

COLLABORATIONS FOR CHANGE

Global Goals for Tomorrow's Education, Today

19TH ~ 21ST JUNE 2018 KEELE UNIVERSITY



The best way to lead? Sustainability leadership successes

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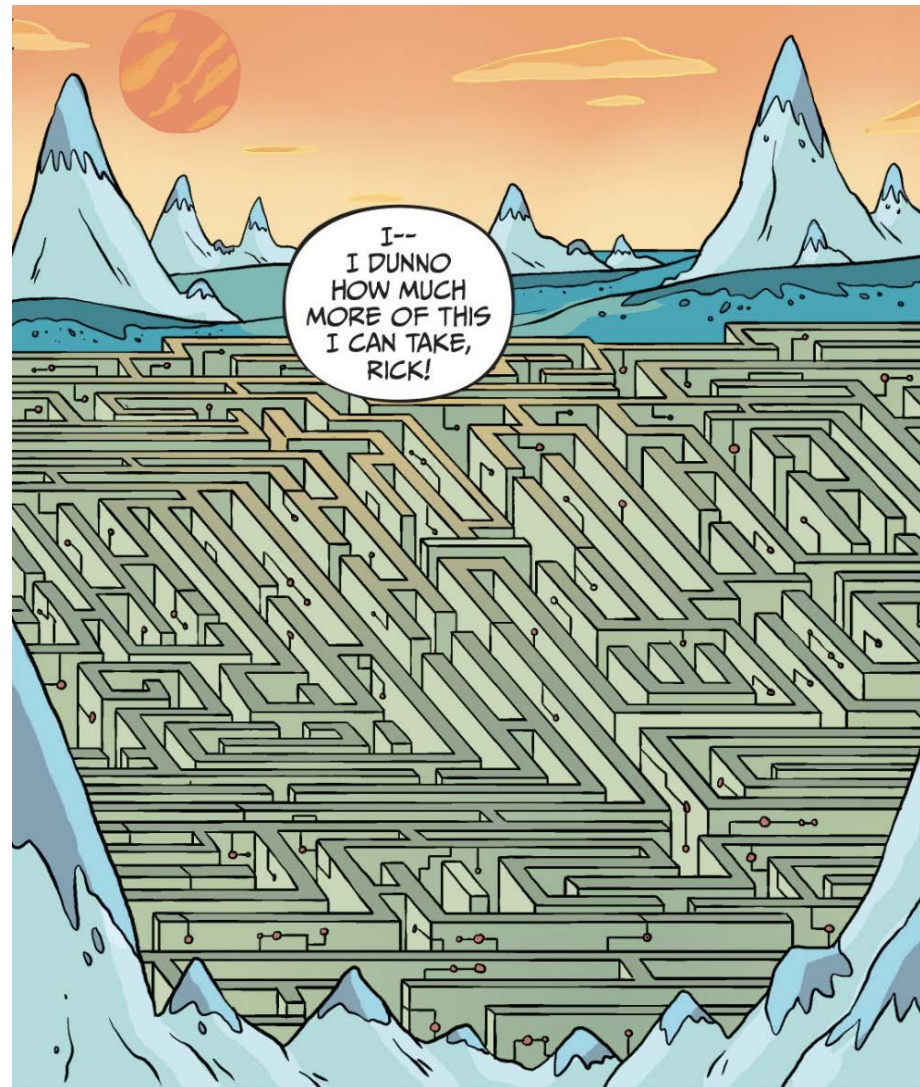
Introduction



- The challenges for leadership for sustainability in F/HE
- Factors affecting leadership
- Leadership and the individual – our research
 - Methodology
 - Results
 - Learning points

