what they believe; how they collect information and make decisions, all go towards making them unique, both as an individual and as a leader. Myers (2000) tells us that the Swiss psychiatrist Carl Jung 'concluded that differences in behaviour result from people's inborn tendencies to use their minds in different ways' (p. 4). Based on this, Isabel Myers went on to co-develop the well known Myers-Briggs MBTI personality test. If we acknowledge that we are born with these tendencies for behaviour then it is not difficult to accept that we may also develop a unique set of values and beliefs throughout our lifetime that will affect both how we behave and how we influence others. It is this argument that is driving this research; a belief that a leader has a unique set of values and beliefs that, if understood, will lead to more effective leadership performance. It is the link between values and beliefs, and leadership performance that needs to be captured in the research question. The research question has therefore been framed as follows:

Research question

How might an investigation of the values and beliefs that leaders espouse, enable leadership performance to be enhanced?

The purpose of this question is to investigate leaders' values and beliefs. It is the values and beliefs these leaders 'espouse' that are being examined. 'Espouse' has been chosen as a word as it is defined as 'to adopt or give support to' (Collins, 1979) and reflects both the 'adoption' of a unique set of values and beliefs by a leader, as well as recognising that the leader will also be 'giving support' or placing greater emphasis on certain values. This will then be reflected in the influence that leaders have over others. The question also considers how the enhancement of leadership performance may be enabled. 'Enable' was chosen as it is defined as: 'to provide (someone) with adequate power, means, opportunity or authority (to do something)' (Collins, 1979). This research will look to 'enable' a leader to enhance their performance, through 'providing' an 'opportunity' and a 'means' to take a reflexive approach relating to their own unique set of values and beliefs. This will enable leaders to consider how best to

use their 'power' and 'authority' to influence those who they, directly or indirectly, come into contact with.

When formulating the research question it 'helps to be really familiar with the area in which your research focuses' (Robson, 2002, P. 56). However, being close to the research will also lead to researcher bias due to personal beliefs, values, perceptions and what may be seen as logical assumptions. Robson (2002) stresses the importance of reflexivity in the process, which he explains as 'an awareness of the ways in which the researcher as an individual with a particular social identity and background has an impact on the research process' (2002, p. 172). Thus, researcher positionality introduces a dimension into the research that makes it 'impossible to take the researcher out of any type of research or of any stage of the research process' (Wellington et al., 2005, p. 21). Consequently, an awareness of my own positionality is now provided.

Positionality

There is no doubt that my own background and familiarity with the research area has helped to facilitate the formulation of the research question. My career spans four decades which has been spent in industry and commerce, and for the last twenty years in the higher education sector. Numerous jobs and leadership roles have been undertaken in a number of organisations which has allowed for the interaction with a variety of other people in a number of capacities, including: working in a management capacity; leading teams; facilitating training; writing reports; and working with individuals in a mentoring capacity. During this time I have influenced and been influenced by others and have formed personal opinions on what constitutes effective leadership.

Understanding others, in terms of personality and behaviour, has always been an area of personal interest and is one of the main drivers for this research. Denscombe (2002) relates to positionality when he explains that 'the researcher is the crucial measurement device' (p. 234) and that their 'values, identity and beliefs will have a significant bearing on the nature of the data collected and the interpretations of that data' (p. 234). I have been cognisant of this view throughout the research to ensure that my own values and beliefs have had a minimal effect on the analysis and interpretation of the data.

Having identified the research question also allowed me to reflect on my own unique set of values and beliefs and how these may have impacted on my own leadership

performance. With respect to styles of leadership, I am more drawn to distributed leadership than to a style that focuses on command and control, as I am a firm believer in transparency of communication and the need to have others engage with what I am trying to accomplish. Being employed in higher education for the past 20 years means that I have witnessed at first hand the changes that have impacted and are continuing to impact the HE sector. I also believe there is a need for stronger leadership due to the complexity of change that the sector now faces from a far greater and more diverse set of responsibilities that includes massification and new managerialism, as well as dealing with a more informed set of stakeholders. Reflecting on my own values and beliefs in an attempt to understand how they have been developed and how I use them has identified a number of defining moments in my own background. These included the death of my father when I was 13, which led to being taken out of my comfort zone in terms of my social environment as we moved from England to Ireland. Looking back on this experience can be linked to the development of the value of being decisive in terms of major decision taking; to communication, as there was a need to develop this skill in a new environment; and to trust in realising that other people's decisions would be the best way forward. Having worked in a number of sectors that includes financial, pharmaceutical and education, has allowed me to be influenced by a variety of leaders' values, beliefs and behaviour. When I consider how I have been influenced by these individuals, in terms of both good and bad experiences, there is an awareness of how such influence has impacted on my own leadership performance and behaviour. The development of my own values and beliefs with regard to respect, people competence and creativity can partly be attributed to people that I have come into contact with during my career.

It is vital to be aware of your own positionality, in particular where you are researching into an area in which you are yourself immersed. This was an issue that was carefully considered when deliberating over the method to be used to collect data. As will be discussed in the next section, the main method used to collect data was semi-structured interviews. However, it is worth emphasising that being aware of my own positionality meant that the interviewees were neither led in terms of what I understood values to mean, nor given examples from my own life history during the interview process.

The quest for an analytical framework

The methodology relating to the research needed to focus on the most effective way to take a sample of leaders on their own personal legacy journey. The issues here related to identifying the best approach in order to capture relevant data, allow for effective analysis, and to provide existing leaders with the opportunity for personal reflection that could enable the enhancement of their own leadership performance. It is essential to ensure that valid and accurate data is collected and that this aligns to the research question being asked, in order to be regarded as being fit for purpose. Demonstrating how the methods address the research question allows a reflexive view to be taken of the process without which there may be 'no clear relevance to the question being asked' (Wellington et al., 2005, p. 66).

Thus, in research, there is a need to address relevant theory in order to design appropriate method(s) for the collection of data, and to effectively analyse the data to enable valid information and conclusions to be drawn. As the evidence to be collected is based on individual values and beliefs it was essential to capture the essence of the interviewee's personal experience both in terms of the language used and the stories and anecdotes provided. An author who has helped me develop my analytical framework is Van Manen (1990) who uses an approach to human research that he refers to as hermeneutic phenomenology. Why such an approach? (Denscombe, 1998) tells us that 'Phenomenology is an approach that focuses on how life is experienced' (p.97). Yet, capturing the experience of life is only one facet; it is also necessary to interpret this experience, and therefore hermeneutics is required, as this is the 'art and science of interpretation' (Robson, 2002, p. 196). To study lived experience in this way is summed up by Van Manen (1990) who states:

It is a phenomenological and hermeneutical study of human existence: phenomenology because it is the descriptive study of lived experience (phenomena) in the attempt to enrich lived experience by mining its meaning; hermeneutics because it is the interpretive study of the expressions and objectifications (texts) of lived experience in the attempt to determine the meaning embodied in them. (1990, p. 3)

However, it is also important to appreciate that, as we go through time, the language of leadership undergoes change as new words appear and old ones may have different interpretations due to new situations or different cultural perspectives. Therefore, in any research into the legacy of leadership there needs to be an awareness that many

possibilities exist for individuals or particular groups to interpret and define terms and concepts in a variety of ways. This realisation is succinctly captured by Foucault (1989) who states that, 'a language (langue) is still a system for possible statements, a finite body of rules that authorizes an infinite number of performances' (p. 30).

What can be seen from this discourse is that any attempt to capture and analyse human experience will be open to interpretation and thus by its very nature will be subjective. A view captured by Van Manen (1990) when he explains that such approaches are an 'attempt to accomplish the impossible' (p. 18) as there is a need 'to remain aware that lived life is always more complex than any explication of meaning can reveal' (p. 18).

In deciding on the method there were a number of factors that needed to be taken into account in order to ensure the research was as reliable as possible. Data had to be collected that: reflected life history; was representative of an organisational setting; and from an interpretive viewpoint there needed to be commonality with respect to the lived experience of the leaders who were chosen to take part in the research.

Collecting data from the life history of a number of leaders was important, as the stories and anecdotes that live in a person's memory will have helped to form their individual identity. As Wellington et al., (2005) explain:

life histories acknowledge that there is a crucial interactive relationship between individuals' lives, perceptions, experiences, beliefs, values and the various identities they negotiate for themselves, and the social, cultural and historical contexts in which those lives are lived. (2005, p. 20)

In order to take into account social and cultural settings there was a logic in looking at only one HEI, in particular at a time when the HE sector is going through complex change and many HEIs are positioning themselves within what could be termed a global marketplace and may well be developing different missions and strategies. Therefore, it was decided to gather data from within my own institution. This was also a pragmatic decision as my existing network within my own organisation would allow me to interview a number of suitable leaders.

To help ensure validity, which in a general sense 'refers to the methodological and/or conceptual soundness of research' (Graziano and Raulin, 1989, p. 397), it was decided to approach leaders at all levels of the organisation. In this way there would be

engagement with a breadth and depth of lived experience that would help capture appropriate values, beliefs, and influence. Whilst it is recognised that every individual within an organisation has a unique set of values and beliefs and will be involved in the influence of others, leaders were chosen who also had line management responsibilities. The rationale for this was based on the likelihood that the current role of these leaders can be shown to have a direct influence on those around them. Subjects were thus chosen from across the institution to reflect the broad nature of an academic organisation and from positions in senior management, middle management, and those on the first rungs of management. Each leader was personally approached by myself, either face-to-face or via a telephone conversation and it was very pleasing that everyone approached readily agreed to be interviewed. It should be noted that I have no line management responsibilities for any of the leaders who were subjects for this research and thus there was neither direct nor indirect coercion involved.

Method

Interviews were a logical choice and as Robson (2002) tells us, these are 'very widely used in social research' (p. 269). Robson goes on to distinguish between three classification of interviews, 'fully structured' which are pre-set and mainly open response, 'unstructured interviews' which are very informal and suited to general areas of investigation, and 'semi-structured' interviews which he tells us 'has predetermined questions, but the order can be modified based upon the interviewer's perception of what seems most appropriate. Question wording can be changed and explanations given' (p. 270). Because of their obvious flexibility, semi-structured interviews were chosen, as although a framework would be created for predetermined question areas it was also expected that within these areas there would be a need to modify what was discussed based on the unique set of values and beliefs that each leader possessed. It is worth pointing out that it was felt to be inappropriate to collect data through postal or electronic questionnaires, as although they may be 'economical', 'easier to arrange' and will 'supply standardized answers' (Denscombe, 1998, p. 159) they also distance the researcher from the subjects of the research and in fact 'pre-coded questions can be frustrating for respondents and , thus, deter them from answering' (Denscombe, 1998, p. 160).

The interview process

To create a framework for the semi-structured interviews that would both allow for reflection and for an individual's history to be captured, a flowchart was created to guide the process. A flowchart was considered to be useful as it can be seen to provide a simplification of reality and 'the value of the chart lies in the fact that a visual description is often easier to understand than a long narrative' (Gray and Manson, 2005, p. 304).

This chart was provided to each interviewee at the start of the process, not only to facilitate the provision of an overview relating to the legacy journey they would be engaged on, but also to act as an aide memoire along the way [see Figure 1- Interview flowchart].

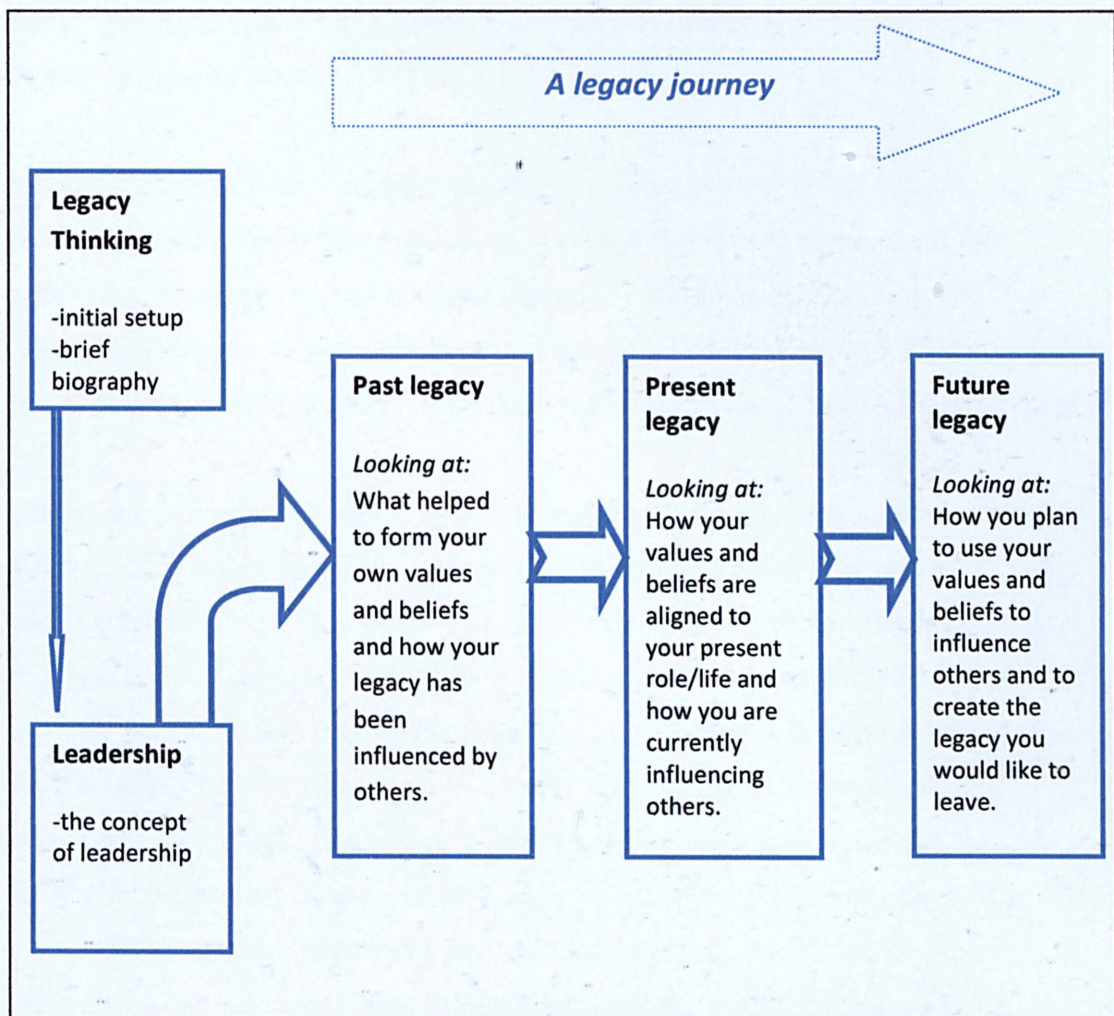


Figure 1 - Interview flowchart

To understand how the flowchart facilitated the semi-structured interviews it will now be stepped through so that the reader will have an understanding of the journey that each leader undertook.

Initial setup

The interview was started by thanking the interviewee for taking the time to engage with the research. A copy of the participant information sheet (Appendix A) was provided and it was explained that the research had been ethically approved by the University of Sheffield, School of Education Research Ethics Committee. It was also explained that it was intended to record the interview for later transcription and analysis, with the agreement of the interviewee – all participants gave their permission. The interviewee was then asked to read and sign the participant consent form (Appendix B) which made it clear that participation was voluntary and that any interview responses would be anonymised. Before signing the form the participant was asked if there was anything else relating to this process they wished to discuss – all interviewees duly signed the consent form.

A copy of the interview flowchart was then provided (Figure 1) and the structure of the interview explained. The interviewee was advised that the interview would be examining a concept referred to as the legacy of leadership and that data would be collected relating to values, beliefs, and influence. The initial stages of the interview would collect brief biographical information and also discuss the concept of leadership.

Having set the scene, the interview would move forward to take each interviewee on their personal legacy journey. The legacy journey would have three stages: the first, which is referred to as ‘past legacy’ would consider their lives up to the present time and would be seeking information in terms of data and stories that could be regarded as defining moments, that may be found to have helped mould values and beliefs. The second stage would be referred to as ‘present legacy’ and would review how the individual is affecting or influencing those who have come into contact with them or those they themselves have come into contact with. The final stage of the journey would look at ‘future legacy’ and would deal with the legacy they might wish to leave or be remembered for when they have moved on from their existing role or even retired from the organisation.

The interviewee was also advised that when answering any question, they should remember that if there was anything they did not wish to share then they were under no obligation to do so.

Biography

Each interviewee was asked for a brief biography in order to get a sense of who they were. The purpose of this was threefold: to give the individual a chance to relax by talking about themselves; to facilitate memory recall through allowing this person to remind themselves of their own history to date, thus making the legacy journey a richer experience as lived experiences would have already been partly reflected upon; and for the researcher to establish a sense of background and to be able to identify where the leader currently sits within the organisational setting.

The interviewee was requested to start as early in their life as possible, and it was anticipated (and indeed this was the case in every interview) that they would start with early childhood, move through their educational years and finish with their current career. By taking this route, it allowed the development of an awareness of the interviewee's life history and gave a sense of where important events were located in terms of past and present legacy. Interestingly, once the 'brief' biography had been completed - this often lasted for over 15 minutes - the interviewee had both relaxed and become confident in the interview process.

The concept of leadership

Before starting on the legacy journey and investigating individuals' own leadership performance in terms of influence, it was felt necessary to have an awareness of the concept of leadership from the perspective of the interviewees. This was important as when setting the context for this research it was pointed out that there has, to date, not been any complete agreement on an accepted definition of leadership or the leadership process, and in fact as 'yet there remains considerable controversy about how to define, investigate or conceptualise it' (Furnham, 2005, p. 597). Therefore, gaining a perspective on leadership from the interview sample was regarded as essential in order to ascertain whether there might be greater agreement to this concept given the leaders were being taken from a single organisation within HE.

Past legacy

When considering how to collect data on past legacy it was decided to design an instrument that would help to capture the formation of values and beliefs. What is referred to as the 'legacy lifeline' (Figure 2) was created to facilitate the reflexive process the interviewees were being asked to go through. The rationale behind this task was to capture defining moments in the life of the leader. The interviewee was advised that the purpose of the lifeline was to encourage reflection with respect to the identification of defining moments, as well as acting as an aide memoir for the forthcoming discussion. It was explained that they would be contemplating their own life and career and considering how they may have been influenced by others with respect to the development of their personal values and beliefs.

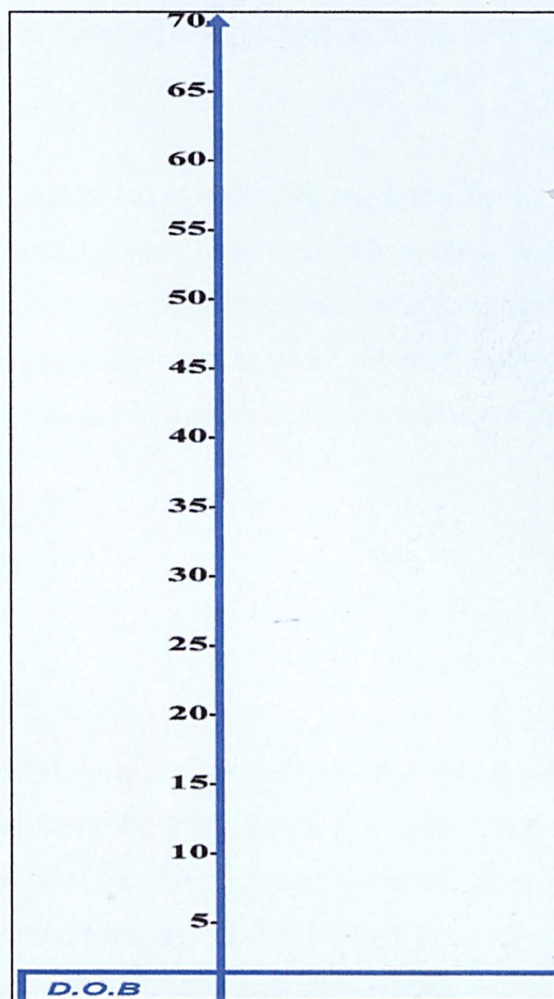


Figure 2 - Legacy Lifeline (Task 1)

The participants were advised that the numbers along the lifeline represented age and were asked to place their year of birth in the box at the bottom of the lifeline. They were then requested to place X's along the lifeline (there were no exact number stated but it was suggested that four to six would be sufficient) that reflected strong personal or career memories and represented defining moments or major events that may have had an impact on their values and beliefs over time. They were also asked to add one of two words to each X to act as a reminder for the event, which would also help when the data was later coded. To keep the interviews as relaxed as possible, they were also advised that although these memories would be discussed in terms of values and beliefs, if any of the memories led to any discomfort then they did not have to be discussed or, could just be briefly mentioned. As one of the purposes behind the legacy lifeline was to act as an aide memoir for the interview process, it was pleasing when a few of the participants commented on how the lifeline had allowed them to focus their memories in terms of time.

Once this task had been carried out it was explained that stories, anecdotes and metaphors were being looked for as illustrations of how the interviewees had been influenced. Such examples could come from the defining moments recorded or relate to other good or bad experiences they may have encountered during their lifetime. It was emphasized that it would be useful to have examples from both their private life and their career to date.

Present legacy

In order to align the interviewees' values and beliefs to their present role and life, and to understand how they currently influence others, there was a need to develop a framework within which the interviews relating to present legacy could be focused. To facilitate discussion, a second instrument was created (Figure 3 – List of Words) that would reflect the language of leadership as well as enabling consistent and comparable data to be collected.

A leader needs to have or demonstrate numerous traits. From the following list of words, please tick five boxes that represent what you would personally value most in a leader.

Please tick only five boxes – please use your first instincts

Practical	<input type="checkbox"/>
Respect	<input type="checkbox"/>
Communication	<input type="checkbox"/>
Experience	<input type="checkbox"/>
Creative	<input type="checkbox"/>
Trust	<input type="checkbox"/>
Political awareness	<input type="checkbox"/>
Financial competence	<input type="checkbox"/>
People competence	<input type="checkbox"/>
Decisive	<input type="checkbox"/>
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>

w.fisher@herts.ac.uk 06/06/2007

Figure 3 – List of Words (task 2)

In order to compile this list it was necessary to use appropriate language that could be associated to leadership. The issue here was to create a task around key terms that would be representative of current leadership language and that could be used within a particular institutional setting. This was accomplished in two ways. Firstly, from the literature review in the previous chapters a number of words offered themselves as being associated to current thinking. Secondly, use was made of opportunities to discuss a range of words with colleagues both in my institution and elsewhere. Formal opportunities presented themselves at conference when papers relating to this research were presented: for example, when a paper was presented at the Studying Leadership Conference entitled ‘The complexity of change in the UK higher education sector - lessons for leadership’ (Fisher, 2006a). More informal opportunities were also taken during social time with colleagues, such as during coffee breaks. In this way a number of words were reinforced and others discounted. For example, words such as ‘trust’, ‘communication’ and ‘respect’ were commonly referred to, as was the need to take an

increasing account of the employees within an organisation. The word 'vision' was discounted as it was believed that other words would generate discussion of vision; and indeed this proved to be the case, in particular through reference to the word 'creative'. A further rationale for the inclusion of each of the ten words is now provided:

Practical – Leaders who can work out practical and commonsense solutions are valued by others and it was considered useful to include this word. Personality tests such as Myers-Briggs provide evidence for this when it is stated that people 'are attracted to others who display practicality and commonsense' (Quenk et al., 2004, p. 35).