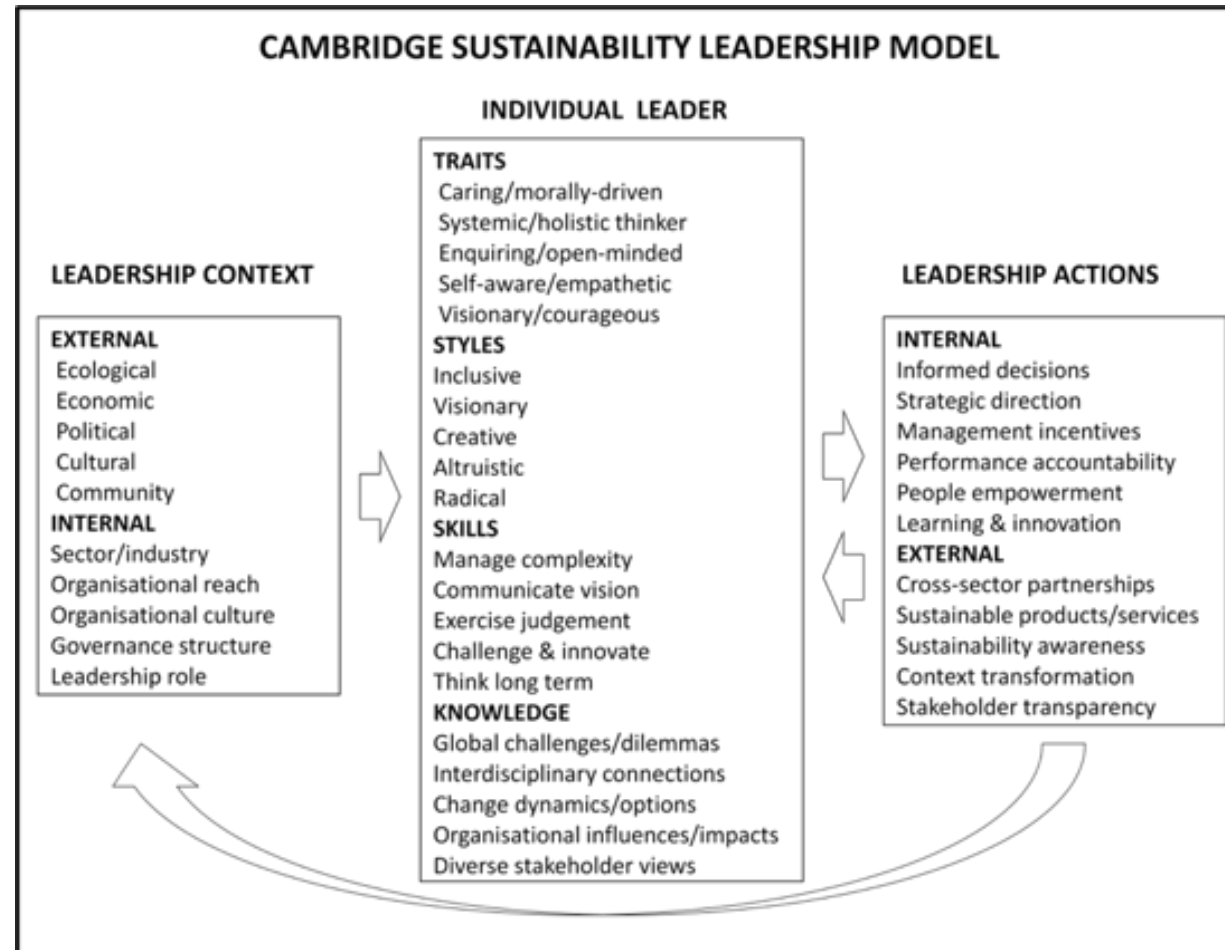
Is there a 'best' way to lead?

Challenges.....





'Cambridge' Sustainability Leadership Model



Testing the model



- Objectives:
 - Is the model applicable to the HE context?
 - Are there clear trends and good practice in the sector as to what makes for successful leadership?