Respect – is a word that is in common usage and is associated to other words such as admiration, appreciation, esteem, regard and reference (Collins, 1992). This was borne out during various conversations when forming this list of words as 'respect' was often used to describe the need to have a positive regard for others in order to carry out a task effectively and efficiently. Therefore, it was considered to be worthy of inclusion.

Communication – represents a powerful word and one that is found in many leadership texts. For example, it is one of the Cs in the Seven Cs Test which asks 'are messages you send received?' (Leighton, 2007, p. 11). Communication is not just about what is spoken as even 'nonverbal communication can often be eloquent' (Adair, 1986, p. 18).

Experience – is a valued commodity and is something that is often gained through time and is associated to knowledge and to expertise. In fact, 'experienced people continue to grow and see new opportunities and challenges in their industries rather than stagnate in their positions' (Hammett, 2007, p. 31). Experience also plays an important part in our personal development and how we are influenced from an early age. Kets de Vries (2006) believes that, 'childhood experiences play an absolutely crucial role in personality development, particularly in the way people relate to others' (p. 11).

Creative – Being creative is often associated with being imaginative or even being visionary. When referring to the traits of a good leader, Clark (2005) tells us that you 'show creativity by thinking of new and better goals, ideas, and solutions to problems'.

Trust – In their book, *Dilemmas of Leadership*, Rickards and Clark (2006) devote a chapter to trust and to an analysis of the various theorists in this area. In their summary they refer to trust being an ‘essential ingredient for effective leadership’ (2006, p. 144), hence its inclusion in this list.

Political awareness and Financial competence – When setting the context for this research, both political awareness and financial competence were considered to be values related to the development of new managerialism in the higher education sector. Discussions with colleagues confirmed that these were areas that may have particular relevance within the organisational setting from which the data has been collected.

People competence – When styles of leadership styles were previously considered (see Chapter 2), it was suggested that we are moving towards a more distributed form of leadership. Shaw and Stacey (2006) were put forward to reinforce this view through reference to their, ‘complex responsive process of relating’ (p. 124) which recognised the complexity of relationships between people.

Decisive - The ability to take decisions that are in the best interests of all concerned will often fall to those put in a position of influence. People will often, ‘look to the leader to show initiative in defining the problem, identifying a solution, directing the group’s response to the crisis, and keeping them informed about events’ (Yukl, 1994, p. 40).

It should be noted that the original purpose behind this list of words was to generate relevant discussion with respect to the lived experience of the interviewees and to allow for effective comparison, and was thus not intended to be a definitive list relating to the language of leadership. However, it does provide a number of important words that can be related to the legacy of leadership and that are worthy of discussion.

Having created the instrument, the list of words was presented to the interviewees as a tick list. The leaders were then tasked with selecting five words from the list of ten that represented what they would personally most value in a leader. It was believed to be likely that the choices made would also reflect what they would wish other people to see in them - this view was confirmed by two of the interviewees who commented that they also saw this as a reflection on themselves.

It will be noted that there are two blank boxes included at the bottom of this instrument (Figure 3). These were present as it was felt the interviewees may feel strongly that there were one or two additional words that represented important values to the interviewee but yet were not present on the list. Therefore, it was believed to be appropriate to give an opportunity for these to be added - a number of additional words were added by participants and these are discussed in part two of this study.

It was also pointed out that the words in the list were not necessarily mutually exclusive from one other and at times would overlap with respect to definition and interpretation, depending on the individual's level within the organisation, their values and beliefs, and their underlying personality. For example, it is reasonable to argue that in order to communicate well you need to have people competence; or to earn respect, there needs to be trust. However, each of the words is believed to be significant on their own, hence their inclusion within the list. The interviewees were advised that their five chosen words would be separately considered and that there was no set order - most chose to start with the first ticked box.

These words were then discussed in greater depth to explore possible interpretations and usage with respect to the interviewee's current role and present life. It was explained that there were three parts to the discussion. Firstly, they were asked to explain what they thought a particular word meant. Secondly, the interviewees were told to imagine their explanation represented one end of a continuum and were then asked to reflect and comment on what they thought would be found at the other end. The purpose of this was to investigate whether, by thinking about the opposite end of a continuum, it would provide a deeper understanding in how to deal with the definition of the value under discussion.

This notion turned out to be far more than just the opposite in meaning, and it was quickly apparent that this was important data that reflected descriptive meanings together with emotive words that represented strong negative values. As will be seen from the analysis of the data in part two, these emotive words provide a clarity that helps to demonstrate how a leader's behaviour can both obstruct and prevent any attempt to enhance leadership performance. To emphasise the potential impact of this end of the continuum it was felt to be important to establish that it is a place where a

leader may stumble without seeing or realising what they have done. It has therefore decided to refer to this as '*the dark side*' of the value.

Having visited 'the dark side', the third part of the discussion asked each participant, from the perspective of their own leadership role and experience, to provide examples in terms of stories and anecdotes of how the value could be seen to have been used to influence others.

Future legacy

The third and final focus, referred to as 'future legacy', asked the interviewee to cast their mind forward to a time when they would be moving on from their current role, or perhaps retiring from the organisation. Each leader was asked to comment on what they believed other people, who knew them as colleagues or who they had come into contact with, would say about their leadership influence and behaviour. The rationale for this was to examine how values and beliefs can be carried forward and how they may be transferred to help form the unique set of values and beliefs of other individuals.

The leaders were also asked to share any initial thoughts they may have relating to the development of a legacy action plan that could be used to help other leaders take a similar journey.

Data analysis

In considering how the qualitative data collected from the interviews should be analysed it would have been useful if there were readily accepted methods to call upon. In fact, for qualitative data 'there is no clear and accepted single set of conventions for analysis corresponding to those observed with quantitative data' (Robson, 2002, p. 456) and the codification of such data can be regarded as 'closer to codified common sense' (Robson, 2002, p. 389). Therefore, the task was to decide on the most effective methods to analyse and present the data collected for this research.

For the data collection phase of the research, nineteen leaders were interviewed within the three month period from June to August 2007. The average interview time was 90 minutes with each interview being recorded and then transcribed. As I was undertaking

to conduct all the interviews it seemed reasonable to also consider transcribing them myself. Thankfully, I have good word processing skills and also have been experimenting with voice activated word-processing software (Dragon Naturally Speaking version 9.1). This software had a number of advantages as it: allowed the transcription to take place within a few days of each interview (a total of 140,000 words were transcribed in this way); meant that none of the nuances of the interview were lost through third-party transcription; and facilitated an initial overview of the data and the development of potential themes that could be used in providing structure to the analysis.

Having transcribed the interviews, the next issue was to search for an effective means by which to analyse this amount of data. Here I was pleased that I had already considered this at an early stage in the research, a point made by Robson (2002) when he explains that it is important to not only 'ensure that what you collect is advisable, but also to simplify as much as possible the actual process of analysis' (p. 393). The NVivo qualitative data analysis software package had been acquired and the electronic tutorials studied at an early stage in the research, as this software 'lets you manage, shape and make sense of this information quickly and easily' (QSR International, 2006). The transcripts were imported into the software package and viewed to establish themes running through the data. NVivo allows you to create what are called 'nodes' which capture specific data and then allows this to be further divided into 'sub-nodes'. One of the advantages of this process is the ability to interrogate the data down to the level of a single word but still to leave an instant audit trail back to the original data source. What was also extremely useful was the ability to establish themes based on the flowchart that was used for the interviews; this giving a sense of framework and structure throughout the period of the research.

Once NVivo had been used to analyse the data then consideration had to be given to effective presentation, and this involved the use of graphs, tables and further content analysis. Graphs had value in presenting the information collated from the biographical data and the legacy lifeline. Pie charts were used where a small number of categories were to be explained. However, 'pie charts become less useful when there are many slices' (Cameron, 1997, p. 187) and so Bar charts were prepared to show the categories relating to the defining moments that were taken from the legacy lifeline. To present relevant words and edited comments from the interview data, a number of tables were

created for ease of reference. Further content analysis and category analysis was carried out to access causal relationships in the data. Robson (2002) tells us that content analysis can be recognised as ‘a refinement of ways that might be used by laypersons to describe and explain aspects of the world about them’ (p. 352). He also points out where appropriate cluster or multistage sampling is utilised, that ‘this provides a means of generating a geographically concentrated sampling’ (p. 263). This had particularly relevance for the ‘table of values’ that was created relating to future legacy (see Chapter 8 - Figure 29, p. 128).

Data coding

Having tracked the values and beliefs of the 19 leaders through the interview discussions it was important to categorise their comments in some way to allow the reader to get a sense of where the quotes used in part two of the study had originated. However, it is also important that any coding took into account the need to retain anonymity for the interviewee, and therefore the following coding method was put into effect. Each participant was assigned a number (between 1 and 19) that would allow for a comparison of quotes from the same person. The legacy lifeline provided a date of birth and this was used to categorise the sample as presented by the following pie chart (Figure 4):

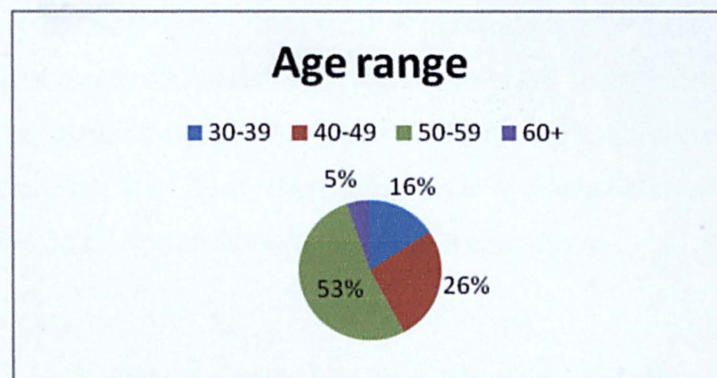


Figure 4 – Age range of interview sample

As can be seen from the chart, the data was split into four slices. To retain anonymity but at the same time to give a sense of levelness the data was coded into two groups: those up to 50 years of age (42%) and those who were 50 years of age and over (58%). This coding is shown through the number given to the subject – with 1-8 being up to age 50 and 9-19 being 50 and over. Coding according to levels of management was

considered at this point but was rejected for two reasons. Firstly, it was important to retain anonymity and as the 19 leaders had been taken from across the organisation it was felt that if their level in the organisation was directly coded it might allow the subject to be more easily traced, based on their age classification and any individual comment made. Secondly, as the research is exploring an individual's unique set of values and beliefs, then an age classification was considered to have greater relevance in terms of the reader interpreting the data. However, as a generalisation, a greater proportion of the subjects in the 50 years and over category hold more senior positions within the organisation than those up to 50 year of age.

As can be identified from the next pie chart (Figure 5), the gender split of the leaders interviewed was approximately 63% male and 37% female.

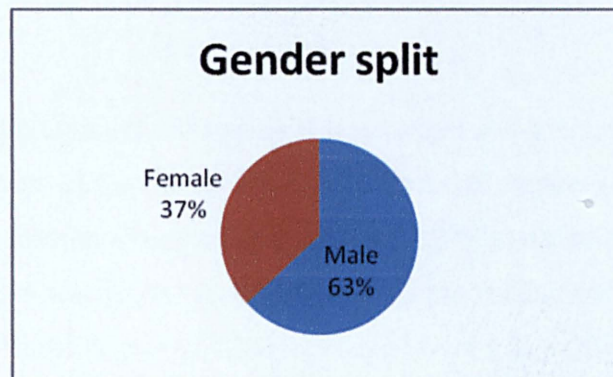


Figure 5 - Gender split of interview sample

It was therefore possible to code on the basis of gender (female = f and male = m) in order to help the reader to gain a further insight to the data. However, it should be noted that it was not the intention to draw out gender differences from the research in terms of enabling the enhancement of leadership performance as it was believed that the numbers involved were too small to provide any meaningful analysis.

Coding key:

Coding 1 to 8 = subjects under 50 years of age;

Coding 9 to 19 = subjects 50 years of age and over;

f = female;

m = male;

[] = brackets for coding.

e.g. [4f] = subject 4; gender female; under 50 years of age

Ethics

Ethics are an important consideration in qualitative research and this is summed up succinctly by Denscombe (1998) who provides the following explanation:

Social researchers should be ethical. In the collection of their data, in the process of analysing the data and in the dissemination of findings, they are expected to:

- 1. Respect the rights and dignity of those who are participating in the research project.*
- 2. Avoid any harm to the participants arising from their involvement in the research.*
- 3. Operate with honesty and integrity.*

(1998, p.134)

In the case of this research, ethical approval was sought and granted through the research ethics process of the University of Sheffield. This process led to the development of a participant consent form (Appendix B) and also a participant information sheet (Appendix A). At the commencement of the interview each of the participants were offered copies of these forms and were taken through the forms to explain the ethical considerations before being asked to sign the consent form. The consent form confirmed that the interviewee understood the information sheet provided, that participation was voluntary and that their responses would be anonymised.

Summary:

This chapter has described the framework that was created to facilitate leaders to take a legacy journey that will investigate their unique sets of values and beliefs. Part one of the study has now been completed and has laid the road upon which the journey will be taken by setting the research context, providing a focus for both leadership and for legacy and detailing the methodology to be followed.

.....Part Two: The Legacy Journey.....

A legacy journey is for anyone who wishes to take it, no matter what their age or the level they are at within their current organisation. It is acceptable to expect that reflecting on personal values and beliefs can, over time, change the direction of the journey being taken, especially where one is at the start of a career. Being reflexive also engages at the emotional level and can lead to feelings of pleasure associated to success, as well as feelings of disappointment over what might have been. However, being prepared to consider your legacy journey is to engage in a rich learning experience, as summed up by Galford and Maruca (2006) who explain that:

For younger leaders, there's a serious possibility that one's desired legacies will change over time, as the individual matures and becomes more self-aware. For older leaders, there exists a danger that the process of thinking about legacy will expose regrets over roads not taken. At either extreme, legacy thinking can be unsettling or unfulfilling. But... the potential upside is greater. (2006, p. 18)

The interview sample agreed to be involved by taking an individual and personal legacy journey. There was some anxiety at the start of the process with respect to reflecting on oneself, and occasionally during the journey a range of emotions were experienced as examples could be both bitter and sweet. However, without exception, every one of the participants agreed that the journey had been worthwhile and had been an enjoyable experience, one through which they had learnt more, reminded themselves of their own lived experience, and also reflected on the future. This positive attitude made the analysis of the data collected for this research a rich and satisfying experience.

Part two of the study will analyse the legacy journeys that were undertaken by stepping through the flowchart that was used to guide the journey (Figure 1, p. 55). Initially the interviewees understanding of the concept of leadership will be examined (Chapter 5) to provide an awareness of the views of leaders who are engaged in the HE sector. Then the legacy journey will be investigated, by looking first at past legacy (Chapter 6) that will review and analyse the individual legacy lifelines (Figure 2, p. 59) that set out to capture defining life moments, in an attempt to see how an individual's unique set of values and beliefs have been formed. Next, present legacy will be explored (Chapter 7) to see how the formation of values and beliefs underpin leadership behaviour and

performance. This is accomplished through an analysis of the list of words (Figure 3, p. 60) that was used to steer the interviews for this part of the journey. Finally, the legacy journey is completed through reflecting on future legacy (Chapter 8). The interviewees were asked to reflect forward, to consider how other people who come within their sphere of influence are likely to perceive them. Also thoughts were captured relating to the building of a legacy action plan, to help other leaders who were prepared to undertake a legacy journey to reflect on their own values and beliefs and on the legacy they would like to leave.

Chapter 5 – Legacy thinking and Leadership

This chapter deals with the concept of leadership from the perspective of the interview sample. As has previously been discussed there is no agreement on a definition of leadership and it is therefore important to appreciate how the interviewees view this concept. This is essential to gauge whether there are any commonly agreed values that may be in place within an academic environment and that may have an effect on individual sets of values and beliefs. The chapter will start with an analysis of what leadership means to the interviewees before considering what is regarded as not being leadership and also whether leadership has changed within the HE sector. The chapter then moves on to review the debate between leadership and management to see what this can tell us with respect to influence and behaviour. The next section deals with the potential impact of other 'influential leaders' before moving on to the final section which reviews a number of examples of leadership from HE.

What is leadership?

As the interview sample was being taken from the higher education sector, and in particular from one organisation within the sector, it was decided to test whether there may be at least partial agreement on a definition of leadership within this environment. If there was agreement then it may have been an indication that the organisation has a strong effect on the values and beliefs of individuals that make up the organisation, thus making it easier to investigate or conceptualise it. However, as will be seen, agreement on leadership is still not clear as these two interviewee responses clearly testify:

I think that leadership has changed quite dramatically from idiosyncratic academics to professional people who have a real capacity to energise. [4m]

The future of leadership in higher education depends on how we can avoid being mugged by so called competent professionals. [11m]

A comparison of these responses are indicative of the changing nature of higher education with respect to the role of the professional, and adds weight to the view of Sachs (2001) who divided managerial professionalism into two discourses: the democratic discourse which looks at the academic profession in terms of concepts such as autonomy and academic freedom; which is contrasted to the managerial discourse which considers such terms as performativity, accountability and marketisation.

What will be useful here is to take a general review of the definitions of leadership from the perspective of the 19 leaders who were interviewed. This will help us to gain an understanding of individual viewpoints as well as starting to appreciate the language of leadership that is now in current use.

Having already seen two contrasting comments relating to the different perception of professionals, it will not be surprising to see that different individuals focus on leadership from a number of perspectives. The next comment shows that leadership is seen as moving away from a style relating to command and control, and is in some way now different:

I think leadership is different from having a position where people were just told what to do – command and control. [16m]

The following two quotes see the bigger picture in terms of sustainability and economic viability and the need to integrate more with the outside world:

It all underpins, I suppose, sustainability and economic viability in business terms, and part of leadership is being able to capture those key issues and communicate them. [18f]

It is very much to do with influence, it need not be high profile, but this has much to do with the way you think about the organisation, I think you have to keep an eye on what is going on in the outside world to see the way things are going. [10m]

The bigger picture is also about understanding your stakeholders and having a vision or framework and being seen as a role model. Leaders need to be able to network and have clarity of thought and strong beliefs:

It is about vision and communication and enthusiasm and being clear what benefits it brings to your customers, for want of a better word. [19f]

For me the whole idea of leadership relates to somebody at the top who is providing a framework or vision or a direction and it is up to other people to know what they need to do and to participate. It is very much about role modelling, it is enabling with lots of signposts, providing clarity, about providing encouragement - that is leadership. [8f]

Well I think they have to be visionary, they have to be good with people and they need to be networkers. They have to be good thinkers and they have to be clear thinkers and probably have to have quite a strong belief in what they are doing when they develop their vision of how things are going. You have to be able to be visionary enough and robust enough to cope with this. [9m]

Leadership is also about more than vision as there must be the confidence to take and manage risks and to accept responsibility and to behave in a professional manner, as the following comments testify:

I think it is about taking responsibility it's about taking risk, it's definitely about vision, that is the steps you will take to achieve the goals of the institution and to me it's also about modelling certain types of professional behaviour. In terms of the world of work it's about how you interact with people and how you make decisions. [5m]

Leadership is about making decisions, whether they are right or wrong, you make a decision and people are usually happy that you do. Another thing I think is that you need to be prepared to take risks, a real leader needs to take risks, calculated risks, or at least manage the risks on behalf of the team. Having the confidence to know that things will go wrong, but also having the ability to rescue the situation. [12m]

However, it is also important for a leader to have the ability to stop and do a reality check on to ensure that any vision is, and continues to be, possible:

I guess what I think is that you want the inspiration and the challenge of thinking out of the box, but for me I also want to think of the leader who stops and does a reality check and considers what needs to be done about it. [3f]

A modern leader must also appreciate and recognise the strengths of other people, especially in times of complexity where there is a greater reliance on team-working. There must also be trust and the recognition that mistakes represent learning opportunities:

Being completely dedicated, committed, optimistic and positive. Being able to appreciate people and their strengths and to treat people as people and not as widgets that you use on your way. [17m]

I think perhaps one of the most critical things about leadership is building a team around you that can ride the ride with you and can go with you. [13m]

I think leadership to me is about having the trust of the people you are leading. Not only trust, but in some ways to be inspirational as you try to move on and to develop processes and programs and products. So that leadership is, is setting by example and then taking others with you and leading in a way that allows other people to make mistakes. [15m]

Leadership is not just about having followers; it is about having people who respect what the leader is doing and have engaged with their vision:

Leadership is in the eye of the beholder. The best and most ridiculous definition I've come across is that the only definition of leadership is somebody who has got followers. So, if you apply this then a number of leaders in education do not qualify because to be a leader means followers. [11m]

I was going to say followership but that is not fair and that is not right. It is creating enthusiasm so that people will buy the message and buy the vision. But underpinning all that, a leader needs to value respect and integrity. [14m]

Leadership was also seen to be affected by a number of variables, such as the environment and the market place that the organisation inhabited. There is therefore a need to realise that the style of leadership may need to change dependant on the circumstances:

Leadership is the same wherever you are; I think your particular environment and your markets and particular scenario at the time could bring out a different side of your leadership. [2f]

It was also identified that leadership is about being who you are and being genuine. It is therefore important that a leader knows themselves, and one way this can be accomplished is to understand the values and beliefs that underpin leadership performance:

I believe leadership is being yourself; being genuine. [7f]

From the above comments, if a number of the key leadership words are taken and placed in a table (Figure 6) then it allows a picture of the language and values associated with leadership to start to emerge.

Vision	Risk	Respect	Integrity
People	Team	Delegation	Communication
Trust	Professional	Belief	Responsibility
Networking	Decision making	Clarity	Encouragement
Big picture	Thinker	Set example	Confidence

Figure 6 - General words used in leadership language

[Note: the four highlighted words in Figure 6 align with the list of words used for task 2 (Figure 3, p. 60)]

During the interviews a number of interesting observations, comments and examples were given and the following areas emerged from the data these are worth reporting on in order to develop an overview of leadership, to see how it is changing and to ascertain whether it is moving to a more distributed style as suggested in the theory.

What is not leadership?

Having considered the view of the interviewees regarding a definition of leadership, it may help to throw more light on the area if we also consider what is regarded as not being leadership.

This can be where a leader does not believe in what they are doing or is in some way disengaged from the role, thus causing a negative effect, as evidenced by these comments:

Not engaging, not putting through into some sort of operationalisation what you believe you should be doing, what you have been told you're doing. So it is disengagement, disempowerment. [11m]

Probably an easy life and letting other people do everything and you just drift along. [18f]

Leadership is also perceived to have moved away from the command and control style, a view that aligns well with current theory, as these words are now seen as strongly negative and can even be linked to bullying:

So going back to your question of what is not leadership then I suppose it's not force, it's not bullying. [8f]

Leadership is not command and control. Leadership is not assertiveness to a point of bullying. Leadership is not a dogmatic approach in the pursuit of individual targets. [14m]

Command and control can also be seen to encourage the development of individual agendas, where people go off in their own direction because they no longer respect the leadership that is being displayed and want to share in the decision in some way and not be merely instructed to do something:

Resistance to change, telling people they have to do it because you say so, no vision basically, no idea where you're trying to get to and so people are going off in all different directions, individual agendas are working because you

don't have a shared vision that people are brought into. People, in the absence of sharing the vision have their own vision and often go off and do their own thing. [19f]

It is not about; this is what you will do day to day, telling you what to do, that is not even management to me; that is instruction. [8f]

Has leadership changed?

The complexity of change was considered as one of the leadership dilemmas when current theory was reviewed (Chapter 2, p. 28), where it was postulated that due to increasing complexity and globalisation, organisations needed to be ready to implement major changes. The data confirms this view as the academic sector is seen as being particularly volatile in this respect. The following comments attest to the fact that educational institutions are moving towards a business facing agenda that moves into more non-traditional areas and as a result reduces the academic freedom that was a characteristic of the HE sector:

In terms of HE I guess what is happening in the sector, is that we have had great freedom in terms of what we can do but increasingly we are being taken into non-traditional areas, so we're not just about teaching or research, we are increasingly about exploiting other areas of our expertise....which will mean that leaders have to have a different focus as the university becomes more like a business and less like an educational institution. [1m]

There is also the realisation that leadership in higher education has a developing focus on managerialism and has become more accountable and transparent:

I think the area of education leadership has become much more managerial, it is much more visible and accountable and much more documented and less based on charisma and personal style, it's much more transparent. [5m]

Interestingly, whilst the style of leadership that uses command and control is seen as changing, there is a question over whether this is more perception than reality, due to where the major decisions are taken:

The university was very much a command and control organisation. I think that is changing, but this is changing more in perception than in reality. People are now paying lip service to the idea of agreements, but in actual fact, although you are getting a larger group of people involved in the process, and although things are discussed, the actual decisions are still made by...four or five people, and essentially it is still a command and control economy. [16m]

So, given that leadership is changing then what is its future? This was a question that was asked at interview and has a particular resonance for the higher education sector as evidenced in the comments of the leaders interviewed. For example, the following comments recognise a number of issues. The first comment recognised the increasing business focus that is influencing the sector:

I think it is going to change further as the sector is becoming more differentiated... it has become much more businesslike and I guess more open to external influences. [7f]

They will be a growing need to be aware of targets and corporate image but also a requirement to ensure that any vision is a shared vision in order to bring those that are being led along with you:

I think a good leader or a good manager needs to know how to measure success and you have to be careful of the danger of just setting targets...that can skew and manipulate everything. [6f]

I think there is a view of leadership now about setting targets and reducing things to paper and looking at brand image or whatever that might be. But this is without real consultation with the people who are leading significant parts of the University, and I think that leaves some people behind and also dents the confidence of the people at the lower levels who are wanting to be led and seeking to be led but, actually not really sure where they are being led to. [15m]

However, the future is not just about sharing a vision, as leaders are also becoming more accountable to those people they wish to influence. So, there will be a call for greater use of soft skills and narrative; in fact it is commented on that perhaps there is the need for a leader without the capital L:

The future of leadership needs to adjust and change because I see the mass that is beneath you becoming far more powerful and more opinionated and more open to alternatives. [2f]

I hope it grows up a little bit, I hope it grows up and realises the benefit of the soft skills and the importance of narrative [11m]

I think we do need to start thinking about the definitions of leadership and how they apply to different roles and different levels...What we need is perhaps a leader without the capital L. [3f]

The future also holds warnings for leadership, in particular where there is the quest for short term fixes. This view aligns with the aggressive approach put forward by Bate (1994) in part one of the study (Chapter 2, p. 30) :

I think it is going to change because what we have now are leaders who are in a hurry, moving through institutions...so, I think that the leadership in higher education has now become very much like the chief executive officers of major companies where they just go around, driving up the return on capital employed for two years to make it look good and then you move on. So, it is the long-term sustainability of education that I now have worries about. [11m]

Leadership v Management

It has been pointed out (Chapter 2, p. 24) that leadership is often compared to management and that there has been much debate around the differences between the terms. It is important to try to understand how these terms are perceived, as both leaders and managers are in a position to influence others. The following extracts from the data imply that there is a difference in the roles, with leadership being seen as more visionary, although management is seen as equally important. The first two comments imply that there are in fact two jobs to be done, one leadership and the other management, but they are equally important:

That is interesting. I think one thing I have learnt quite early on is that it [leadership] was not the same as management and that has been quite important to me. I think most senior managers do two jobs, a senior manager's job and the leadership job. [18f]

I am one of these people who struggles a bit with leadership, as I think we put too much on everybody being a leader. I tend to think that I see management as being as important as leadership. You can be a good leader but if you are not supported by good managers then it will not work. [3f]

There is also an attempt to demonstrate that there is a continuum in terms of communication, or that a boundary exists between the two concepts at the level of the strategic planning process:

Management to me is about keeping the show on the road, management is about filling the gap between the strategic direction and what happens on the ground. So I suppose that the strategic planning process is the bridge in a sense because leadership is about putting the strategic plan into action and it

is about communication and persuasion and getting everybody on board. Management is about how we can take this and what is it we are going to do with it now, and what jobs need to be done now. [18f]

The next two quotations explain the differences between the terms, with leadership being seen as more visionary and management being seen as more of a supportive mechanism:

Leadership is the more visionary and inspirational and motivational aspects of your character and how you transmit this to other people and how you then get them to take those messages on board and begin to understand them and accept them and believe that it is the right way forward. [1m]

I think there is a continuum between leadership through management through instructional things and it is different parts of the same spectrum. Leadership is being out in front but also being behind to support and encourage, and what is not leadership is the management side of things which is very much more hands-on, the here and now. [8f]

The final comment succinctly sums up the difference in terms of ‘here we go’ and ‘off you go’:

I hate all these clichés but the management books are full of them; that the difference between a leader and a manager is that the leader says ‘here we go’ and the manager says ‘off you go’. [1m]

It can be seen that there are differences in the perceptions of leadership and management. However, from the perspective of this research both of these terms can be regarded as leaders, as influence will come from both of these roles.

What other leaders tell us

Having discussed general leadership, the interviewees were asked to comment on whether they would agree with the statement that Richard Branson and Alan Sugar were examples of good leaders. The purpose behind this was to ascertain whether there would be similar beliefs and whether any strong values would be identified. However, a variety of opinions were put forward and certainly not everyone perceived these two as leaders, as interestingly they were also seen to be managers or referred to as entrepreneurs. Yet, there were certain values that were admired in terms of people skills, charisma, drive and risk-taking. The following comments provide a flavour of these views:

It would be impossible to argue against them being leaders because they have command and control of people and assets. [11m]

I would not pick either of these leaders, they are more hard-nosed managers. [17m]

I would not really describe them as leaders in the way we have been talking about as I consider them more to be entrepreneurs. They come across as individuals rather than as being leaders of large organisations [18f]

They are probably great entrepreneurs, but I wonder if there is a difference between great leaders and great entrepreneurs? I have a hunch that there is. [7f]

I have never really thought of Branson as a leader for some reason. What these type of people do is they get good people working for them and, I think he's done that very well. So, okay, leadership could be that, but I think is more of a very good entrepreneur. [12m]

The Bransons of this world, what I've seen of them is that they are successful and appear to be people oriented and it is about taking the people with you. [8f]

You have to admire in some people the drive that takes them into places where the rest of us do not go. Branson judged in this way is incredibly successful. [16m]

I suppose they are very charismatic, they are very press friendly, but I wonder what they are really like to work with? Branson and his buddies can say here is an idea, but the real leaders are the real people that make it happen. [13m]

During the discussions a number of interviewees brought other well known leaders into the conversation to explain what they considered to be good leadership values that they respect and admire, for example: Ghandi was admired for his quiet strength and his people focussed skills; Nelson Mandela was mentioned as a quietly spoken person who was very powerful because he had strong convictions and was able to engage people with vision; Martin Luther King's ability to win battles through non-violence was seen as amazing; Tony Blair was perceived as a great orator who came across as being genuine; and Margaret Thatcher was admired for her style of leadership, even though this was seen as more command and control than consultative.

Leadership examples and lessons to be learnt

Examples of leadership within higher education were requested during the interviews and many were forthcoming and these often related to values. For instance, vision is recognised in different ways as being a strong value within leadership, as the following comments testify. The first quote suggests that having a mixture of visions recognises the increasing complexity within an academic organisation:

I do see the top leaders at close quarters. I think what I see in that group is mixtures of vision, some more visionary than others, some more prepared to go for it than others. I think this is important because the university is now so big and so complex that you have got to have the senior people who know where they want the organisation to go. [13m]

The next two comments show that effective leaders will utilise the creative ideas of those around them to form the overall vision, especially as HEIs are now developing a greater external focus:

I do not think that I myself am someone who has great vision, which is why I use those who I manage to come up with the ideas that will form that bigger picture. This not only helps me with the bigger picture but also helps to secure all other peoples buy in. [4m]

I think what we are getting now is more being proud of what we are and the recognition of what we are and what we can build on and where our strength is. That vision of building on our links with employers that we have had for very long periods and working with industry and working in our region and helping to support the economy of the region and preparing our graduates to contribute to that. [19f]

However, a warning is also sounded that relates to ignoring the lessons that can be learnt from the past by creating a vision that is so different from the present culture of the organisation that it may not be engaged with by those a leader is trying to influence:

One of the pushes for me [in leaving a previous organisation] was the new CEO coming in and his view was that we needed a complete overhaul and he didn't want to know what had gone on in the past, he just wanted to move to the future. But I think you have to also think about what happens in the past to help envision the leader to where it is you actually want to go and; we lost some very good people out of this. [3f]

Other examples that were provided related to the question of whether it is better to lead from the front or encourage from the rear. The lesson here is to realise that there may not be one correct way to do this and in fact with increasing organisational complexity and globalization it may not be physically or mentally possible for one person to accomplish this, as this interviewee surmises:

As you deal with larger units of management and as you get bigger then you need more structures if they're going to be managed properly. This needs coordination because the person at the top cannot physically, literally or conceptually manage the whole organisation on their own. [1m]

The next comment uses a marbles analogy to explain that unless there is some mechanism to properly engage people, then whether you lead from the front or encourage from the rear, there is a danger that individuals may go off in their own direction:

Take the example of marbles - if you try to push them across a table they will go all over the place, but you can get from here to there if you go to the front and pull them. You do this by demonstrating what you want and showing where you want to go and by giving people the right incentives you can get them to go where you want to go; and that is particularly true of academics of course. On the other hand, you could put a frame around the table and by pushing the marbles, although they may go all over the place, they would end up at the other end. However, you could argue that by creating a frame or structure, you are forcing people to take a certain route which can cause resentment and friction. But, if within the frame you build a channel for people to follow and show them the benefit in using this channel, then you will get better engagement. [16m]

Leadership dilemmas discussed in Chapter 2 referred to succession planning for a changing workforce (Chapter 2, p. 27). This next example demonstrates that even in, what is generally considered to be a command and control organisation, succession planning is very important and needs to be kept as a high profile if the bigger picture is to be understood and engaged with:

One of the best examples I have relates to a previous organisation when we had a director who had been an officer in the Royal Marines. At that time I had an image of the army as being command and control. But, he put it in a very broad sense. He said that an army cannot operate if all the decisions are made at the top, because in a war situation people get killed and the chain of command is broken. So, what you need is always to have someone who can step into the role, who can understand what their part in the chain is and what the overall aims and structure are about. So, what the army do is to actually

move people around much faster, they give you experience and then they move you on because they need you to understand the overall picture. Okay, you get down to the foot soldiers and you say shoot this way or shoot that way, but the army cannot operate in just this way. [16m]

At a time when different styles of leadership are being considered and there is a suggestion that we move to a more distributed form of leadership, then the role of teams takes on more importance, as does the ability to exercise effective influence. The next pair of comments provide evidence for this viewpoint. The first identifies leadership as a team effort through an analogy to rowing. The second provides a useful lesson that illustrates leadership influence does not just come from the top down and is more than just a job title:

Examples that come to mind are things like rowing; you get on much faster if you're rowing at the same time. Leadership is a team effort, and if you have one person in your team who is too strong, you can end up going around in circles. It is not about driving things on; it is about finding ways of coordinating your team and leading them. [13m]

Although I was part of a team, I had no formal authority over anyone, and they were all more senior than me. This is where I realised that leadership does not just mean being in charge of people, as you can influence and help change direction when you are simply the writer of a report. I was responsible for coordinating a number of senior people with respect to the project, and it worked as they felt as long as the job was coordinated properly then they didn't mind that it was me getting them to do things. This was an interesting and a very florid example of the fact that leadership is more than just a job title. [9m]

Summary:

This chapter considered leadership from a specific cohort of leaders in order to gain a sense of the generic values that may exist within a particular higher education institution. A number of the values identified were also found to align to the 'list of words' (Figure 3, p. 60) that was used to guide the present legacy stage of the journey that is analysed in Chapter 7. The next chapter (Chapter 6) will begin the legacy journey by investigating the past experience of the interviewees in terms of the development of individuals' unique sets of values and beliefs.

Chapter 6 – Past Legacy

This chapter will begin the analysis of the individual legacy journeys taken by the interviewees. As discussed in Chapter 3, to gain an understanding of legacy, a leader needs to have an awareness of how their values and beliefs have been formed. In this chapter we will be exploring what is referred to as ‘past legacy’ which will examine values and beliefs and influence relating to be interviewees personal history and biography. The rationale for this is to trace the evolution of values and beliefs through an exploration of defining moments and how third parties may have been influential in this personal development.

The development of values and beliefs

In order to examine the development of values and beliefs, the data in terms of the defining moments provided by the interviewees during the discussion of the legacy lifeline (Figure 2, p. 59) was split into three themes: personal; education and career. The following pie chart (Figure 7) shows a percentage split for these three themes.

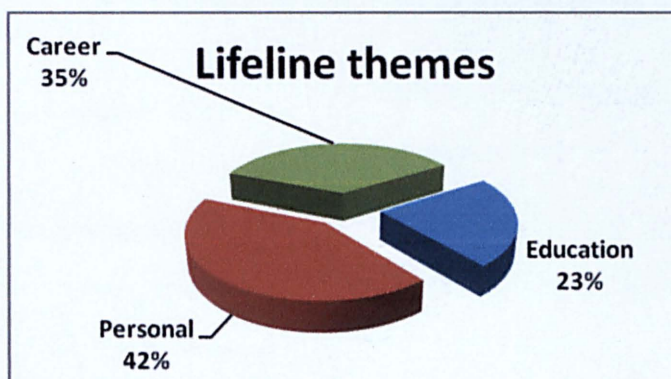


Figure 7 - Lifeline analysis by theme

In total there were 114 defining moments identified by the interview sample which is an average of 6 life events being given by each individual. These were categorised into the three identified themes and from the pie chart it can be seen that personal moments accounted for 42% of the total with career not far behind on 35 % and education with 23%.

Each of the defining moment themes was further analysed to identify common sets of events around which values and beliefs have been formed. The examination of the data

also considered what lessons may have been learnt with respect to how the influence of other people has impacted on the values and beliefs of the individual concerned. Each theme will now be considered through sub-categorisation of the respective defining moments. These sub-categories will be represented on a bar chart noting the frequency with which each of the sub-categories was mentioned. Then these categories will be discussed to draw out the main influences relating to the development of values and beliefs before looking to see what lessons may be learnt from past legacy. A number of words will also be highlighted, as examples of values that have been learnt from past legacy. These words will then be reflected in a 'table of identified key values' at the end of the chapter (Figure 11, p. 92).

Personal defining moments

Figure 8 represents personal influences with the top two defining moments relating to family and to bereavement, with difficult personal circumstances and moving from an existing setting coming joint third:

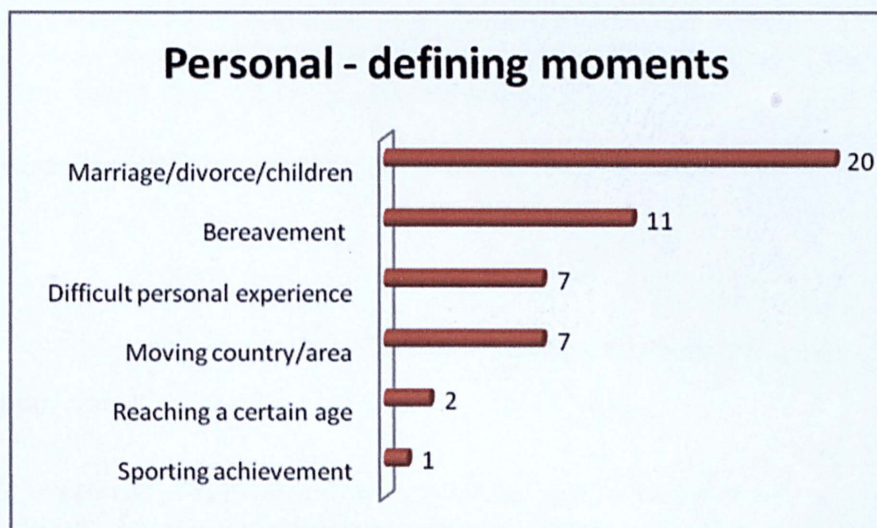


Figure 8 - Personal defining moments

The following set of comments taken from the interview sample, establish the influence of parents who are often remembered through strong examples of anecdotes and stories. Values and beliefs relating to courage, self-reliance, truth, trust, respect, caring and fairness were evident here:

*I do not know anybody who had a stronger sense of values than my mother. In some ways it was the **courage**; you could not hold her to ransom, she was an exceptional woman and no one has ever influenced me as much again. [6f]*

My mother gave me the value that you cannot rely on other people you have to do it yourself. [8f]

*At 18 my dad, gave me support and it was unconditional **support** and this was important. [3f]*

*My father was always **truthful** and always **trusting**. The day before he died, he told me that there is only one thing in life that counts and that is your **integrity**. He said without your integrity you are nothing. [15m]*

*Definitely my parents, they have values of being **caring** for people. [3f]*

*My grandparents had a real sense of **fairness** and **justice**. [4m]*

Wives and husbands were also influential. From the interviews it was clear that meeting someone often gave the opportunity to gain a different perspective in terms of values, beliefs and culture:

*My wife is a large influence on me. She is from a different background...has quite a strong personality whereas I am quite laid back... she is very good at making me take a different **perspective** on issues. [1m]*

*My husband can tell it like it is, in a **truthful** way, not in a vicious or cruel way. [6f]*

Personal influences can also be found in other, perhaps surprising situations, as this quote demonstrates:

*He said I was not at fault, and took most of the beating on my behalf and, that to me was a fairly dramatic moment with somebody who I did not know well **being there** for me and protecting me when I needed protection. [1m]*

Lessons learnt:

It is the lessons that can be learned from the development of values and beliefs that help to mould personality and will also start to dictate how you yourself will lead and will influence others, as in the previous quote that shows being there for someone is a value that can be learnt. The following snippets from the interview data demonstrate other

ways of being influenced that can be related to the way people are treated, how patience is developed, learning how to focus on what is important, and being self-sufficient:

One of my strong values is to treat people fairly. [9m - relating to parent]

...taught me about the long game; it is sometimes about winning the war, not about winning the battle. [2f - relating to partner]

...that does show you that focusing on the now and valuing the present are very important. [2f - death of parent]

...it just emphasised how much self sufficiency mattered and I am now determined not to be beaten at anything I do. [18f - relating to a personal tragedy]

Educational defining moments

The second theme refers to education (Figure 9) where events relating to school were separated from higher education. The top two sub-categories that were seen as important influences were, going to university and going to school.

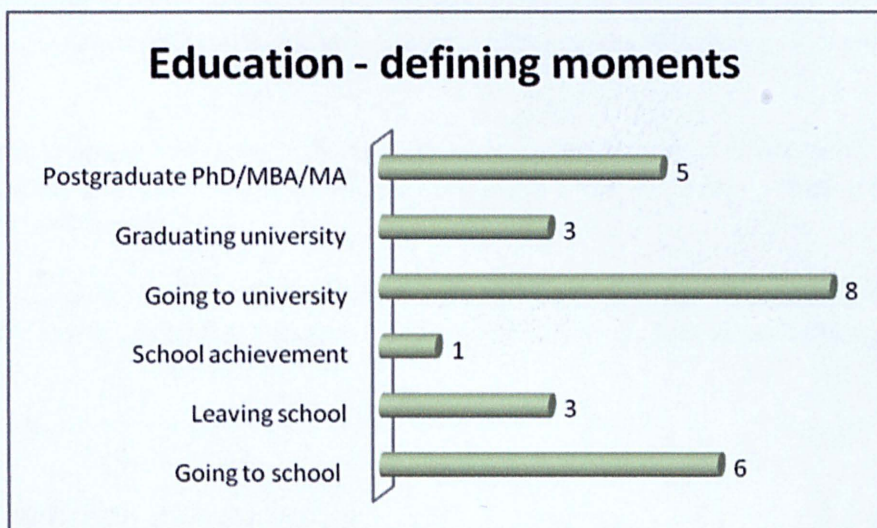


Figure 9 - Education defining moments

Clearly going to school or university was a time for the development of values and beliefs as this was an indication that individuals were taken from, what could be described as their comfort zone, and made to mix with others, some of whom would be from very different backgrounds. This is clearly an area where individuals are strongly influenced as moving to a new academic environment can be challenging. It is also interesting to see how individuals can react to the teachers they met, as the following comments demonstrate:

I don't know why this teacher sticks in my mind, I was only nine or 10 at the time, but she was actually interested in the kids and that is an example of leadership that has influenced my values. [4m]

There were a number of teachers at college who were passionately committed to education. [4m]

Teachers were good and bad. The bad ones who were corrupt gave people a good report because they had more money or influence than others. The good ones genuinely engage in what I believe vocation to be about. [2f]

However the teacher saw something in me that none of the others did and persuaded them to let me stay on to do A levels, and so I did. [11m]

Lessons learnt:

Lessons that come from educational experience can be associated to developing values with respect to people competence, responsibility, understanding the bigger picture and about life in general:

I don't want to let people down and that's what I learnt from that experience. [11m - refers to not doing well at 'A' levels]

The initiative is up to you and if you do not do it yourself then it is that much harder, and that was quite a tough lesson. [13m - refers to moving to grammar school]

I lived in a house with people from other parts of the country - It was fantastic because all of a sudden you get all the views of the world. [13m - relating to starting university]

It is to do with learning, to have the knowledge to appreciate how to live. You actually learnt about life's values." [17m - reflection on time at university]

Career defining moments

The final theme relates to career events (Figure 10) where the sub-category relating to a new role or career change is clearly at the top (it should be noted that a 'new role' implies carrying out different duties rather than gaining a promotion). Promotion was joint second and related to an individuals existing organisation.