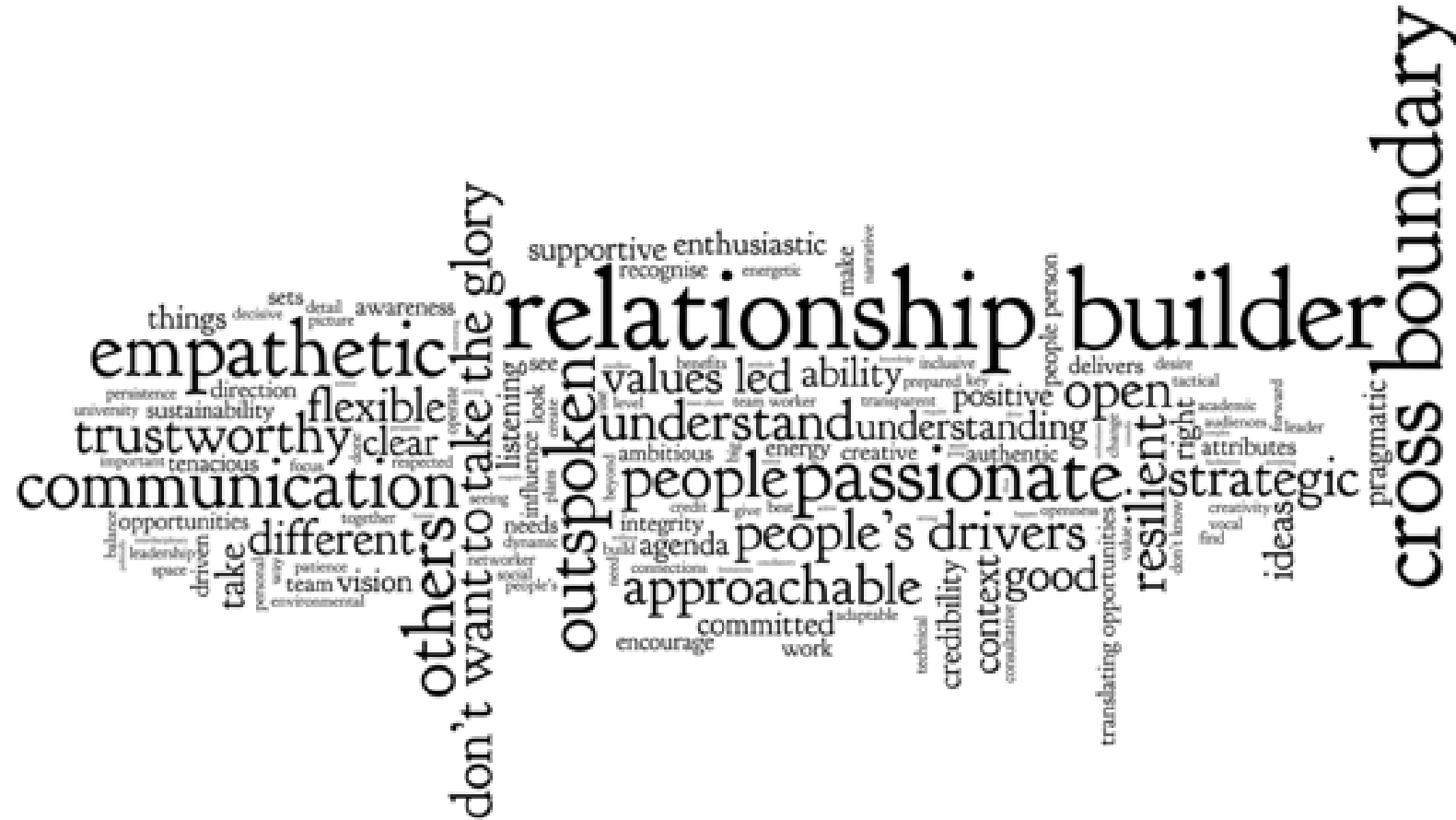
NB – this presentation concentrates on the individual attributes only
- Method
 - Interviewed 34 sustainability leaders in UK universities (25% of sector)
 - Questionnaire developed directly linked to Visser/Courtice leadership model