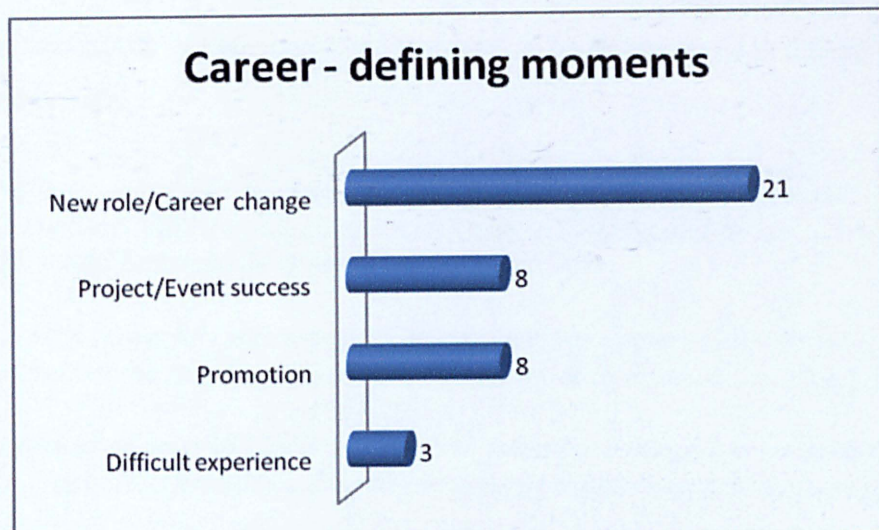


Figure 10 - Career defining moments

The following quotes taken from the data firstly reflect on good experiences, and then the focus is directed to demonstrate that bad experiences are also important in the development of values and beliefs. As in the previous sections, the lessons that the interview sample have taken from these experiences is then outlined.

Good experiences developed values with respect to the capacity to view things from different perspectives, learning how to inspire trust and confidence in individuals and teams, as well as the helping to develop generic people skills:

*I think that what I value about him is that he has a different **perspective** on things. [1m]*

*He was very shrewd and he used to inspire **confidence** and inspire **trust**. [10m]*

*She had **faith** and belief that somebody could do something that was so dramatically different from what they had been doing. [13m]*

*He was very kind and very understanding and built **trust** amongst the team. [10m]*

He had the skills to deal with people and he had a real interest in the staff as well, which his predecessor hadn't. [17m]

*What was special about him was the way he **supported** individuals. [15m]*

*She had the ability to give others **responsibility** in order to help them develop. [19f]*

The final three comments under this heading show the importance of having people to talk to, as being nurtured and mentored was held to be important in the development of values and beliefs:

Looking back, he really mentored me for about six or eight months until I was up and running and he recognised when I was struggling and he helped me through it and he let me do it in my own way. [13m]

He was very powerful and very quiet and he was very controlled. He nurtured me and helped me to recognise that there was more to me than I realised. [8f]

It kind of scared me a bit; as it was my first job after college, but we seemed to be able to talk to each other...It seemed to me he might have taken me on as his project. [13m]

Bad experiences that are encountered during a career are also important in the development of values and beliefs. Bad experiences are often derived from emotional encounters that leave a lasting impression on the individual who was on the receiving end of such an experience. The following interviewee reflections attest to this view, with the first reflection considering the negative influence that a leader, who is neither respected nor trusted, can have on the values and beliefs of others:

Probably the most marked experience I've had in terms of leadership is watching xxx take over, and in a period of two or three years managing to alienate the majority of people, including me, through a whole process of mismanagement, misunderstanding, complete absorption of self and power.... You could see people come and did their jobs without any sense of being a part of anything or having any desire to want to do anything. [4m]

The next three comments reflect the emotional side of influence through the use of such terminology as appalling, rude and verbal abuse. However, within the final comment is the recognition that as much, if not more, can be learnt from negative experiences:

He could not make decisions and there was no leadership whatsoever and everything just sort of lurched from one thing to another, it was appalling. [18f]

He was incredibly indiscreet and rude, to the extent that it represented totally unacceptable behaviour in how you treat human beings. [18f]

I think you learn just as much from bad management as you do from good management. In my career I was once subjected to verbal abuse by somebody who lost their temper and was my superior and that had quite an effect upon me as I couldn't explain the intensity of it. I never trusted him again. [14m]

Lessons learnt:

There were numerous examples and anecdotes provided relating to individuals' careers. The edited quotes that follow attempt to give a flavour of the lessons individuals have taken from being influenced by other people with respect to their own behaviour and leadership roles. In the first example the link between trust and job performance is evident:

They have given me quite a lot of freedom to get on with the job without looking over my shoulder all the time and I believe that has been because they have trusted me...and that has had an influence on how I manage people. [1m - reference to previous bosses]

Lessons on how to develop others can be learnt from the next set of comments, where challenging others and taking them out of their comfort zones can be a positive influence, as long as this is carried out within the right environment:

I realised, being out of your comfort zone is actually quite nice, and can provide opportunity. [18f - reflection on being given difficult tasks but with support]

It might not always be the right person for the right role but pushing them outside of their comfort zone allows them the opportunity to develop and to take on leadership and management skills that they themselves did not know that they had. [5m - reflection on being given roles by supportive managers]

I think courage is when you're faced with a situation and you are scared but you still go ahead with it. [6f - comment reflecting how a previous manager faced difficult issues]

Individuals are capable of doing a lot more sometimes than they think they can do, especially if you can create an environment for them that is nurturing and encouraging and enabling. [19f - from a positive mentoring experience]

The final comments consider the positive lessons that can be taken from bad experiences through a belief in what represents inappropriate behaviour:

Having seen how not to do it, it did have an advantage, it must've done a lot of rattling around in my head, but it has given me a clearer view and understanding of what I must not do. [4m]

I learnt from it that you should never ever subject somebody to such an emotional barrage. I don't tolerate that sort of behaviour and it is completely out of the question. [14m]

I just thought it is not appropriate to take that unhappiness out on other people. [7f - refers to a previous manager's behaviour]

I think he has influenced me in how not to manage people. [3f]

The overall learning experience that comes out of these examples is that influence derives from both good and bad experiences. The fact is that every individual will have an influence on somebody, even if it is simply as an example of what not to do. Nevertheless, how this influence is received and acted upon will depend on the individual's own unique set of values and beliefs. This next story dramatically demonstrates such a situation, where the assistant has taken on the aggressive characteristic of the section head, but the storyteller realises that this will not be part of their legacy when it comes to dealing with people:

When I was a clerk the chap who ran the section was a real bastard and he had an assistant, and she was as bad. Everyone used to sit out in front in rows and it was very quiet and if you did anything like, go to the toilet twice, he would say, 'where you are going?' in front of everybody. He bawled me out once in front of everybody, and his assistant did it again a couple days later; and she actually made me cry. I couldn't believe it! And, I thought this can't be right. Bloody hell, all the things I'd done and she made me cry and in front of people, and I thought; that's no way to carry on. It was that sort of being really bloody horrible that made me determined never to treat people like that in a work environment. I realised that sort of style can never get the best out of people. [12m]

Table of identified key values

The following table of values and beliefs (Figure 11) represents a collection of the words taken from the interviewee comments that are regarded as underpinning key values that individuals have derived from their past legacy.

Ability to talk	Confidence	Fairness	Mentoring	Responsibility
Behaviour	Courage	Faith	Nurturing	Self-sufficient
Being there	Encouraging	Initiative	Passion	Support
Caring	Engagement	Integrity	Perspective	Trust
Comfort zone	Environment	Justice	Persuasion	Truth

Figure 11 - Table of values and beliefs relating to past legacy

In Figure 6 (p. 74), four words were highlighted from the table of general leadership words as they aligned to the original 'list of words' used for the interviews (Figure 3, p. 60). If these words: People; Trust; Respect; and Communication are now used to categorise the above table then common groupings become apparent. Being there, Caring, Nurturing and Support could be aligned to **People**; Confidence, Faith and Responsibility could link to **Trust**; Behaviour, Integrity and Truth align with **Respect**; and Able to Talk, Persuasion and Engagement with **Communication**. This demonstrates not only are there common links between words that make up a language, but more importantly it helps to authenticate the 'list of words' chosen for the interview stage of the research.

Summary:

This chapter represented the first stage of the legacy journey undertaken by the sample of leaders. It has shown that past legacy has an important effect on the development of an individual's unique set of values and beliefs and that these are formed throughout life as major influencers occur. In the next chapter key values as evidenced by selected words relating to the language of leadership, together with their interpretation and usage, will be investigated in the second stage of the legacy journey.

Chapter 7 – Present Legacy

Introduction

In the previous chapter the development of values and beliefs was reviewed to begin to appreciate why individuals may have evolved certain behaviours. Now, given an individual remains true to the lessons learnt from their past, then this will impact on the way any leadership role is carried out in terms of how others are influenced. In this chapter this relationship is examined through an analysis of the data that was collected using the ‘list of words’ task (Figure 3, p. 60) that was described in Chapter 3 (Methodology) and to assist in the investigation, a table of responses has been created below (Figure 12).

In this table the values represented by the ‘list of words’ have been placed in a hierarchy that reflects the number of times individuals ticked the respective boxes. Also, present in this table are the other words that were added by the interviewees and these are similarly graded. Where the number of responses is equal then the values have been listed in alphabetical order.

The discussion that follows will examine the selected words in an order that is based on the values that received the highest overall rating, in terms of ‘ticks in the box’. As can be seen from the table (Figure 12) this means communication and creative will be considered first, followed by trust, and then people competence and respect etc. Analysis of the ‘other words’ will follow on from this initial discussion.

	Number of responses
Communication	15
Creative	15
Trust	13
Respect	12
People competence	11
Decisive	10
Political awareness	9
Experience	3
Financial competence	2
Practical	0
<i>Other words:</i>	
<i>Integrity</i>	4
<i>Vision</i>	4
<i>Commitment</i>	1
<i>Consistency</i>	1
<i>Courage</i>	1
<i>Entrepreneur</i>	1
<i>Ethical</i>	1
<i>Humour</i>	1
<i>Inspirational</i>	1
<i>Lead-by-example</i>	1
<i>Shaper</i>	1
<i>Strategic</i>	1

Figure 12 - List of words: responses

In order to appreciate how each of these words links to values and beliefs and how they underpin leadership behaviour the following format will be used throughout the chapter. Initially, a definition of the value will be provided and this will be evidenced via tabled interview quotes to reinforce the view taken. Then data from ‘the dark side’ will be examined to speculate on lessons that the leader may be able to learn, if they are going to ensure their ability to successfully influence others is optimised. A table of keywords that reflect ‘the dark side’ is then created to concisely demonstrate the negative values that have been discussed. Stories are quoted from the interview data to demonstrate the particular value in action. The rationale for the inclusion of these relevant stories and anecdotes is provided, to help illustrate how direct and indirect influence can be manifested. Finally, how the value links to other values discussed in this chapter is briefly outlined.

Communication

The aim of all communication is not simply to transmit a message, but to have the meaning of your message recognised and understood as intended and then, in turn, to recognise the meaning of the reply. Communication, then, is a two-way process... (Parker and Stone, 2003, p. 70)

Through an examination of the data it is possible to appreciate how communication is valued, and to see how it can positively help when trying to influence others. From the selected quotes shown in the table below (Figure 13) it is clear that there must be an interaction and that it is a two way process; it must be in a language that can be understood, but it also relates to the words that people never speak. Communication cannot be accomplished in a vacuum and it should be clear and persuasive and there needs to be involvement and commitment if it is going to be effective.

Communication
...is an interaction between two or more people to enable an understanding to be reached [11m]
...a two way process, it is about listening and about recognizing [18f]
...in the language to which people wish to belong [4m]
...in language that they understand and can relate to...and be able to pick out the things between the lines [2f]
...also about picking out the words that people speak, in the way that they look or move [2f]
...It means explanations of what is required, it means knowing what is going on [3f]
...express things that are meaningful to the audience [10m]
...you have to communicate in such a way that they feel that you are listening and equally they are listening to you [10m]
...I think you just have to talk to people and pull them along...you cannot communicate in a vacuum, it just doesn't work [15m]
... You just have to keep your staff informed about what is happening and why you are doing things [12m]
...the communication skill is about two dimensions, articulation in terms of clarity and persuasion in terms of message [14m]
...it is about sharing and understanding and involvement and commitment [8f]

Figure 13 - Tabled interview quotes relating to Communication

Whilst the above establishes what communication is, there is the other end of the continuum to be considered. By looking at ‘the dark side’ there are lessons to be learnt about what may occur when communication doesn’t happen. When trying to engage with the concept of the legacy of leadership, a leader needs to consider how best to influence others. Thus, it is useful to appreciate potential pitfalls and barriers that may be met, and to reflect on whether action needs to be taken to change behaviour in order to lead more effectively. The following three quotes provide insights into such behaviour, and highlight: how communication can be misinterpreted; the importance of human interaction; and the potential development of a negative culture:

At the other end of the continuum I would put information, as information is often mistaken for communication. An example of this would be – ‘I don't know why you haven't done this as I sent you a note’ [11m]

It is just somebody who sits in their office and maybe sends out an e-mail occasionally, beavering away at something, but in isolation. [17m]

I suppose it is secrets. Information is power. A lack of communication can create a culture of insecurity and you can get factions and cliques about who knows things and who doesn't. [3f]

Figure 14 collects together some key words that have been taken from the data that need to be carefully examined when considering how to communicate effectively.

Key words that reflect ‘the dark side’ of Communication			
Insularity	Misleading	Miscommunication	Secrecy
Reticence	Not listening	Cocoons and Silos	1-way
Isolation	Shut doors	Mushroom concept	Power

Figure 14 – The dark side of communication

To complete the review of communication, the following two stories are provided to demonstrate the importance of this value in action. The first was an approach created to develop an environment to encourage better communication; with the second anecdote relating to an appreciation of the need to communicate effectively if everyone in the organisation is to understand the bigger picture:

I started a custom over there that whenever I go I make it a custom to shake people by the hand. I was surprised the other week by the fact I was sitting at a table over there and a member of staff came up to me and the first thing he did was to put his hand out. It is interesting how I have influenced the way that this person has now started to communicate with me. [4m]

In several organisations that I worked for you would have this story where the senior management team would send out their briefing notes across the organisation and regard this as an excellent model of communication. But this is rubbish because by the time the gardener gets it, he hasn't a clue as to what it means or even if it is to do with him. What should happen? It should be, this is what we want, now call the next seven managers in and say to them, translate this, take out our jargon and put in your own jargon and tell your own team what we're talking about in words that you use. [11m]

Links to other values:

Having dealt with communication, the link to other words on the list is worth noting. From an examination of the data it is clear that 'trust' is an important corollary and was seen as 'absolutely critical to the relationship' [13m]. Communication was also linked during the interview discussions to 'people competence' and to 'respect'.

Creative

Creativity can be deemed to be the generation of ideas within an organisational context that is capable of understanding, amending, and then taking those ideas to a further level of sophistication and adaptation.

(Dauphinais and Price, 1998, p. 232)

Creativity is the ability to see beyond what is there at the present time, to construct an alternative picture. It is about the generation of ideas, not just on an individual level but also about harnessing the creativity of others. It is about innovation, having the enthusiasm and the courage to try new ideas, and retaining a positive attitude that things can be done. A suitable environment needs to be established in which creativity can take place, where ideas can be played out and translated into action and help forge the development of the overall vision. The tabled interview quotes shown below (Figure 15) help to reinforce this interpretation of creativity.

Creativity
...to see beyond the status quo [9m]
...the ability to see beyond the obvious, to go for something different, to paint a different picture [4m]
...about taking people beyond the sort of boundaries that they set themselves and trying to get them to think differently about things [18f]
...somebody who responds well to other people's creativity [4m]
...I think it's about spotting the unusual [3f]
...the ability to think and come up with innovative solutions [5m]
...having the courage to come up with ideas [6f]
...you come at things with more, what can we do than, what can't we do [3f]
...looking at how we can do things better, or how we can do new things, or how we can do it in a more exciting way [12m]
...to think out of the box or you are going to just perpetuate the past [9m]
...about just opening up space to be able to look at things [2f]
...It is actually creating a space for other people to be creative [15m]
...absorbing other people's good ideas and then selecting the best ones [14m]
...most people can have ideas but translating it into action, that can be the creative part [11m]
...I guess its part of the visionary bit [17m]

Figure 15 - Tabled interview quotes relating to Creativity

A review of 'the dark side' of the creativity continuum establishes how the leader can learn lessons with regard to such issues as: appreciative enquiry; the need to develop the skill of listening; being prepared to try something new, even if the current process may seem to be reasonable; and providing opportunities to engage with creativity through such initiatives as, job rotations and role enhancement.

The table of key words (Figure 16) taken from the data attest to the dark side of creativity and the following interview comments provide confirmation of how not to enhance leadership performance. They demonstrate that it can be easier to see problems, to switch off, to stick with the status quo, to avoid risk and to keep repeating the same experience:

It is seeing problems rather than solutions. [3f]

Ossification, it is very easy to turn people off; if you say to people that their idea it is a load of old rubbish they will just switch off. [3f]

Everybody else does it like this, so we ought to stick with it as it has always been done like that; it would rock the boat too much if we changed it. [18f]

You can see the organisations that have stuck where they were 30 or 40 years ago, they haven't changed and are rotting and going down the tubes because they just can't think of doing something in a different way, or haven't got the bottle, because, with creativity comes big risks. [12m]

It's the person who just does the same job they've done for the last 10 years, over and over again. [17m]

Key words that reflect 'the dark side' of Creative			
Dullness	Lack of energy	Stability	Staidness
Constrained	Destructive	Killing ideas	Rigid thinking
Procedural	Dull	Ossification	Lack of drive
Tunnel vision	Dogma	Stagnating	Unenthusiastic
Unwillingness	Spreadsheet management	Carrying on as before	Jobsworth

Figure 16 - The dark side of creativity

To complete the review of creative, the following three stories make clear that creativity, captured effectively, enhances the ability to influence others and promotes good leadership. The first story captures a moment in time when being prepared to act on the spur of the moment led to a creative solution that blossomed into active facilitation:

A nice story about that is when the [project] first started in the early 90s I was invited to an event at the Council to talk about [the project]. This was the first meeting and everybody was wondering what it was about. After the meeting, and it was a pretty depressive meeting, I went across the road with a colleague and I said let's start a self-help group, and so we did, we called it the [project] self-help group and it developed over a two year period into an extremely useful forum. [11m]

In the second anecdote the leader creates an environment that releases other members of the team from an administrative burden and thus allows them to engage with the creation of ideas without being restricted by expected paperwork:

At the first meeting of the team I said [as the project manager], I would do all the paperwork, you do the thinking. They could not believe it, they could not believe they were released from the burden of the paperwork and this allowed them to start to think about what the program should be, and they came to me and told me how they had really, really enjoyed it. We bounced all sorts of daft things around and true to my word I did the paperwork and it went through very well. I did this because it was right and it created the space and allowed people to be creative. [15m]

The final story reinforces the need to listen and not to belittle others, if you wish creativity to continue flowing:

I think more importantly, people have to feel that you would be very happy to think about creative ideas, not only be creative yourself but to give everyone else the confidence that if they come up with an idea, that at the time may be a bit off the wall, that will not just say, 'that's a load of old rubbish; don't darken my door again'. [10m]

Links to other values:

Creativity can also be seen to link to 'trust', through trusting others to go with their ideas. There was a link to 'decisive', as it is argued that if you are able to be creative then some decisions do not have to always be made by you. A further corollary was 'people competence', by creating an environment where people have the confidence to put forward ideas knowing that they will not be knocked back. Finally, it was linked to 'vision', as creativity was seen as facilitating the ability to think ahead and be able to consider future possibilities.

Trust

People who trust others are likely to demonstrate through their own behaviour that they can equally be trusted.

(Parker and Stone, 2003, p. 138)

Trust can be seen to be a two-way process and at its foundation lays a fundamental belief, not only in other people, but also in yourself. To capture trust, there is a need for behaviour to reflect a confidence that is shown through principles such as autonomy and accountability. This value implies that there will be no unfair advantage taken and that objectives are believed to be achievable and will be met in an open and honest way. Without trust, influence will not be as effective. Trust is a value that is often built up over time and will be an important part of an individual's future legacy. Leaving this value as a legacy can prove difficult, as once trust is lost it is often hard to regain. However, even if someone is not trusted, a good leader will not just dismiss what they say out of hand as it could still help inform any decision that needs to be made, even though you may wish to check the validity of the information with a third-party. Of course, whilst you may trust an individual, there may be occasions when you will not trust where they are going to go, possibly because of your own past experience or your own uncertainty or self-doubt. Nevertheless, given a more distributed form of leadership now exists then such people may still be empowered, as the following interviewee suggested when stating that:

Great leaders have trust in the people who are working for them, that they will be able to do it, and they will empower those people rather than using a command and control style of leadership. [10m]

Further snippets from the data are provided in the following table (Figure 17) as reinforcement of the above analysis.