Profile of respondents



- 70% professional services
- 6/34 members of University Executive teams
- 18/34 pre-92 institutions
- Gender split equal
- All had a formal role in sustainability

Findings (1) – traits



Findings (3) – skills and knowledge



Skills	Knowledge
<p>Communication</p> <p>Strategic thinking and longer term planning</p> <p>Systematic, analytical, detail orientated to deliver action</p> <p>Persuasion and negotiation</p> <p>Prioritization in complex settings with disparate viewpoints</p>	<p>‘Good enough’ knowledge on sustainability (often mentioned in relation to disciplinary background or training)</p> <p>Understanding the sector and policy drivers</p> <p>Organizational context and culture</p> <p>Knowledge gained from experience</p> <p>Knowledge giving academic credibility.</p>

Is the sector distinctive?



Similarities to wider literature (e.g. Visser et al (2011), Scott et al (2012), Parkin (2010))

TRAITS/STYLES –

Empathetic

Collaborative

Team-based

Visionary

Values-led

SKILLS/KNOWLEDGE

Communication

Strategic planning

Managing complexity (subject and context)

'good enough' knowledge (professional services)

Knowledge of the external environment

Differences/additions

TRAITS/STYLES

Relationship building

Conviction through 'head but also heart'

Operating in a cross boundary manner

Outspoken/directional

SKILLS/KNOWLEDGE

Academic legitimacy and knowledge

Systematic, analytical

Identification of formal qualifications/discipline rather than implicit skills



Learning points

- Alignment of individual approach with institutional context
- Recognition of collegiality, relationship building
- Opportunities to work in a cross-boundary manner
- Alignment of sustainability with institutional priorities

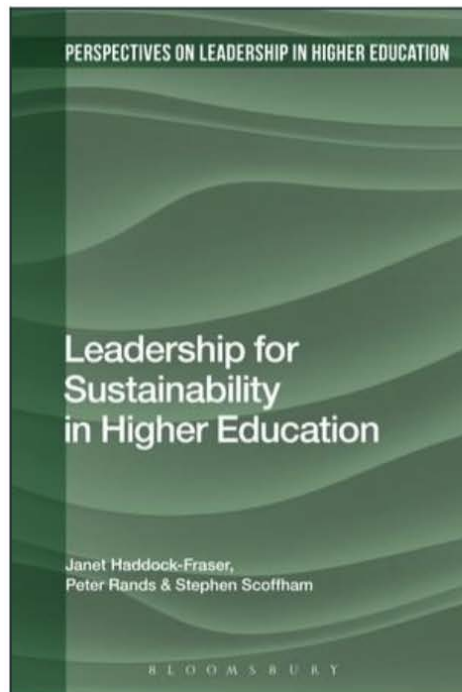
BUT – context-specific!



Finding out more



BLOOMSBURY ACADEMIC



Leadership for Sustainability in Higher Education

Janet Haddock-Fraser, Peter Rands & Stephen Scoffham

"Brings a much-needed fresh perspective to leadership for sustainability, recognizing the need for sustainability to be 'just good business', bringing to the fore the need for the sustainability leader to align with key drivers in the Higher Education sector. It provides a robust and comprehensive understanding of not only what great sustainability leadership means, but tools, models and methods to make it happen. A must-read for the sector, but then it's time to roll our sleeves up and lead the change."
Iain Patton, CEO, Environmental Association for Universities and Colleges, UK

"Makes an invaluable contribution to the field of leadership in higher education. I have not previously encountered such a thoroughly-presented examination of the connections between appropriate theory on sustainability and on leadership, seen through the lens of higher education institutions and their practices."
Paul Gentle, Academic Director, Invisible Grail Limited and Associate, Leadership Foundation for Higher Education, UK



The SDG Accord

The University and College Sector's Collective Response to the Global Goals

2030
SDGs deadline

12m
students represented by
Accord Endorsing partners

17
Goals

34
Countries have signed
the Accord globally

est. pop by 2030
8.5 billion

End extreme poverty, inequality and climate change

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