Trust
...is about believing in people and knowing that they believe in you [2f]
... the ability to have confidence in somebody, when they say something or behave in a certain way [4m]
...giving people the freedom to achieve things in the way that they can [3f]
...it is allowing people to do things their way, giving them the autonomy and the accountability to create solutions for whatever it is you ask them to do [3f]

...it's about trusting people to let them do what they need to do in their work, it's about not taking advantage [8f]
...believing in what you are doing, believing in your abilities to be able to deliver on it [2f]
...the most important part is that you trust yourself that whatever is going to happen you are going to get through it [7f]
...if somebody tells you something that they mean it [1m]
... it says openness and honesty [5m]
...without trust you're lost [11m]

Figure 17 - Tabled interview quotes relating to Trust

Moving on to consider the dark side of trust, there are a number of legacy lessons to be taken from this value. What is seen at the other end of the trust continuum is an environment where it can be very lonely and even frightening. It is also a place where a leader may feel unable to operate as they would like, and this could lead to uncertainty in decision making and the development of greater risk adversity and to an increasing level of frustration, to which the following quotes will testify:

The other end is a murky old place, it is a very lonely place and it is a very uncertain place, where you feel quite unhappy. If you are not able to trust the world around you, you will worry about the future, you will dwell on the past, you're not living for the moment and it is a horrible place to find yourself. [2f]

At the other end, if you do not trust people then you do not give them all the information, you don't tell them your thoughts, you don't show them your vulnerability, you do not have a relationship and you do not take any chances. You are working with your hands tied behind your back. [6f]

The following table of keywords (Figure 18) are indicative of other issues that may be found on 'the dark side'.

Key words that reflect 'the dark side' of Trust			
Deception	Lying	Corruption	A murky place
Loneliness	Uncertainty	Vulnerability	Moving targets
Tension	Chaos	Prejudice	Wariness
Deception	Selfishness	Fear	Misunderstanding

Figure 18 - The dark side of Trust

Interview discussion around the value of trust led to a number of stories and anecdotes, and the following four have been chosen to note the importance of trust within the concept of the legacy of leadership. The first anecdote demonstrates that the messenger can be more important than the message, especially where trust has been lost:

The anecdote is that wherever I go people have to have a level of trust in me and it is in me. This is because even though the advice can be perfect, it needs to come from someone you can also trust. If I'm listening to a colleague in whom I have no trust or confidence then although they are telling me something that may be incredibly important you don't know whether to believe it or not. So, trust means a damn site more than trusting what I say, it means, trusting who I am. [11m]

The second story relates to the importance of trust in oneself and the affect on one's own leadership performance:

I've never had so many things happen in my life as I have in the last six months and there were a few times I was thinking would I be able to do that, and I just thought yes; but I don't know how or why. So, this is an example of trust in myself. [7f]

The third anecdote highlights how trust can help the facilitation of difficult situations when dealing with colleagues:

We have just been through a restructuring and the more radical changes occurred within my own team of people. I was very clear about what I thought the current strengths and weaknesses of the team were and very open about that and wanted the other members of the team to be very open so there was an environment where other people could contribute to the discussion. I don't think people would have been able to do that unless they trusted me. [1m]

The final story is one where the influence has been negative; in fact, this is an example of unrealised influence where a perceived lack of trust has led to a loss of interest. This reinforces the view that we may influence others without realising that we are doing so, and likewise others may influence us in the same way. If it is a positive influence, this represents a value or belief that is passed on and that may help the recipient to enhance their leadership qualities. However, in this case it is negative and the quote clearly shows the impact this can have:

[The line manager] changes things that we have agreed and then I hear about the changes from other people. I'm not saying her decisions are wrong, and she may have very good reasons for changing things, but I do know that this makes me think she doesn't trust me to do it, so then I lose interest. [16m]

Links to other values:

Trust has shown itself to be a very important attribute, and one that could be linked to most leadership traits; for without trust, organisations and individual relationships will not be able to perform as effectively. From the data it was also suggested that an increase in trust will increase the ability to be creative. Trust also leads to respect, which helps to develop relationships which can, for instance, help people to be picked for team projects, as well as leading to increased opportunities for promotion.

Respect

Respect for others is to attribute to other people a high capacity for self-reflection and self-examination without becoming so upset that they lose their effectiveness and their sense of self responsibility and choice.

(Argyris, 2004, p. 14)

Respect is about valuing other peoples' need to have their experience, ability and professionalism recognised and accepted. If you do not deal with people in such a way that you allow them to keep their self-respect, then something is lost. It is important to recognise the diversity of other people and to appreciate that differences will exist due to background, culture or experience. Respect is about the ability to consider other points of view, whether you agree with them or not, and it is also about helping others see and respect your point of view. Respect is therefore two ways or could be thought of as being on two levels as the following quote explains:

I think it is at two levels. At the first level I must respect those people around me as we are all on the same team and we all have our part in that. I might like them or not like them but I must respect where they are in the organisation. The other side of respect is that I would hope that those around me, those that I respect, those that I influence, that they respect me in as much that I do my job to the best of my ability. [13m]

A selection of quotes is shown in the table below (Figure 19) to allow for further reflection on this value.

Respect
...is vital to any relationship and is an underpinning value [6f]
...it is an attribute which is very much respecting the views of other people and the diversity of other people [14m]
...understanding what the other person is thinking and respecting that view [14m]
...to treat others the way you would like them to treat you [7f]
...respect their differences and positions they have from their own experiences [7f]
...it is helping them to see other points of view [18f]
... is recognising other peoples need for self-respect [4m]
...that what you're doing and the way that you are doing it is done with conviction and integrity [16m]
...allow space for people to do things in the way that they can [3f]
...it is taking into account their particular values and thoughts and dealings whether you agree with them or not [2f]
...I think it's about professionalism and what you represent [15m]
...it is not riding roughshod over people [3f]

Figure 19 - Tabled interview quotes relating to Respect

If respect is not present then it can become increasingly difficult to influence people to carry out tasks effectively, especially if the leader is seen, or perceived as being one of the contributory causes, due to perhaps having been dismissive, intolerant or disrespectful in some way. The following comments from the interview data demonstrate the issues that can be encountered on the dark side of the respect continuum where there is a perception that a leader simply walks over people, or passes on problems that should have been sorted, or just couldn't care:

The other end of respect is about not valuing people, it is about belittling people; it is about walking over people with no regard to their well-being. [18f]

A lack of respect is for me the people who put their own lack of organisation on to you and give it to you as a problem because it sat on their desk for two weeks [2f]

Well if you are seen as not giving a toss about the people that you work with, then you will see plenty of people who will just sit back and say 'sod it'. [12m]

Key words that reflect 'the dark side' of Respect			
Credibility	Intolerance	Disrespect	Disregard
Dismissive	Individualism	Contempt	Ignoring
Not listening	Not adapting	Cavalier	Avoidance
Belittling	Not valuing	Walking over	Own thing

Figure 20 - The dark side of Respect

The interview data was again a rich source of stories and anecdotes with regard to respect and here four examples will be highlighted. The first one establishes that respecting a colleague can have a different viewpoint that will help with negotiation and influence:

I was treating him with respect because we talked about all of the issues and we talked about what we could do in the short term to prioritise things. He still is not perfect but I found that if I told him there were things I valued in what he did, this allowed him to keep his self-respect but at the same time helped us to move towards a better situation. You have to accept he sees the world in a particular way and if you respect his view then he will more readily accept things when you say no to him. [6f]

The second story considers the positive payback that can come from respecting what happens outside of the working environment:

I've known a rich variety of characters, and know that at times people do need looking after (perhaps due to some personal problem) and you need to respect the staff when such times happen. If they understand that you care about them and that you do respect them and the issues that they have, then when they recover you will get ten times the payback. [12m]

The third anecdote shows the benefit of respecting what a person is capable of, rather than simply joining in with others perceptions:

I respect him more than others because I know what he is capable of; whereas other people do not see that professionalism, they see somebody who is just stumbling through the world. [15m]

The final story demonstrates how influence can be transmitted, and here it would be interesting to reflect on the impact the interaction may have had on this junior member of staff, and to the development of her own unique set of values and beliefs:

Yesterday I was talking to a junior member of staff about this and she could not answer my question, but instead of asking to speak to somebody else with more experience, I got very cross with her. When she said I hope I've cleared that up, I said no you haven't! She was a young member of staff and I was wrong to treat her in this way - I should have respected her place in the organisation.
[13m]

Links to other values:

During discussions of this value it was linked to the need to have 'experience' of dealing with the types of issues outlined above, and also 'trust' was perceived to play a part in accepting how others respect you. There was also a link to being 'decisive', as it was suggested that if there is a history of making the right decisions then it makes it easier to respect a leader's ability. Respect has also shown itself to be a value that clearly has an important influence on other people. This connects well with the next area for analysis - people competence.

People Competence

All too often, others with whom we come in contact do not reason as we reason, or to not value the things we value...

(Myers and Myers, 1980, p. 1)

People competence is about the realisation that others do not necessarily see the world as we do. Accepting this, together with having a self-awareness of who we are, facilitates the capacity to develop a sense of who other people are and to appreciate the abilities that they possess. An appreciation of peoples' values and beliefs enables a good leader to respect, encourage and support those who they are trying to influence. Creating the right environment will help people to work more effectively, allow for greater creativity, and allow them to see you are working with them, not against them. There should also be the realisation that you cannot be the expert in every situation and that it is quite healthy to show a degree of vulnerability in yourself: for example, being prepared to say to somebody during a meeting that they are right.

People Competence
...it is having a sense of people and their concerns and their interests and what they're looking for from you [4m]
...it is about knowing yourself and the strengths and weaknesses of other people [2f]
...it is about respecting people, not treating them like dirt [17m]
...accepting people for the value and the contribution that they give [9m]
...is about acknowledging the different competencies of different people [14m]
...it is about encouraging them, bringing them on and supporting them [16m]
...giving people the space to create an opportunity [10m]
... it is influencing people to do things in different ways [17m]
...helping people to understand you are working with them, not against them [8f]
...an acceptance that you can't be all things to all people [2f]

Figure 21 - Tabled interview quotes relating to People Competence

The dark side of people competence is reflected in the table of keywords shown below (Figure 22). The lessons for the leader here are to ensure that their influence is not interpreted as purely command and control, or as abuse of power, exploitation or a lack of empathy. A leader needs to be aware that they may have become so self absorbed in what they are doing, so determined to carry out the task effectively and efficiently, that they have stopped listening, or are not recognising the contribution of others. They may even have resorted to communicating with others in a more distant and less sympathetic manner. Whilst the development and use of e-mail is now part of organisational culture and has brought with it advantages in terms of speed and convenience, it can also be used in a less favourable manner, as the following example will attest:

“Communication by e-mail may not be a good idea, with one reason being that it is so easy to misinterpret. You also do not get the context with e-mail and if you think you can deal with people by writing something in a very short way and handing it to them and saying here; then that it is not dealing with people. Hiding behind words is not being people competent.” [16m]

Key words that reflect 'the dark side' of People Competence			
Incompetence	Process	Avoidance	Self-absorbed
Non-recognition	Abuse of power	Not listening	Exploitation
Dissatisfaction	Lack of empathy	Lack of sympathy	Targets

Figure 22 - The dark side of People Competence

There can be little doubt that an insight into people competence, both what it means as well as what can be found on the dark side can be a significant factor in developing a leader's influence. The first story taken from the interview discussions shows an astute awareness that to coax the best out of people they need to feel valued:

An example would be taking over a team, knowing that some people have been there a very long time and that they have experience to contribute, but realising at the same time your way of thinking or of doing things might be different and you may need them to move into a different way of thinking. So, you need to make that clear to people and you need to find opportunities where their strengths play out better than your strengths. You need to do this so they can feel valued and they see that they matter to you. [2f]

The second pair of stories relates to behaviour: the first shows there may be times when it is best not to say what you think; and the second refers to what is considered by many to be unethical behaviour:

An ability to communicate a sense of collegiality can be important. If you get someone who has a problem, even if the problem is more in their minds than real, it is nevertheless very real to them, and telling them that they do not know what they're talking about or telling them to grow up is not terribly helpful; even if inside that is what you think. [16m]

The example I gave you about reprimanding a member of staff in front of everybody else I think that is an example of inappropriate behaviour and a lack of people competence. [1m]

The fourth story provides a demonstration of people competence in action, through being aware of your own performance as well as the body language of others:

I think the teaching situation relates to people competence. If you treat the students with respect, if you are genuinely trying to understand what they know and don't know, if you are genuinely trying to adjust what you are saying because you see some puzzled looks, then this is people competence in action. [17m]

Finally, there is much to be learnt from respecting old proverbs and sayings, as the following anecdote demonstrates:

There is an expression that can be interpreted as, 'the forests will answer to you, they will echo back to you the way you speak to them'. This tells you that people will often react to you as a mirror image of the way you react to them.
[7f]

Links to other values:

People competence was linked to a number of other values during the interview discussions. Having a picture of the larger environment linked it to 'political awareness' and being able to use your own past 'experience' to make judgments about people was also commented upon. 'Communication' was seen as essential in order to get your message properly understood and 'trust' and 'respect' were also regarded as being central to leaders maximising their people competence skills.

Decisive

According to the Collins English Dictionary, to be decisive requires you to be '*influential*' and '*conclusive*' and this is '*characterised by the ability to make decisions*'... '*quickly*' and '*resolutely*' (Collins, 1979).

Being decisive requires a certainty of belief in yourself, and it requires a resoluteness in deciding on a course of action and the confidence to stand behind any decision made. To be decisive requires value judgments and the ability to call on leadership skills, especially when difficult decisions need to be made. Clear communication also plays a part, in particular where the decision may not be seen as optimal. A leader who is seen to be decisive and has the ability to make good decisions is likely to be perceived as someone who has confidence, who can be trusted, and who will engender respect. The following comments taken from the interviews help to substantiate this view in terms of, understanding how to decide, being aware of the need to decide, and knowing the positive impact that clarity of decision making can bring:

So, being decisive is being able to make those decisions as required, using your experience, using your people skills, using and trusting in the fact that you know that even if it is not exactly the right position, it will turn out for the best. [7f]

I'm not sure if poor decisions cause as many problems as no decisions. I think poor decisions, if they are well-managed, will allow you to pull yourself back up again. [6f]

In your role, if you're decisive, it is amazing how you get perceived by other people. You're seen as knowing, as confident and as someone who knows what they're talking about. [1m]

Decisive
...is that certainty, that belief that an individual has with regard to themselves [12m]
...coming to a definite course of action, strategy, or vision [7f]
...making a decision and sticking to it [1m]
...being able to make a judgement based on what is best for the task in hand and the individuals within it [11m]
...it means making a decision and seeing it through and not being blown by the wind [17m]
...just being able to make decisions and stand by them [12m]
...it is about carrying the can [18f]
...sometimes, you have to make some hard decisions [5m]
...I think decisive is about clarity more than anything, it's not about this is what is going to happen, but it is about providing clarity [8f]

Figure 23 - Tabled interview quotes relating to Decisive

Looking at the other end of the continuum with respect to decisive, brought out a number of interesting words that were used to describe the dark side: for example, procrastinating, dithering, and waffling. On one level such words may conjure up an image of an absent-minded professor. However, other descriptors used referred to: having no clue; not trying; lack of a plan; and fudging the issue. These descriptors start to question the very credibility of the decision-maker and will lead to their ability being questioned, to uncertainty and to a lack of trust, as the following comments bear witness:

I think if you're indecisive, people will start to question your ability to make decisions. If you keep them waiting then it also breeds uncertainty. [1m]

If you are seen as someone who fails to stick to things, it means you are going to be swayed by other things and therefore cannot be trusted. [17m]

Key words that reflect 'the dark side' of Decisive			
Uncertain	Indecisive	Vacillation	Dithering
Waffle	Wooliness	Faffing about	Procrastinating
No clarity	Don't know	Not trying	Fudge the issue
Lack of a plan	Withhold data	Constant change	No clue

Figure 24 - The dark side of Decisive

The following 'decisive' stories demonstrate the various facets of this value. The first shows there is a need to know when to be decisive, and the second takes a pragmatic view on one way to help with decision making:

People ring me up all the time and just say they want a bit of guidance. I have to judge whether they just want guidance or whether they want someone to make a decision for them. [13m]

I take the chair on a lot of things and that's how I often make decisions. [12m]

There are times when a leader needs to be able to make difficult decisions, for example, relating to when consultation may not be the best way forward, as indicated by the next anecdote:

They said, 'it would have been nice to have been consulted' and I said, 'no it wouldn't have because it was my decision and not yours'. I said, 'if you had all those facts to hand would you have considered shutting [it] down?' They said, 'of course not'. I said, 'exactly'. [6f]

In the previous example, if there had been consultation it may have led to protracted negotiations and this may have been interpreted as indecision. Being perceived to be indecisive can have a negative effect on leadership performance as this next comment highlights:

The managing director had been the assistant managing director and he had seemed to be a very good leader and was a people focused person. But in this new position his decision making changed with the wind, and it seemed he would change his mind based on the last person to see him as he did not like to say no to people. I ended up moving to another company. [3f]

The final story is a demonstration of decisiveness in action which led to a positive outcome for all concerned and to this leader enhancing their own credibility:

We were all going to fly back on Friday evening but at the airport the flight was cancelled and when we asked about the next flight we were told, maybe tomorrow, maybe Monday. People were standing around wondering what to do, but without a moment's hesitation I said for them to follow me. I walked to another airline desk and said we need four tickets tonight, and because we did that quicker than anybody else, we all made it home that evening. [7f]

Links to other values:

Being decisive was linked to 'people competence' as this was seen as being needed to soften the edges of difficult decisions. Where leaders are indecisive this was perceived as eating away at 'trust' and 'respect'. Relevant 'experience' was something that was seen to help with the learning curve of decision making, as was the ability to be 'creative'.

Political awareness

They stop beating around the bush, they stop playing politics, and they start to support each other.

(Kets de Vries, 2006, p. 299)

Political awareness is about having an understanding of the environment within which you work. It is about understanding organisational culture and being aware of the bigger picture, the mission, the values and strategy of the organisation. It is also about understanding groups and individuals; being aware of both the real agendas and the hidden agendas that may exist. Political awareness includes not only being aware of others strengths and weaknesses but also knowing what your own reputation is perceived as, and playing to your individual strengths. It is also about understanding how others can be influenced and who may wield the greatest influence in the particular circumstances. Being politically aware means that you understand how best to operate and survive in your particular environment, how to blend the organisational needs and

your individual needs in such a way so as to maximise outcomes. The following comment succinctly captures a sense of this value:

Political savvy is all about the timing of things for me, about communication, about understanding the unwritten code of practice, knowing which buttons to push with people or groups or organisations. [2f]

Political awareness
...understanding the context in which you are operating [18f]
...knowing your institution [11m]
...knowing what is going on, what people's hidden agendas are, seeing the bigger picture [13m]
...being aware of what is a sensitive issue and what is not a sensitive issue [15m]
...to know the true influencers and leaders and bosses in a group [6f]
...recognising that what you say is going to have an impact [13m]
...knowing what people think of you, knowing who you are, knowing what your reputation is like, what they see that you will be able to do for them [2f]
...learning about the culture and the way to push buttons with certain people [4m]
...knowing when not to deliver everything in one go...when to keep something in reserve [2f]
...it's about surviving within the organisation [17m]

Figure 25 - Tabled interview quotes relating to Political awareness

The words used to describe the dark side of political awareness tend to imply that personal behaviour plays an important part. Ignoring issues, being manipulated, acting naïvely or, allowing your emotions to take charge can all have an impact. Therefore, any leader wishing to develop their ability to influence, needs to take time to appreciate the impact that such behaviour can have, as the next comment with respect to 'engaging your brain' explains:

At the other end it is, being stupid, sending angry e-mails. You need to engage your brain before you open your mouth; although in some ways it may be all right if you want to bring something to a head, then it is ok to be a little controversial. [13m]

Key words that reflect 'the dark side' of Political awareness			
Naivety	Uncritical	Head in the sand	Blinkered approach
Stupidity	Silo mentality	Angry e-mails	Being manipulated

Figure 26 - The dark side of Political awareness

The three examples that follow provide useful lessons for the development of political awareness. The first deals with the interaction with others and to the need to develop the skills of a clairvoyant!

Going to see [line manager] and trying to think what is in his mind today! It is about that, understanding where he is coming from. This is especially true for people you don't see very often, as you can never be quite sure what they are really going to ask you or what they are really interested in and, you have got to try to get some handle on it. [18f]

The second story relates to honesty, trust and respect, whilst at the same time recognising that there is no such thing as a casual conversation, and that there are times when information should perhaps not be disclosed:

If you have been honest then it will probably be all right but, if you have even exaggerated just a little then it may turn itself into a problem, as by the time it gets back to you it may be ten times worse. You must therefore always be aware that with any conversation you have in the workplace, there are other agendas going on. Perhaps one of the most significant lessons I have learnt is that there is no such thing as a casual conversation; there are always other agendas at work and these are often hidden, and it is these secret agendas you need to be aware of. [13m]

The final anecdote demonstrates an understanding of influence, and provides a useful example of political awareness in action:

What I believe strongly, is that if you can get on with somebody's PA it is better than getting on with the managing director of the company. [2f]

Links to other values:

Political awareness has been linked to 'people competence', as being able to take your people with you on your journey is considered to be a very important ability. 'People competence' was also seen as important as it can help you read between the lines from what you have been told in order to ensure you have received the full message; thus

your political awareness will help you decide whether this information is worth acting on. A further issue related to ‘respect’ as there may be a need to reflect on the appropriate course of action where the interaction with others may lead to an emotional response in terms of irritation or anger, which if unchecked could lead to the task being ignored and to the leader’s credibility being reduced.

Experience

People with experience... ‘*continue to grow and see new opportunities and challenges in their industries rather than stagnate in their positions*’

(Hammett, 2007, p.31)

Experience is about life and what you have learnt from defining moments, the interaction with others, and reflecting on your observations. It is about the collection of personal events and the impact this has had on the development of your own unique set of values and beliefs. It is about how you have used this knowledge to develop yourself and to advise and influence others. Experience is knowing yourself and your own abilities, it is not just about being wise and worldly, it is an attribute that can be swiftly developed, no matter what age a person has reached. It is also about personal development as the following comment notes:

Part of it is about knowledge and part of it is called personal development, and experience is about both of these things put together. [7f]

Experience
...it is the accumulation of all those learning events in your life and what you are then able to bring to the table [7f]
...about something that you use in your life, to enhance your personal life and your working life [7f]
...it is what you learn from what you do [7f]
...I don't think it is about being old as it is also a youth thing; it is about the capacity to know yourself [4m]
...it is about developing credibility, without it, you are finished [4m]
...is about life [8m]

Figure 27 - Tabled interview quotes relating to Experience

At the other end of the experience continuum rests a few lessons to be learnt by a developing leader, for instance, an absence of experience can be evidence that somebody never learns, or is too narrowminded. However, it can also be seen as displaying ignorance or in the worst case scenario a lack of experience can mean acting without realising one's own limitations. For example, acting without information that was easily available and that should have been taken into account, could lead to a course of action that may have negative or dangerous consequences for the individual or for the organisation.

Key words that reflect 'the dark side' of experience			
Ignorance	Shallowness	Self-absorption	Narrowness
Misguided	Stumbling	Never learning	Dangerous

Figure 28 - The dark side of Experience

Two stories that help to establish the importance of valuing experience are now provided. The first relates to the importance of knowing yourself and acting in accordance with that knowledge. Here, experience tells you when there is a need to identify a solution to an issue, and it is experience that tells you to look for help and advice in order to build the necessary competencies. It is also about having the confidence that it is your experience that will help you to find an effective solution:

They were concerned that I would not understand their function; that I would not have the experience to take on the agenda. It was quite a natural concern but, first of all I do not know what I do not know, so I will look to those who do know to counsel and advise me. Next, I built up my competencies by completing training in order to have some sense of what it is about. At the end of the day, it is about having the experience to know yourself and your needs. It is then about having the confidence to accept that you need to develop yourself in certain ways if you are going to engage with others, to function in ways that they will also engage with, and this often only comes with experience. [4m]

The second story is about being self-aware and being comfortable with your expertise and abilities and how to use and adopt these skills to your current environment:

I was working with [my line managers] and the fact that I had come from a different working environment stood me in really good stead, as I was able to help them to work through a range of ideas and the potential impact these ideas would have. I was able to sit down and talk about training needs and how to use language differently to what they were used to, which helped to formulate how to do the job. [8f]

It should be noted that only three of the sample had ticked experience as one of their five selected words. However, experience was believed to enhance 'political awareness', was seen as a 'practical' skill in helping to achieve the task that was being carried out, and also something that was needed in the development of 'financial competence'.

Financial Competence

Only two of the sample had ticked financial competence as one of their selected words. As discussion of this value, in both cases, was limited to the allocation of budgets and the need to ensure staff had sufficient experience to use figures, further analysis has not been carried out.

Practical

Interestingly, no one picked this word. This does not mean that to be practical is unimportant, merely that other words on the list were considered to be of greater value. Synonyms for practical include: applied; efficient; experimental; factual; functional; pragmatic; realistic; businesslike; and down to earth (Collins, 1992). Perhaps, such words indicate skills that are taken for granted within particular job roles rather than provide evidence of strong association to values. However, as there is no data to analyse from the interview process than further conjecture is not considered relevant at this time.

Other words

All interviewees had been given the opportunity to add up to two words to the list of words that had been used to facilitate the present legacy stage of the interview process (Figure 3, p. 60). However, not everyone choose to add further words and, as can be seen from the following interview quote, there was a realisation that there were implicit links between the originally chosen words:

I don't think so...you see for me the whole thing, all of those words, what they mean to you and what they mean to me, or together, are linked in some way. If I add another word, it might be another heading, or part of another list, but I don't think it would enhance the overall relationship, or add to our discussion. [4m]

As can be seen from Figure 12 (p. 95), a total of twelve other words were identified by the interviewees as additional values they would personally wish to see as a leadership value. There was a sense that the interviewees were using these extra terms as a form of sub-plot to the five main words that were being discussed in order to emphasise additional characteristics. With the exception of 'vision' and 'integrity' (which will be dealt with separately) these additional terms were personal to single individuals. In order to gain an appreciation of why such terms were suggested and to view the links to the central words, the following comments and quotes have been provided:

A leader was seen as someone 'who shows **commitment** and is prepared to **lead by example**' [7f]. Whatever role is being taken then '**humour** and entrepreneurship is needed as a sub-set...being an **entrepreneur** is about utilizing what we already have and do' [5m]. We also need 'to have the **courage** of our convictions to ensure new ideas are played out' [6f]. Consistency was linked to uncertainty and to a number of the other key words as the following comment evidences:

*If you do not have **consistency** then it creates quite a lot of uncertainty. There is a certain sense, where although you have to have the creativity side to move things forward, you also need some consistency relating to decision-making, to respect, to how you deal with people, and how you build up trust. [1m]*

Ethics was of concern, and the realisation that different levels of ethical behaviour may also be acceptable:

***Ethical** is a word that I value as I believe in doing the right thing and being straight and honest with people. Although, there are some people who you can respect and they do have people competence but may not be as completely ethical as I value the word. [9m]*

People who exercise influence can be regarded as shapers, as 'a **shaper** is someone who thinks about the unknown, about what doesn't exist today, about what the next level is' [2f]. Where such people are able to inspire others then this links to a further value as:

To be **inspirational** is about being a role model that helps to build the confidence in people and allows them to see the contribution they can make and helps them get excited about where we are heading...they become fired up, whether you are there or not. [2f]

Strategic thinking was also seen as a valued trait of leadership:

You also need to be **strategic**, because there is a need to have an overview as a leader, you have to be able to go up in your helicopter and see what your territory is like. [16m]

This notion of a 'helicopter' view also links to seeing the bigger picture and to having vision. Vision was chosen as a value by four interviewees and is therefore worth some further examination.

Vision

As previously mentioned the word vision was not included on the original list as it was believed that other words, in particular 'creative', would elicit comments on vision. Whilst this proved to be the case, it was interesting to note that one respondent explained how having vision took being creative to a higher level, by explaining that:

I think visionary is a bit more than being creative as I think it is a real talent to be able to pick the right direction and to say that this is where we are going to go. I link creative to what a technical manager would do but, the higher up you go in the organisation then the more visionary you can be. [17m]

This indicates an emphasis on leadership at different levels where the further up the organisation you are, the more you are able to exercise your vision. The chief executive officer will have their own vision (this may of course be informed by external forces that can be associated to the agendas of government or professional bodies, or aligned to the needs of society) and the senior management team will be responsible for implementing this vision. The senior management team may also have visions of their own, and they will need to exercise creativity to ensure this links to the CEO's vision. This process can be repeated all the way down the organisation and it could be argued that where vision is concerned, the further down the organisation you are, the more creative you may need to be.

It is also interesting that when referring to vision, the metaphors used are often linked to having a view from above, as in the helicopter reference previously quoted, and to the lighthouse in the next comment:

Vision is saying we have to go there, because my job is about helping this organisation to survive, and looking at it from my lighthouse I can see that this is what we are going to have to do and this is what we need to do. [12m]

As explained above, the interviewees often used the extra terms to add weight to the original list and this is further evidenced in the following three remarks that link vision to: trust; communication; and in particular to people competence:

I would say that my boss in [previous organisation] was very decisive, was somebody I could trust, believed in two-way communication. I suppose a lot of these words are embodied in the word visionary. [8f]

It's clearly vision, in the context of what is achievable for an organisation in a changing environment. There is no point in having vision if you haven't got the communication skills to articulate it [4m]

Having the vision of where you want to get to and where you want to be taken, and being able to infuse others [people competence] with this vision, to work with you at getting there. [19f]

Integrity

Integrity relates to moral standing, to being virtuous, to having honour and is quoted in Bloomsbury (1988) as:

“Be so true to thyself, as thou be not false to others”

Francis Bacon (1561-1626)

Four of the interviewees believed this word to be a value worth additional mention and one that strongly linked to other values, as evidenced by the next comment:

“I think integrity is a really nice word as it sums up, people competence and creativity, but also speaks of experience and decision taking. It shows the way all these words come together and it reinforces the total package rather than being independent of the whole thing.” [4m]

There is also a strong link to trust and the belief that people will keep to their word, as it was seen as ‘an extension of trust in terms of a real sense of belief in that person and

their views and what they're expressing to you' [1m]. This value is summed up in the following example provided by an interviewee, who tries to live their legacy with integrity as one of their values:

You should say what you are prepared to do but never guarantee things you cannot deliver. I can say I will try to do that but, if I say I will do that then I will do it. These two words are very important, 'will' is a commitment, 'try to' is not. Being able to trust you will deliver and knowing others are able to trust what you say is very, very important to me. [14m]

One final example of integrity is offered to demonstrate how a positive value can be passed on through the influence of a line manager and 'never forgotten':

I had been in post two days when my chief executive officer said to me, 'there is £x in the budget for your disposal, what are you going to do with it?' I said to him, 'I have only been in post for two days, I know nothing about it, so I cannot make a decision or answer that question.' He said, 'you know, you only have one shot at integrity and if you blow it you never recover it', and he said that admitting to him that I knew nothing about it at this stage was an indication of my integrity. I have never forgotten that. [13m]

Summary

In this chapter the present legacy of a leader was examined to investigate how values and beliefs, formed over time, can influence the behaviour and performance of both the leader and of those they, directly or indirectly, come into contact with. Where such influence is positive it can be seen to either reinforce a leader's own values and beliefs or to help the values and beliefs of other individuals. However, from 'the dark side' there are also important lessons to be learnt with respect to negative impact on values and beliefs. The dark side can also be beneficial in showing the pitfalls and barriers that may be encountered when reflecting on how to enhance leadership performance.

A practical example of how, being aware that others can value different ways of working on a project will help to illustrate this point. If a leader works on a project in a very step by step way, identifying and creating structured 'to do' lists to guide their progress, then they may expect their team to do the same. However, there may be others on the team who are very effective, but value 'the adrenaline rush' of working in bursts of activity, using more unstructured 'to do' lists and with an emphasis on completing

things 'at the last minute'. If the leader does not recognise this difference in value and try to take it into account then there is a risk that any influence they try to exert on this individual to conform to the leader's way of doing things will have a negative impact on the individual concerned. This could lead to a loss of trust or respect between the leader and the individual, and rather than helping the leader to enhance their leadership performance could lead to it being undermined.

What can be seen here is that, although an examination of values and beliefs is a fundamental part of a leader's legacy journey, there is also the need to understand how others perceive these values and beliefs. This perception is dealt with in the final part of the legacy journey relating to future legacy and is the focus of the next chapter.

Chapter 8 – Future Legacy

'If you do not change direction, you may end up where you are heading'
(Lao-Tzu, 6th Century BC)

Introduction

The legacy journey has now arrived at a point where the interviewees, having reflected on the formation of their own particular set of values and beliefs from their past legacy, have aligned these to their present legacy. This was accomplished through the examination and interpretation of a number of leadership values, with the lived experience of the interview sample being analysed in order to draw out inferences relating to behaviour and how others are influenced. The journey now continues through consideration of future legacy, where the interviewees were asked to look into the future, to reflect on their own, and others, perceptions of their existing legacy.

The first part of this chapter will consider perceptions of legacy which led to the creation of a table of values (Figure 29) that was aligned to the original list of words (Figure 3, p. 60). The main headings from this table of values are discussed and are reinforced through the comments of the interviewees. Then, perceptions of legacy are reflected upon and one possible leadership profile that could make a positive difference to the lives of others is suggested. The chapter moves on to discuss legacy action planning, and five areas for consideration with respect to building a legacy action plan are tabled, to facilitate reflection. Finally, the final interview question relating to what the leaders may themselves have taken from the interview process is reviewed, and the excellent feedback that was provided is analysed.

At the start of the future legacy stage of the journey, the interviewees were asked to reflect and comment on what they believed other people, who knew them as colleagues or who they had come into contact with, would say about their leadership influence, behaviour and performance. In particular, they were asked to imagine that these people

had gathered for a social occasion to celebrate the fact that the leader was moving on to take up a new role or challenge, with a new team or organisation, or perhaps for the interviewee's retirement event. Interestingly, the mention of retirement did bring out a number of startled responses, as a number of the participants suddenly seemed to realise that this was indeed a future event! It even allowed one participant to further develop the analogy, in the following way:

One of my teachers said to me, a long time ago, but it is a thought that is still with me, a really horrible thought, that you should imagine that one day you will be dead, that you are in your coffin and that there are four loudspeakers, one in each corner of the room. One corner is booming out the things your family would say; one is talking about what you would say about yourself; one is about what your friends would say; and the fourth one is what the people you worked with would say. The teacher said that you should always live your life on the basis that when you are there, in that coffin, and those four speakers are playing, that what they are booming out is what you want them to say about who you were and what you achieved. [2f]

It was not the intention to put this particular picture into the minds of the interviewees as it has a sense of finality; it would also be too late to personally affect what those speakers were saying. Nevertheless, the sentiment is similar, and demonstrates the importance of considering your own legacy of leadership and to think about the development of a legacy action plan whilst there is still an opportunity to change how others perceive you.

The participants were asked to visualise a stage and that a number of people, either singly or together, were up on that stage, talking about you (the leader). They were reflecting on how you had influenced them through your leadership behaviour and the way you lead your life, and they were commenting on what they valued about you and how their own values and beliefs had been affected. Now, it was at this point that the interviewee was asked to comment on what they thought, or hoped, would be said about them, their values and beliefs, and how they had influenced other people.

Perceptions of legacy

As will be seen in the analysis that follows, there was much discussion and debate over perceptions of legacy. The following quote provides a clear sense of the importance of self reflection and how it relates to leadership and to legacy:

The word legacy, to which I am very attracted, means you have to seriously think about what you want to be remembered for, as ultimately everything comes around in this great circle of life. I am very conscious of the people that I manage or lead at the moment and that some of these people in the future may be my managers or leaders. It will be good if they could lead with the same equanimity and balance and sense of justice that I myself value and believe in. [7f]

In order to extract meaningful information from the data it was necessary to decide on a suitable approach to see whether there were particular themes with respect to how others had been influenced. It was decided that it would be useful to align the findings with the original 'List of Words' (Figure 3, p. 60) as these had been used to theme the research. The process followed, was first to go through the interview transcripts and identify words that could be associated to values and beliefs, and then group these words to align to the seven most frequently selected values from the original list of words. Each group of words was then classified into subsets of words that could be categorised together as having the same or a similar meaning. This allowed the frequency to be noted, which was taken as an indication of the importance of the value identified. It is recognised that there is an element of subjectivity in such a method of classification, that this is inevitably influenced by one's own values and beliefs, and that it would be possible to fit some of the words into more than one category. Nevertheless, through such content and category analysis the data becomes more meaningful as well as manageable. Having completed this process, a 'Table of Values' was created (Figure 29) to show the interviewees values sub-classified against the originally discussed values of: Communication; Creative; Trust; Respect; People competence; Decisive; and, Political awareness. The values identified by the interviewees were listed under each of these headings in an order based on the number of times mentioned – with the most frequently mentioned being at the top of the list. Where values were mentioned an equal number of times then they have been listed in alphabetical order.

*nt	Value	*nt	Value
Communication			
6	Listening	People competence	
5	Work with and for	9	Helped people
4	Openness	7	Personable
3	Reflective	5	Fun and humour
3	Stories & Anecdotes	4	Caring/Understanding
3	Team player	4	Developed
2	Communicate	4	Motivated
1	Being direct	3	Enabled/Empowered
		2	Approachable
Creative		2	Influenced
4	Encouragement	1	Decent
3	Providing opportunities	1	Hugs
2	Creativity	1	Passion
2	Environment	1	Valued
2	Insight	Decisive	
1	Learning ability	5	Decisive
1	Long lasting	4	Confidence
1	Time	3	Direction
1	Visionary	2	Self-awareness
		1	Ethical
Trust		Political awareness	
7	Trust	2	Experience
6	Honesty	2	Organisational knowledge
2	Fairness	2	When to carry on
1	Best could be	1	Challenges
1	Flexibility	1	Comfort zones
1	freedom	1	Student centered
1	Risk		
Respect			
5	Making a difference		
4	Belief		
4	Integrity		
4	Professional		
3	Respect		
3	Succeed		
2	Recognition		
1	Equality		
1	Exceed expectations		
1	Technical		
*nt = number of times mentioned			

Figure 29 - Future legacy: Table of Values

The categories from the 'Table of Values' will now be discussed, backed up by evidence from the interview data relating to legacies that the leaders would like to be remembered for. It should be noted that the majority of quotations used could be applied to more than one category, as would be expected given each interviewee was reflecting on how their behaviour and performance may be perceived. So, although the choice of legacies has been made on the basis of alignment to the tabled values, it is recommended that the reader keeps in mind the overall set of values that are present in each individual statement.

Legacy and communication:

From the value table it will be noted that communication was sub-classified into eight separate values, with 'listening' as the most frequently cited. Communication was also seen to encompass a leader's ability to be direct in their approach, with if necessary, being prepared to explain their meaning through stories and anecdotes. Additionally, a good working relationship, both as an individual and as a team player, together with having an open and reflective mind was seen to aid communication.

The following interviewee opinions reinforce this view. The first pair of comments emphasise listening as an important value in a legacy, and point out that leadership performance can be enhanced where a leader is seen as someone who is not only ready to listen, but prepared to action what they listen to:

What I think they will say is that I was an open and honest person, and a kind person who they could always come and talk to, and that I have the ability to listen to them. [1m]

What I would like them to say about me? The good bits would be that they get their head to do things, they get responsibility and that I listen to their ideas. That I try to enable things for them if they have a good idea and have made a good case, and we try and make it happen. That I try and get the resources they need to do things, and I try to make it fun. [19f]

The second pair of examples relate to team communication. Here, it is evident that if a leader is perceived to be a good person to work with then this will help to facilitate the building of effective teams who can carry on when the current leader moves on:

I would like to think that people thought I was fair and honest, thought that I was technical, thought that I was a good person to work for but equally a good person to work with. [9m]

I think we had enough momentum to take it forward and it is not just going to go 'chunk' when I leave. I built up a team of people who had the momentum and the dynamism to take it on to the next level. [18f]

Legacy and creative:

There were nine subcategories to creative, with encouragement and providing opportunities being at the top as values that could allow people to use their creative side. The freedom to experiment and having an appropriate environment were also important facets to being creative, as was the hope that whatever had been created would have longevity. The following comments capture legacies that individual leaders would like to leave, with the first comment reflecting a leader who would like their behaviour and performance to be recognised as encouraging, inspiring and having the creativity to provide individuals with the opportunity to 'have a go':

I would like some of them to be able to say that the reason they are here and at this level is that I encouraged them and built them up so they could do my job or go above me...I think if I could inspire somebody to have the view that, I can do this, then it would be good. I think if I am able to inspire people to have a go and to give them the time and opportunity to do it then that is something to be remembered for. [6f]

This next example refers to being remembered as a leader who gives their team the freedom to experiment and also as someone who has the insight to know that the sharing of recognition is also important:

I think I would like them to say that I had helped them to be the best they were capable of being, in terms of the opportunities I had given them, in terms of the challenges I had put their way. That, through working as part of my team, I had given them the freedom to experiment, the freedom to do things, allowed them to take the kudos when things go well and that they have had the recognition for that. [3f]

The final two comments emphasise the hope that what has been created will be both recognised and long-lasting:

*I think I would like them to say that what I had done is going to carry on.
[17m]*

*Hopefully they will say I have helped to build something that is long-lasting.
[10m]*

Legacy and trust:

Trust, honesty and fairness came through as the main values that were held to be important within this category. Trust can be seen as a two way value, where the leader is perceived as someone who is fair and honest, understands and cares about people, but also is valued as someone who trusts the ability of people to carry out their roles effectively and efficiently. Risk-taking was also perceived as being enhanced by trust. The following interviewee perceptions confirm the importance of trust. The first three legacies refer to trust in the leader: the first leader would like to be acknowledged as someone who could be trusted to understand the needs of others and to be remembered as someone who was there when needed; the second believed being trusted even where a decision was changed was evidence of being recognised as a leader; and the third example reinforces the link between trust and being seen to be fair and honest:

I would like them to say that I displayed a lot of those traits that we talked about earlier, that they could trust me, that I did understand them and I cared for them, that I was there for them, but I kept them on the straight and narrow when I needed to and I was very open and very honest with them. [1m]

If I say something I mean it but if I change my mind then they know I had genuinely changed my mind and that they can trust me. [6f]

I would very much hope that people think that I'm fair and I'm honest and that they say they believe me. [6f]

The final comment looks at trust from a different perspective, the trust that a leader displays for others. This leader believes it is important to be remembered for the trust they have shown in the ability of others to perform effectively:

The fact I've helped somebody believe in themselves and have had trust that they can do whatever it is they are supposed to be doing. That is what I really want to hear people say about me. [8f]

Legacy and respect:

Respect as a category was sub-classified into 10 values. It was held to be important that people would value the leader who was making a difference, and that they did what they said they would do. Integrity and professionalism were traits that were respected, with the recognition of success and expertise also being valued. A review of interviewees' reflections on legacy established that recognition by others, including those who replaced them in their current role was important, as noted by the first two comments:

I hope that people will remember me and will remember that I am someone they could trust, that he did what he said he would do and that when he didn't do it there were reasons for that. I hope that if after me, if we retain the same sort of structure, that the person who comes in will have a platform from which to start. [1m]

I think I'd like them to say that I was honest, student centred, good fun to work with and professional. [13m]

Leaving a legacy that was seen to have made a difference and that added something positive to the lives of others was a feature of the next leader's comment:

I think I would like to hear them say that I was trustworthy, integrity is a word I would like to hear; and also creativity. I suppose the other thing is that people would be able to say that in some small way I would have added to their lives, that I have enabled them to do things. I think that would be important - to have a sense that I'd made a difference. [4m]

The final leader quoted wants the difference they make to be recognised in the stories and anecdotes of others; perhaps even becoming part of the myths and legends of any organisation:

I would like them to say that I have made a difference, in that they would be able to tell anecdotes about people that I've helped, who are now leading and running the organisation. [8f]

Legacy and people competence:

Good relationships with others was considered to be an important value. This category was split into 13 sub-classifications with a general value of helping people coming at the top. It was also felt to be important to be seen as somebody who could be readily engaged with, who had an appropriate level of humour and sense of fun, was approachable, caring and understanding. Motivation and influence were also believed to be positive values that helped encourage the development of others. Leaders wanted to leave legacies that measured them in terms of the positive influence that had led to others becoming better off as a result of being led by a decent and honest leader, as borne out by the next two comments:

I think my contribution is measurable in terms of the word better. The students and staff were better off directly, and the process was better off indirectly. That my influence, however direct or indirect, has made a useful difference. [11m]

I would like people to say about me that we remembered him because he was a decent bloke and that he was honest and trustworthy. [13m]

One theme in this category relating to people competence was the perceived need to be seen as a leader who was prepared to have some fun and a few laughs along the way. My own values and beliefs agree with this sentiment, as long as it is in keeping with the culture of any team and not at the expense of others over whom you may have influence. The next comment reflects how fun and laughter can be used to ensure effective leadership performance, as this can be part of being recognised as someone who it is good to work with:

That she is a good colleague; I would like them to say that. That she was there when we needed her, whenever that was. She was good to work with and we had a few laughs, we always got where we wanted to go and it wasn't such a hard journey. [7f]

Laughter and physical contact, such as a hug (where this is known to be acceptable behaviour) is also a useful way of relieving tension and helping to facilitate reflection on difficult events, as this leader explains:

I would also like to have in that, a lot of hugs and lots of laughter and a lot of anecdotes and stories, like, do you remember when we were at that meeting and everybody was very grim around the table and we were not quite sure how to play it, and we just did it so well together. [7f]

Having a sense of fun and a passion for helping others to achieve what they want for themselves, as well as what the leader expects of them, was also hoped for as a legacy by one leader:

I would hope they would say that my values included integrity in what I did and the way I did it, so, definitely integrity. Also, that I had a sense of fun about me and a passion for what we did and achieved and that I helped people to reach their potential, to be and to achieve what they had wanted for themselves. That I was leaving a really competent team behind me and they were carrying on doing fantastic work. [2f]

Legacy and decisive:

Perceptions here included valuing the ability to make decisions, whether popular or not, but on balance were correct. Also, within this category it was recognised that by providing confidence, self-awareness and demonstrating ethical behaviour, decision making would be enhanced. The following comments evidence this view by showing that it is important for a leader to have a legacy as someone who is capable of making decisions, and as having the confidence to make the tough decisions:

That he listened to us but he made his own decisions, and on balance he got it right. [16m]

That when it came to the tough times I was not scared about making unpopular decisions or going it alone sometimes, because sometimes you have to be willing to take that risk at the right time. [2f]

Being a decisive leader was also recognised as helping others to build and mould their own self-confidence and belief in themselves:

He helped me build my confidence, build my self-confidence...helped me develop myself so that I am far more self-aware on my own capability and he helped me to succeed...that to me is a really important legacy. [14m]

I don't want people to act like me, but I think it is about recognizing that they have learnt something along the way that will help them in the future. [18f]

Legacy and political awareness:

Political awareness is seen as being valued through organisational knowledge and experience, as well as having the insight to know when to carry on and when to stop. A good leader would also understand that at times people need to be taken out of their comfort zones in order to achieve what they are capable of. However, it was also hoped that although people may be initially uncomfortable with certain decisions or in taking on a new challenge, that over time the leader would be appreciated for their leadership decisiveness or for providing the opportunity, and that this would become part of their legacy. The following two leaders reinforce the above viewpoints:

I suppose I would like them to say that I made a difference, at two levels, the organisational level, and at the personal level. [18f]

That he valued us as individuals, that he gave us the benefit of his experience and his organisational insight, even if sometimes we didn't always appreciate it at the time. That he gave to his constituents something more than to slavishly follow his advice. [15m]

Reflection on legacy perception

It is highly unlikely, if not impossible, for a leader to be able to put into practice all of the values discussed in this chapter when trying to influence others. However, what is possible is that a leader could consider taking on appropriate values that align to their own unique set of values and beliefs. This would help them to build a personal legacy profile that could enable the enhancement of their own leadership performance. For example, if the top value in each of the tabled categories is taken, then it can be argued that a positive legacy of leadership profile could read as follows:

A leader who is good at **'listening'**; who is prepared to give **'encouragement'**; who is someone people are able to **'trust'**; is perceived as someone who has **'helped people'**; is seen as **'decisive'**; and who has **'experience'** and **'organisational knowledge'**, then this is a leader who will be recognised as someone who is capable of **'making a difference'** to the lives of others.

Of course, there are many ways in which people are influenced, many ways in which to make a difference. Hindsight often provides the opportunity to see where influence has occurred and values transferred, as the following five instances, taken from the lived experience of the interview sample will demonstrate. The first two stories refer to living and appreciating the values of others, where individuals and teams can be seen to have been shaped by leaders influence and where leaders are seen to give and share credit:

I consider I have been shaped and formed by him and therefore think it is very likely that my team is shaped and formed in the same manner. [19f]

This is someone who is very fair and willing to give credit and share that credit and I think that is a very important thing. [5m]

The next potential legacy demonstrates a different perspective relating to how one leaders values and beliefs were seen as rather outdated and as having a negative influence on others:

He would like to be remembered for being a tough negotiator, for pushing things through. I think he delights in it, he was a Rottweiler, he didn't negotiate, he was so old-fashioned, so archaic. He was dreadful. [19f]

The final two stories relating to the legacy of leadership clearly demonstrate how positive influence can make a real difference to the lives of those who come within the sphere of influence of an effective leader:

She stopped me and she shook me by my hand and said, 'I just want to say thank you for giving me the opportunity to...' [14m - this referred to the end of a successful project].

I bumped into an old student of mine who I taught about 10 years ago, and even though she started as just an average student, she is now in a management position. I have a real sense of achievement and of pleasure about having been a driving influence in helping and watching this person change. Actually, she told me that I had made a real difference to her life. [15m]

Legacy Action Planning

Action plans help identify critical action steps where potential problems are likely to be most serious when implementing a strategy. (Yukl, 1994) p.82

Once a leader has taken a personal legacy journey, then there are likely to be values and beliefs they may wish to reflect on and action, in order to enhance their ability to influence others. Of course, it may be the case that after careful reflection and consideration it is apparent that the current legacy simply needs to be continued, in which case all that is needed is an occasional health check to ensure it is still on track and that the message you want transmitted is being received. Perhaps, there may be a need to only emphasise certain values to allow them to become more transparent to others so that they can see you are being true to your legacy. However, there may also be the need to foster alternative behaviours or behaviour patterns in order to develop greater influence, through re-alignment of the leader's values and beliefs. This re-alignment may also need to consider, where possible, the differing sets of values and beliefs of the individuals who come within their sphere of influence.

Any such undertaking will be for each individual leader to decide once they have completed their own reflective legacy journey. However, to facilitate this process it would be useful to have some guidance on the general areas that a leader should consider when looking towards the development of a legacy action plan, in order to identify the critical action steps that should be incorporated in to such a plan. With this in mind, the interviewees were asked - what was referred to as - a rhetorical question.

The Rhetorical Question

Interviewees were reminded that the legacy journey had talked about values and beliefs and about their perceptions and the possible perceptions of others relating to their existing legacy of leadership. It was pointed out that a leader who wants to live a legacy that aligns to their own values and beliefs needs to be able to show and convince those they have influence over, that this is their aim. So, how can a leader ensure that when these other people stand up and take the stage that they will confirm that this legacy has been lived? There are in fact a number of questions that need to be asked if the leader is going to make this happen, and these include the identification of issues, problems or restrictions that may stand in the way.

Each interviewee was asked to contemplate the legacy journey they had just taken, to reflect on what they needed to do and what they needed to consider, to ensure the way they wanted to be remembered would become the actual legacy that they would both live and leave. They were also advised that this was, in effect, a rhetorical question, as it would be very difficult and also unfair to expect a detailed response, without due time to carefully reflect on the development of any process and action plan. However, the leaders were asked to comment on any initial thoughts they may have with regard to the development of a legacy action plan.

Action plan – Initial thoughts

There were a number of insightful initial comments provided, and these are now reviewed to get a sense of the thoughts of the leaders.

This first comment expresses the impact that the rhetorical nature of the question had on one leader:

I have just been stopped dead in my tracks by what you have said, about thinking about my legacy and what it is and what I'm going to do about it - you have just taken my breath away! I know that was a rhetorical question and you don't want me to answer it now, and I can't, but it is going to make me reflect on it. [13m]

There were also those who believed they were simply who they were, and therefore no change was needed:

I don't think I have to do anything, I think I just have to be who I am. I think I know who I am and what I am and what I stand for and the sorts of values that make up the complexity of me, and that's what I'm going to be. [15m]

If you said to me I had to do something different, I'd say no, I'm going to do what I'm going to do, to the best of my ability and I think that's where I want to be. [12m]

However, the majority of initial thoughts were expressed in terms of positive actions or reflective comments that related to the building of a legacy action plan, and these have been captured in the following table (Figure 30) under five general areas.

Five general areas relating to building a legacy action plan
<i>Why the need to take action</i>
[taking action] ...I think, coming back to your rhetorical question, the one thing I would be concerned not to do in the years between now and retirement is to stand still. [7f]
[changing priorities] ...Thinking about possible retirement does change the way you think about what you are doing and perhaps I have a slightly different priority to what I would have had a few years ago. [17m]
[realisation about legacy thinking] ...you really have to live your own legacy if you want people to be effective. [9m]
[building an action plan] ...I believe it is important to have some sort of structure and process and this needs to be communicated to people, and this perhaps needs to be built on trust or other values, to ensure that it works effectively in the way that you want it to. [11m]
[involving others] ...seeking a good mentor to discuss things with might be useful. [16m]
<i>Keeping others in mind</i>
[different perspectives] ...if you are doing something to someone or asking them to do something, you should stand in their shoes and think how they would feel if you had been given this piece of work or asked to act in this way. [5m]
[thinking about others] ...you need to value the skills of the people who you lead as you would wish to be seen to encourage them. [4m]
[thoughts of legacy sharing] ...The way I act on it will stay true to my values, so I would have people in and I would tell them how it is and whilst I was doing that I would use my values to do it. [6f]
<i>Individual values</i>
[developing value] ...I would like to work on having my opinion valued, as it is really important to me. [2f]
[legacy influence] ...I would like to think that those ideas of professionalism, of being fair, would rub off on them. [19f]
<i>Indirect influence</i>
[implicit legacy] ...I think you put your values forward without realising actually, in the way you ask questions and in the way you ask them to think about things. [18f]
[indirect influence] ...whether you realise it or not, you have influenced them and they may have changed their own values to adopt some of yours and that is interesting [10m]
<i>The bigger picture</i>
[legacy is about life] ...I think this legacy is also about work-life balance. [1m]
[need for positive legacy] ...I think everybody leaves a legacy for good or ill and I hope to leave a positive legacy. [15m]

Figure 30 - Legacy Action Planning: Initial Thoughts

Consideration of these five areas will help any leader to develop a legacy action plan that will provide them with an opportunity to enhance their leadership performance. The **first area** relates to the need to take action, with the realisation that priorities change and standing still is not an option. There is also an appreciation that living your own legacy is important and that thinking about the process of action planning and seeking guidance is also of value. The **second area** is associated with keeping others in mind. It is essential to see values and beliefs from different perspectives, to appreciate the skills of others and to see how to remain true to your own values. The **third area** reflects on individual values, to consider how these should be developed and transferred. The **fourth area** looks at indirect influence and considers the impact of implicit legacy and how influence can be transferred whether this is realised or not. Finally, the **fifth area** considers the bigger picture in terms of also achieving a work-life balance together with the quest for a positive legacy.

Legacy thinking

Throughout the interview discussions relating to legacy action planning there was a developing awareness of how legacy thinking (i.e. thinking about your own legacy) could not only help focus individual development but also enhance leadership skills in terms of the ability to influence others, and that this in turn could lead to greater engagement and more effective team performance. Three interview quotes are now provided to emphasise this viewpoint. The initial comment refers to thinking about self-development in terms of reflection and action to ensure that your own values remain to the fore:

One thought is that you have to do something as well as think about things. There are a range of projects I can still get involved in and I hope that my values, in the way that those projects are carried forward, will be kept alive, and I need to think about that. [10m]

The second observation shows an understanding of the need to think about legacy action planning by aligning your own values with those of others, if leadership performance is to be maximised:

If you use the same values to look at things as other people have and, you realise you are using the same values, then your team may be readier to be influenced...it is quite interesting, and is a kind of reality check. [4m]

The last reflection is a recognition that others will perceive the legacy of a leader through that leader's behaviour and performance. Therefore, if a leader wants to be recognised in a particular way, they should give serious consideration to the building a legacy action plan:

At the end of the day you can only shape what people will say about you by your actions and the way you go about things. I think you have to do it through the way that you behave, it might be a cliché, but you have to lead by example.
[9m]

Final question

Having considered action plan issues, the legacy journeys that the interviewees had been taken on were nearly complete. However, there was one final question to be asked, which was posed as follows:

“What will you take from this interview process, in terms of reflecting about your own legacy of leadership, and do you think you have personally benefited in any way from the legacy journey we have taken?”

The rationale for asking this question was to obtain a sense of whether further reflection had been encouraged with respect to values, beliefs and leadership behaviour; to see if the concept of the legacy of leadership had any resonance with the interviewees; and to capture any final thoughts. The responses obtained were both pleasing and positive, and without exception all participants said they had enjoyed the experience. To appreciate the excellence of the feedback and to ascertain the depth and breadth of the level of response, there follows an analysis of the reflections from this final question.

Reflections on the journey

The response to the final question established that focussed reflection had taken place throughout the interview discussions. Interviewees said they had been encouraged to be reflexive and to contemplate specific moments in their lives and to align such evidence to their own life history.

The concept of the legacy of leadership was commented on as being a powerful concept that linked to behaviour and made you think about what was important. The following extracts from the interviews reflect this sentiment:

That's a very interesting question. Interviews like this always make you synthesize, make you think about and reflect on particular moments. [14m]

It ties up with thinking what is important and what do people really want to do. [7f]

Respondents commented on the opportunities that came from reflection, that it was good to have a chance to think, as this was something people perhaps do not do enough of:

I think reflect is the right term because life has an inexorable logic to it and you don't actually often get the chance to think constructively about why have things happened in this particular way. [4m]

Having the opportunity to think about things was seen to be of particular importance where your personality may otherwise hinder you from talking about yourself :

It depends on your personality, I don't often talk about myself, it is a personality trait, but it is actually quite nice when you do because it gives you all sorts of opportunities to think about things that perhaps you would not. [10m]

With respect to the legacy journey, the flowchart and the tasks that were met along the way were all commented on. The overall journey was found to be a useful reminder of what is important to an individual, especially as it covered their whole lifetime. Thinking about how you influence others and how they also influence you was seen as beneficial. The following comments note that the flowchart used to guide the process was highly regarded, that the journey allowed the leader to remind themselves of what was important and that it also helped to put things into perspective:

I don't think this interview would have worked if you hadn't had this [pointing to the flowchart] and I think it is an excellent idea. [7f]

I think it is quite useful to remind yourself about what is important to you and you don't often do that. [12m]

I think one of the things was just listening to myself talking about the jobs I had, and my lifeline as you called it. I do not often do this sort of reflection but it has started to put things into perspective again and it helps to think about why I am as I am and why certain things affect me and so I have found it a very useful process. [8f]

It was also commented on that, as the legacy journey was taken in three separate stages, relating to the past, present and future, it allowed for greater clarity of thought:

I have reflected on the concept of legacy and it's made me think about my past, present and future legacy as three separate parts. I have articulated what I think about other people, how other people have influenced me and how other people have influenced my development. [7f]

With specific reference to *past legacy* there was a realisation of how individual values and beliefs were nurtured through family values and how this was a connecting link to the present. This view is evidenced through the following comments. In the first two observations the interviewees recognise the impact of past connections and how this has enabled them to create space to connect to the past:

I think this idea of things that interest you throughout your life and the connection to my mother's values has really made me reflect. I've always had a vague feeling about this but have never really thought about it. [6f]

I suppose it's this past legacy part and the biography. I tend to think, well, that was another me as I regard myself as a here and now person and you have made me create space to connect this. [18f]

The next two comments refer to the effectiveness of the two tasks that were completed. In particular the lifeline (Figure 2, p. 59) gave a chronology that helped to give perspective to the past and to provide a focus for the discussions:

This list, this chronology [reference to the legacy lifeline], thinking about the first part of my life... I had not thought about that in this way and I haven't thought about it in a quiet way such as we are sitting here thinking and talking and reflecting, and this has just kind of put things into perspective for me. [13m]

I liked both exercises and in particular I liked the lifeline. What I put down there was done without any previous knowledge or preparation. I was quite surprised what things came into my head, and so that was an interesting exercise. [11m]

The *present legacy* stage of the journey was facilitated through the completion of the list of words task (Figure 3, p. 60) and this led to some interesting observations about language as well as inspiring further reflection. Present legacy also fostered an in-depth review and reinforcement of individual sets of values and beliefs, and this provided added value to the interview discussions and later analysis, as the following statements bear witness. The first interviewee observation relating to present legacy expressed how talking about legacy brings your own values and beliefs to life:

It demonstrates how your own values and beliefs are being brought to life and how you are attempting to live your own legacy. [4m]

The second comment confirms that the interview process was regarded as an enjoyable experience and that deeper reflection would also be occurring, as this interviewee saw further value in being reflexive with respect to their own stories and anecdotes:

I have certainly enjoyed it, it has been great, I will definitely reflect on it, I'll reflect on why I ticked some boxes quicker than others [reference to the list of word task] and reflect on some of the stories and what I have also learnt from them. [2f]

Further observations linked to what was being taken away from this stage in terms of an understanding of leadership language and reinforcement of values:

I am very influenced by language and there is something about your list of words that has made me think about language relating to legacy, and it is this I am taking away from our discussions. [5m]

I think it has reinforced my values, especially as you spend a couple of hours thinking about it. [6f]

It was also interesting to see that there were times when the interviewees began to realise that they did indeed influence others and were in turn influenced themselves:

It has been a useful process to make me appreciate the impact I have on people. [8f]

I thought this was very interesting because what I have picked up on is the influence that [this person] had on me and I actually hadn't realised it. [10m]

Looking towards *future legacy* provides an opportunity to consider issues that needed to be factored into the thinking process of an individual. There is a need to prioritise the time for reflection and to adjust to new occurrences as they are encountered, if you are to have effective influence. There was also an appreciation that a legacy action plan is something that needs to be carefully considered if you are going to achieve your true legacy, and to ensure that the legacy you want to live will be the legacy that you do live. The following interviewee observations help to evidence this viewpoint:

It's good for me to take some time to reflect and to look into the future. [1m]

I think it's about constantly having experiences and constantly adjusting to that. [6f]

I will find it useful to take time out to think about how you do things and to reflect. I think this is a reminder to check on whether I am doing things with my team in the way that I want to do them. [3f]

I definitely will be thinking about all this, it is one of those things you have to work on if you want to achieve your true legacy. [13m]

There was one final comment on the rhetorical question that was asked at the end of the interview process; and this reflects the potential importance of legacy of leadership thinking:

I think the last question you asked, you said it was rhetorical but, it is a really brilliant one isn't it... what are you going to do between now and whenever, in order to have people think of you what you would like them to think of you. I think that is absolutely brilliant, I think we should all be asked that question, that all the managers in the organisation should be asked that question, as I think that it really shows the importance of legacy thinking. [10m]

Summary

This chapter examined future legacy by asking leaders to reflect forward in terms of their values and beliefs and to consider how their influence of others may have actually been received. A table of values was created and the top value of each category was taken to create one particular profile. However, from this table a number of other

profiles that may align to a leader's unique set of values and beliefs could also be created.

Legacy action planning was then considered and suggestions were made relating to five areas that leaders need to reflect on when thinking about such a plan. At this point the interview legacy journey was at an end, but it needs to be recognised, that although the interviews had been an effective opportunity for each leader to reflect on their own legacy of leadership, it was in essence just another step on the legacy journey that each leader should continue to take. By continuing to take such a legacy journey, there will be greater opportunities to enhance their leadership performance whilst at the same time being true to their own values and beliefs as they live the legacy they wish to leave. As the quotation at the beginning of this chapter from Lao-Tsu points out, if you are not prepared to change the direction of your journey, then the end of the journey may mean you will be in a place, where others will have expected you to end up, but where you perhaps, on reflection, will not want to be.

This chapter completes part two of the study, which has stepped through the flowchart (Figure 1, p. 55) that guided the legacy journeys, and has analysed the interview responses. Part three of the study will provide a summary of the overall research as well as providing final thoughts on the enhancement of leadership legacy.

.....Part Three: Reflections on the Legacy Journey.....

In part one of the study, context and focus was provided together with an understanding of how the journey was to be undertaken and the data analysed. Part two stepped through the flowchart that was used to guide the leaders on their individual legacy journeys and reviewed and analysed the interview data. To conclude the study, part three (Chapter 8 – Conclusion) will look back over the research to summarise and to reflect on how an investigation of the values and beliefs that leaders espouse, can enable leadership performance to be enhanced.

Chapter 8 - Conclusion

This chapter will start by providing a summary of the research, to highlight the major arguments and inferences that have been made during this study of leadership influence. The second section of the chapter provides final thoughts and reflections on enhancing leadership performance, by contrasting two leadership profiles that are both capable of making a difference. Finally, a number of questions are posed, that the reader may wish to reflect on, as these are questions that are already influencing my own legacy thinking.

As a further suggestion, if the reader has already reviewed the previous chapters, then it may be worthwhile considering reading the second section of this chapter, with respect to the contrasting profiles (p. 160), before returning to read through the full summary.

Summary of the study

This research has critically examined the concept of the 'Legacy of Leadership' in order to establish whether it was possible to enhance leadership performance through an investigation of the values and beliefs that underpin leadership behaviour. A selection of leaders were each taken on a personal legacy journey to reflect on their past, present and future legacy. This was carried out to explore how their own unique set of values and beliefs had been developed and influenced over the course of their lives; how they now live this legacy and influence others through their leadership behaviour; and how they could use the outcome of their individual legacy journey to develop and enhance their leadership performance.

The research was set in the context of Higher Education as the need for strong leadership had emerged due to the complexity of change that has been occurring in this sector. This also helped to set the framework and focus for the research within which the individual parts that make up the legacy of leadership could be considered. A review of how leadership has developed over time was provided, and the importance of legacy with respect to the values and beliefs that underpin leaders' ability to influence others was also established.

With respect to leadership it was shown that there is at present no complete agreement in terms of defining this concept. Plato's 'Allegory of the Cave' was used to demonstrate that when influencing others, given coercion is not to be applied, then encouraging a shared vision may lead to more effective influence. In order to develop a shared vision it is argued that having an awareness of individuals underpinning values and beliefs will enhance this process. Coercion is of course an option and this can be seen to have been a part of the styles of leadership over the years. Bryman (1986) was used to categorise periods of leadership, and it was argued that leadership has evolved from a style that uses 'command and control' to a style that focuses more on 'distributed leadership'. Distributed leadership is argued to rely less on coercion and more on the facilitation of others through engagement with a shared vision. But, it was pointed out that this view is not shared by everyone, as Hammett (2007) explained when he noted that as leaders move up through the organisation and their leadership power increases, it may encourage a return to using command and control. This can be evidenced through the following interview comment with respect to targets:

We now have different organisational structures and these are linked to targets but, those targets are handed down and not built up from the bottom. It is rather like, if you remember, when Margaret Thatcher was in power; she said she was not going to interfere in negotiations, but she did set the cash limits and it was up to the organisations to hit the targets and stop the unions etc. The idea that it wasn't a command and control structure was ludicrous. [1m]

Further weight can be added to this view as, in a recent article on distributed leadership, it was referred to as a 'fashionable approach' that 'is long on rhetoric but short on interaction' and that it is 'a cloak to hide an increasing lack of consultation with staff' (Gill, 2008).

It can of course be argued that different styles of leadership may be better for different organisational cultures, or indeed that a mix of styles may be needed, dependant on the project or the situation at the time. Nevertheless, one of the common features of any style of leadership is the ability to influence others and it is argued that whatever style is being used, whatever the leadership behaviour, that gaining an understanding of the underpinning values and beliefs of oneself and of the individuals involved in the process can only enhance the opportunities for effective leadership.

Given the increasing complexities facing organisations, there is also a greater need for engagement with staff and for the sharing of leadership responsibilities and decision making. This view is supported by the interview data as the following pair of quotes will testify. The first considers that distributed leadership can relate to a single individual; the second establishes the value in adopting a more partnership approach:

In that definition about distributed leadership, you could say that everybody has some form of leadership, even if the only person you are leading is yourself. You still have personal responsibilities even if it leads you nowhere, and that links to your values and beliefs as well. [11m]

They like to promote themselves as successful because they have come up with a solution but, at times this can be perceived as just telling people what to do. In a lot of these instances, a more partnership approach would be valuable and get better results. If they had started from the position of having to work with people at the beginning then this may have led to a better result. [6m]

If we also take into account the changing needs of society, and from a higher education perspective the massification of the sector and the development of new managerialism, then perhaps it is time to reconsider the discourses with respect to the values and language that are aligned to leadership. McCaffrey (2004) when referring to the university of 2025, told us that we need to consider the future in terms of what is appropriate and what is relevant. It is argued that the concept of the legacy of leadership' provides the opportunity for such a perspective to be developed. However, it is not being suggested that any approach developed from this concept would replace existing leadership training, but that it would have the capability to enhance a leader's ability to understand others, and thus contribute to better leadership performance. Having said this, there is a view that current leadership training has become too standardised in terms of focussing on the teaching of skills and competencies, rather than developing latent leadership abilities that may already have been forming through the way an individual has been nurtured. The following interview comment adds weight to this view:

I do not think much of management and leadership training, it is all too standardised. I think you need to take people into account more when looking at things in a leadership style or management style. Certain people are natural leaders, I don't know why this develops but it isn't usually through leadership programs. I think it is often about the influences you get from the people with whom you work. [12m]

Although this statement suggests that ‘certain people are natural leaders’ the interviewee does not ‘know why this develops’. Bryman (1986) informed us that leadership thinking has moved from the consideration of traits - that leaders had some form of natural ability; to styles of leadership that are increasingly linked to people and performance. Perhaps, it is now time for leadership to re-visit the debate with respect to, nature v nurture. I would argue it develops due to the nurturing that can be seen to occur through the development of values and beliefs in terms of past and present legacy, and that by mapping the legacy of leadership in terms of: influence; language; and values and beliefs, then this will facilitate the enhancement of leadership performance.

The language we use is an important element when it comes to influencing others and ‘the ability to craft and articulate a message’ as emphasised by Conger (1991, p. 31) means that there must be a commonly accepted language of leadership if effective communication is to occur within the organisational setting. One interviewee summed this up well when they said:

I think every organisation as we go along has to be responsive, has to be quick, has to be on the mark and to have the information to hand. Most organisations need to ensure they have found a common language with employees and with their clients and that is something that is very true for this sector. We are trying to find a language right now. I think most organisations will need to find really smart ways of making sure the information to keep the organisation working is available and to hand. [2f]

A review of the language of leadership was provided, and this led to the list of ten words being created for use during the interviews, to consider the definitions and interpretations that individuals place on such discourse. After all, how people use words may well reflect their own values, beliefs and experience, as well as current usage. Perhaps, this view is summed up by Lewis Carroll in ‘Through the Looking Glass’, in a conversation between Humpty Dumpty and Alice:

‘When I use a word,’ Humpty Dumpty said, in a rather scornful tone, ‘it means just what I choose it to mean, neither more nor less.’

‘The question is,’ said Alice, whether you can make words mean so many different things.’

‘The question is,’ said Humpty Dumpty, ‘which is to be master – that’s all.’

(Lewis Carroll, 1871)

It will not be surprising that people will have different interpretations and understanding of the terms that make up the language that is in use, as evidenced by Foucault (1989) who was earlier quoted as stating that, 'a language is still a system for possible statements, a finite body of rules that authorizes an infinite number of possible statements' (p. 30). If we add to this, cultural variations and social development, then although we may articulate the message in a form that we understand, it does not necessarily mean that the same message will be communicated and received as intended. Therefore, to have a common understanding of leadership language, it is essential to ensure that the words that are used have the influence that is desired. This discussion is implicit in the following comment:

You are the person you are because of the life you live, and continue to live, and your belief you are a social being and that you influence things through your language and narratives. All of these things are part of social awareness and social development and I think that's one of the ways I influence, it is not so much by what I did but by how I continue to do it [5m]

This argument helps to establish the importance of an individual's unique set of values and beliefs as, 'much of what we are is a product of the basic values we have developed throughout our lives' (Whetton and Cameron, 1998, p. 59). As we add experiences over time then this will help to reinforce this value system, as this leader explains:

If you act in the moment according to your values then what you build up is more and more experiences that hold true to those values, and that's how you live your life [15m]

Schiebe (1970) was used to point out - and this is a statement that I strongly concur with - that individuals' behaviour will depend on their wants or values and what they believe to be true about themselves and others; to which should be added the need to be aware of behavioural differences due to personality (Kroeger et al., 2002) and also cognition (Keirseey and Bates, 1984).

Values and beliefs were examined and shown to be concepts that are formed over time and that will lead to automatic behaviour (Johannesson and Popkewitz, 1990). It was then asserted that if a leader was to understand their personal legacy of leadership, they would need to develop an understanding of their own unique set of values and beliefs that influence, not only their own behaviour but also that of others. To carry out such a

task would require a reflexive approach (Kouzes and Posner, 2006, Schiebe, 1970) if the leader wishes to be remembered positively (Galford and Maruca, 2006). It was therefore put forward that a leader needs to take a personal legacy journey, that reflects their unique position to provide insight into their lifetime of experience and that will examine values and beliefs based on their past, present and future legacy.

The method chosen for the data collection was to conduct semi-structured interviews in order to capture the lived experience of the participants' life history. A flowchart of the process was created and this was used to guide the interviewee through their personal legacy journey. Before beginning the legacy journey, interviewees were asked about their biography and their understanding of the concept of leadership. This allowed the interviewees to reflect on their life and career to date, which set the scene for the more directed questions later into the interview. There is also much to be gained from the collection of biographical data, in terms of scene setting and facilitating the creation of a comfort zone that allows the interviewees to relax and to feel they are part of the interview process. This also produced a rich discussion with regard to the concept of leadership and also one that demonstrated that within higher education there is still a debate between process and accountability on one side, and freedom and autonomy on the other side. However, the indications appear to be that the former is starting to take on a more dominant position.

Interestingly, despite his view, there was a belief that leadership has moved away from a command and control style, although there was acceptance that there is a greater opportunity for influence the higher up the organisation you are, as evidenced by this comment:

However, I tend to think of leadership at all levels; but as you go up the organisation there tends to be more opportunity to do more things and to have greater freedom for your own vision. I guess what I am saying is that the higher you go the more influence you can have. [16m]

It was also clear from the data that there were a number of key words used within the language of leadership (Figure 6, p. 74) and there was a strong alignment to the list of words used for the present legacy stage of the legacy journey (Figure 3, p. 60). There were also messages for the HE sector coming from the data, relating to how future leadership needs to use its influence. It was put forward that new styles of leadership

need to be developed to focus on the needs of stakeholders; that leaders from all levels of the organisation should be taken into account; that a more businesslike approach, which includes being more target driven, has to be accepted; that an image needs to be created that can differentiate the organisation from others in the sector; and that there is a need to be wary of short-term fixes that could damage the organisation in the longer term.

An interesting discussion with respect to Leadership v Management was referred to, with the conclusion drawn that whilst leadership was seen as having a more visionary role, management was equally important when it came to influencing others. As one interviewee put it:

For me, if we think about the differences between leadership and management, I find it very difficult to separate the two and I think that, I hope that, what people will see is that I lead and influence as much by example as by anything else. [1m]

Within the higher education context, an example was provided that related to the role of a lecturer, who was seen as both manager and leader. A lecturer may manage and design a course of study, but when they stand in front of students they also adopt a leadership role. Whilst the development of this example does not come within the remit of this study, it is an area that should be noted for further research.

Having completed the initial interview discussion, the leaders were then taken on their personal legacy journey to investigate the values and beliefs that underpin leadership behaviour and that need to be examined if effective influence is to be exercised and developed to enable the enhancement of leadership performance.

Past legacy was the first stage of the journey, and from the analysis of the lifeline data the defining moments were found to split into three main life themes that had impacted on the individual's development of their own unique set of values and beliefs, namely: personal; education; and career. Personal defining moments established the importance of the influence received from parents, partners and offspring. It was here that strong values and beliefs were developed, in particular relating to trust, truth, respect, caring and fairness. Education defining moments established, in particular, the impact of going to school or university. This is often seen as a time of personal upheaval which can create stress by removing you from your comfort zone but at the same time provide

opportunities for personal development. Teachers were seen as role models and where they displayed genuine engagement and passionate commitment then these could be found to be values that would be added to an individual's own unique set. University education was also a time to develop an awareness of the bigger picture, especially where the student left home and lived with other people from different backgrounds. Career defining moments reinforced previously learned family and education values, and started to enhance the value of learning from experience as the behaviour of others was put under the microscope. Also, the ability to take a different perspective, how people can be supported, the value of being mentored, encouragement, communication, the importance of creating an environment and courage, were shown to be examples of strong values. However, there were major lessons that were learnt from unpleasant or bad experiences of leadership behaviour, and these often had a profound affect on the individual interviewee, in terms of developing values and beliefs in how not to lead.

What can be concluded from an individual's past legacy is how values and beliefs are developed and nurtured. Trust was identified as a really important value which could be seen to have developed through family life and to be reinforced through the experiences encountered in education and over an individual's career. However, as the experience of each individual is unique, it becomes evident that where a strong defining moment is encountered it can lead to the reinforcement of specific values and beliefs in different individuals. It is argued that it is this unique set of values and beliefs that underpins leadership behaviour as individuals interact and influence other people in their leadership roles and continue on with their normal lives, as they live their present legacy.

Present legacy set out to examine the present role of the interviewees to ascertain whether they lived the values and beliefs that had been developed and nurtured during their past legacy. To carry out this examination, consistent and comparable data was required that would be representative of leadership experience, and this led to the development of the list of words used in the interview process (Figure 3, p. 60). In asking the interviewees to choose five words from the ten that were on the list allowed for the matching to values and beliefs that had been previously developed. What was fascinating was that even with this list of only ten words, no interviewee picked the same set of words, and this provides evidence for the fact that individuals do indeed

have their own unique set of values and beliefs. However, there were some values that were picked more often than others, for example: communication; creative; trust; respect; people competence, decisive and political awareness being chosen by at least half the respondents.

Each of the chosen words was then discussed in terms of definition and meaning. The interviewees were advised to consider that this discussion constituted one end of a continuum and they were then asked to comment on what they thought would be at the other end of this continuum, referred to as 'the dark side'. In the discussion of past legacy it was commented on how difficult experiences could have a strong effect on values and beliefs and there is a definite link here to the lessons to be learned from the dark side, as often the examples given from this end of a continuum reflected the development of strong values and beliefs. A brief summary of the findings relating to each of these words will now be provided.

Communication was valued as a two-way process that needs to be couched in language that the people who are to receive the communication will understand. Some interviewees emphasised the importance of keeping staff informed whilst others focused on the process of communication in terms of the ability to listen. However, there were strong values evident from the discussion of the dark side of the continuum. Here, values and beliefs were employed to demonstrate what can happen due to a lack of communication, for example, because of secrecy, shut doors, power or isolation. What became clear was that leadership behaviour was often influenced, not just by how you should behave, but by the values and beliefs that are held of how you should not behave. This was often expressed in the stories and anecdotes that were shared during the interviews and provided some powerful lessons that could be used to enhance leadership performance, through the development of an awareness of the issues that could restrict influence. These lessons were not just restricted to communication but were evident in all of the words examined.

Creative was seen as the ability to see beyond the present but was also about harnessing the creativity of others. Some respondents saw value in the development of the environment to encourage creativity whilst others focused more on how they themselves could be creative. The dark side again demonstrated a level of belief in the influences that exist that could hinder or even kill creativity, for example: a lack of enthusiasm;

unreasonable procedures; rigid thinking; or an unwillingness to listen to others. If leaders are going to enhance leadership performance then they must be aware of how their own behaviour and actions can be perceived by others.

Trust is a value that appears to be nurtured and developed throughout life. In analysing the data it was clear that trust was seen as a two-way process and was associated with belief in yourself and belief in others. It was also clear that as a value, once trust is lost, it is extremely hard to regain, and may never be fully recovered. Interviewees used terms such as openness, honesty, freedom and confidence to express how their particular interpretation of trust aligned to their unique set of values and beliefs. The lessons from the dark side, that one interviewee described as 'a murky place', clearly indicated a number of drivers that could negatively affect leadership performance by undermining trust as a value. Given a loss of trust will be extremely difficult to recover from, the leader who wishes to positively influence others should be aware of being perceived as: deceitful; uncertain; corrupt; selfish or untruthful.

Respect was seen as valuing the experience, ability and professionalism of others, no matter what their culture, background or experience might be. It is also about recognising the need for self-respect, not just in others but also in oneself. Respect was linked to trust, in the sense that without trust and respect it will be increasingly difficult to encourage people to carry out tasks effectively. For the leader, the dark side shows how respect can be lost, and includes: being seen to lack credibility; being dismissive; being disrespectful; and, ignoring or walking over others.

People competence was seen as the ability to appreciate that others do not necessarily see the world in the same way as the leader does. If other people's values and beliefs are taken into account in an environment that provides encouragement and support then influence is likely to be more easily accepted. With respect to the interview sample from which the data was collected it would appear that a leader whose style reflects distributed leadership would be more effective than those who tend to use more command and control. This is particularly evident from the dark side of the continuum where people competence would not be as effective if the leader was not prepared to listen; where they abused their power; attempted to exploit; or lacked empathy. This again shows that an appreciation of values and beliefs will enable effective leadership performance.

Decisive is a value that was identified with judgment and decision making, especially where difficult decisions need to be taken. It was also noted that a leader who displays confidence, trust and respect, is more likely to have their decisions accepted. To maintain effective performance a leader needs to reflect on the dark side of the continuum to ensure they learn from the values and beliefs that underpin the ability to be decisive. Being seen as decisive will be severely affected where the leader is seen to exhibit behaviour that is interpreted as: uncertain; lacking clarity; fudging the issue; withholding data; or simply having no clue.

Political awareness is about acknowledging the environment within which a leader works. It is about understanding organisational culture, being aware of others' perceptions and any hidden agendas that may exist. Greater value was placed by some interviewees on knowing their own reputation, or in having an ability to recognise sensitive issues, or in learning how to survive within the organisation. Leadership performance was seen to be affected where the leader had a blinkered approach; could be manipulated; reacted with inappropriate responses; or simply had their head in the sand.

Experience was seen as knowing yourself and knowing your own abilities. It was also linked to credibility and recognised as something that can be acquired no matter what your age or position. Leadership performance is not necessarily directly linked to experience although it can add value to your role. However, if leadership behaviour is interpreted as exhibiting ignorance, self absorption, not learning from situations, or as dangerous, then leadership performance will be put at risk.

In summarising present legacy, it becomes increasingly evident that any leader seeking to enhance their own leadership performance will do well to carefully reflect on their own leadership behaviour by aligning their own unique set of values and beliefs to those of others within their sphere of influence, in particular, if the lessons from the dark side of the continua are to be learnt.

The final stage of the legacy journey considered *future legacy*, where the interviewees were asked to imagine a situation where they were moving on to a new role, a new organisation, or about to enter retirement. They were then asked to reflect on what they

thought would be the perceptions of those who had come within their sphere of influence with respect to how they had demonstrated their leadership behaviour and leadership performance. The interviewees were also asked to comment on how they perceived their own unique set of values and beliefs may have influenced or even been adopted by these others.

From the ensuing discussions, a table of additional values (Figure 29, p. 128) was created to categorise the key values discussed during the present legacy stage of the journey. The strength of the values being denoted by the number of times they had been referred to during this part of the interview - the higher the number, the greater the strength. The rationale for this table was to provide a key set of values that could be considered when looking to enhance leadership performance, or could be referred to when building a legacy action plan. It is not expected that a leader will be able to put into practice all 58 values listed in the table when they are trying to positively influence others, nevertheless, by investigating this table and reflecting on their current leadership performance they should be in a position to better understand the values and beliefs that underpin leadership behaviour.

Legacy action planning was argued to be a part of building and living a legacy that will make a difference to the lives of others; as well as being an approach that will help leaders to enhance their leadership performance through being reflexive about their own leadership behaviour. The interviewees were asked to comment on this concept, with the result that five general areas relating to building a legacy action plan were identified (Figure 30, p. 139).

The discussion relating to the development of the legacy action plan marked the end of the individual's legacy journey. However, before ending the discussion, the participants were asked to reflect on what they would personally take from the interview. The responses to this final question produced some excellent feedback, with the legacy of leadership being seen as a powerful concept that encouraged focussed reflection over the lifetime of an individual. This final interview comment sums up this sentiment:

It is a very powerful concept and contains powerful ideas on how you behave. It gives you an understanding; it makes you really think about what is important. [6f]

Final thoughts on enhancing leadership performance

In Chapter 8, under the section entitled 'reflection on legacy perception' a legacy of leadership profile was constructed (p. 135) using the top value from each of the categories that had been created in 'the table of values' (Figure 29, p. 128). This was provided in order to demonstrate how a leader could aspire to living a legacy that would ensure both a positive and an effective leadership performance.

If we now consider '*the dark side*' of the continua that were used to establish how a leader's behaviour can obstruct or prevent effective leadership performance, then it is possible to build an alternative legacy of leadership profile that is also capable of making a difference. These two profiles are contrasted below and are a clear illustration of the significance that an understanding of values and beliefs can have on the enhancement of leadership performance:

A leader who is good at '**listening**'; who is prepared to give '**encouragement**'; who is someone people are able to '**trust**'; is perceived as someone who has '**helped people**'; is seen as '**decisive**'; and who has '**experience**' and '**organisational knowledge**', then this is a leader who will be recognised as someone who is capable of '**making a difference**' to the lives of others.

Contrast this to a legacy taken from 'the dark side' which could suggest...

A leader who is good at '**not listening**'; who is seen as '**procedural**'; who is someone people have found to be capable of '**lying**'; is perceived as someone who shows a '**lack of empathy**'; is seen to '**fudge the issue**'; and who '**never learns**' and is often '**belittling**', then this is a leader who will *also* be recognised as someone who is capable of '**making a difference**' to the lives of others.

Which of us would not prefer the former legacy?

Questions for reflection

A number of questions come out of this study that are worthy of reflection. What would leaders be able to achieve if they went through the legacy journey that has been outlined in this study? What would an organisation, perhaps your own organisation, look like if all the leaders were aware of 'the dark side' of values and beliefs and had attempted to adjust their behaviour to minimise the impact of what was seen to be their negative leadership behaviour? What would be the effect on performance, if values were transparent, where everyone agreed on the meaning of communication, trust or people competence?

Perhaps, one of the major findings from my research is that institutional management needs to be led by these sorts of questions, rather than being led by questions relating to line management or departmental structures or the acquisition of generic leadership skills and competencies.

Perhaps, better institutions could be created, leading to greater individual or organisational reward if we asked more questions such as: How do we enable leadership performance to be enhanced? How do we learn as leaders to communicate? How do we help others to be decisive? How do we learn to take others on a legacy of leadership journey?

As I reflect on what I have learnt from this study in relationship to my own legacy journey I realise that the next stage for me is to address these sorts of issues, to consider how to move forward to enable both individual and organisational leadership performance to be enhanced.

Further research and application

It should be noted that the significance of this research, in terms of the legacy of leadership, could also be applied to HE in an international context, where further research could be carried out to examine values and beliefs based on different cultural backgrounds and settings.

Within the HE context there was an interesting example provided, with respect to the role of a lecturer, whose role can be seen to encompass both leadership and management. Whilst the development of this specific example did not come within the remit of this study, it is an area that should be considered for further research.

Finally, there is potential for the development of this concept with respect to the industrial and commercial sectors where it is believed that the method used to capture the individual legacy journey is both valid and appropriate, and that the conclusions to be drawn would align themselves closely to this research.

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Appendices

Appendix A – Participant Information Sheet

PARTICIPANT INFORMATION SHEET

Research Project Title: The Legacy of Leadership

'You are being invited to take part in a research project. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.'

The purpose of the project is to carry out an investigation into the concept of Leadership Legacy in the higher education sector. This research is being carried out over a two year period.

Why have I been chosen? You have been chosen due to your leadership experience. It is anticipated you will be one of approximately 10 leaders interviewed.

Do I have to take part? Taking part is optional and you are free to withdraw at any time. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form).

What will happen to me if I take part? You will be asked to be involved in an interview regarding your past, present and future leadership experience. A follow up interview may be requested, but this would be completely optional. It is intended to record the interview for later analysis (subject to your agreement) - the interview will be treated as strictly confidential. Any information about you which is disseminated will have your name and address removed so that you cannot be recognised from it.

What are the possible benefits, disadvantages and risks of taking part? You will be asked to be reflexive relating to your experience, which will provide the opportunity to consider your values and beliefs over time. Disadvantages and risks in taking part are considered to be minimal and any inconvenience with respect to the time you are prepared to allocate to the interview is greatly appreciated.

What if there is cause for complaint? If you have any grounds for complaint relating to the research methods used then please either contact William Fisher or the University's Registrar and Secretary, who is the designated official person at the University of Sheffield responsible for receiving complaints brought against the University.

What will happen to the results of the research project? The results of this research will become part of the Doctorate in Education being completed by the researcher. It is possible that the results will be published or indeed used for additional or subsequent research. But again please be assured that any information about you which is disseminated will have your name and address removed so that you cannot be recognised from it. If a copy of the results of the research is required then these will be available from William Fisher (see contact details below).

Who has reviewed the project? The project has been reviewed by the University of Sheffield School of Education Research Ethics Committee.

Contact for further information William Fisher e-mail: w.fisher, Internal phone x3372

[Thank you for giving your time to take part in this research – June 2007 WF]

Appendix B – Participant Consent Form

SCHOOL OF EDUCATION UNIVERSITY OF SHEFFIELD
PARTICIPANT CONSENT FORM

Title of Project: **The Legacy of Leadership**

Name of Researcher: **William Fisher**

Participant Identification Number for this project:

1. I confirm that I have read and understand the information sheet dated: *...June 2007...* for the above project and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

3. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.

4. I agree to take part in the above project.

Name of Participant

Date

Signature

William Fisher
Name of researcher

_____ 2007
Date

Signature

_____ [*Not applicable*]
Name of Person taking consent
(if different from researcher)

Copies:

One copy for the participant and one copy for the Principal Investigator / Supervisor.