Leadership Pipeline

Phase 2 report

May 2014

Contents

1   Introduction and scope of the project

Outside school sixth forms, the national post-16 education and training sector, covers colleges, adult education, the community and voluntary sector and private providers and some universities.   The whole sector accounts for expenditure approaching £10 billion.   These providers between them are responsible for engaging, training and supporting young people and adults seeking work or wanting to progress to higher education, and providing them with the skills and abilities to succeed.

The changes currently experienced by the sector are profound.   There is rightly a focus on improving quality, and in addressing inefficiencies, but these are taking place against a background of reduced public funding.   Providers are also implementing major changes in response to changing client needs, competing to maintain their position in the face of new entrants, and respond rapidly to the potential of new technology.   To meet these challenges successfully, the sector needs strong leadership, both now and into the future.   Direct employer engagement is now critical to the sector's reputation and success – the sector needs leaders who can relate to employers and act as ambassadors – building confidence in the quality and contribution of what the sector produces.

Our work in Phase 1 reinforced that most sectors, not just education, worry about an ageing workforce and are keen to see a flow of talent coming through to leadership roles. Finding those with potential (and being clear about what potential means and how to spot it) and then supporting them to develop, gives our emerging leaders the time to build the necessary profile.   Given the size and importance of the post-16 education sector, this issue should not be left to chance. Measures to encourage the flow of future leaders, and to improve the quality of the 'pipeline' needs to be planned and managed now.

This report summarises the findings from Phase 2 of our research, which examines how to build a strong leadership pipeline for post-16 education and training. The report builds on the work carried out during Phase 1.

This second phase of the project focuses directly on the personal experiences and views of our 40+ 'sector' consultees. It summarises their perceptions of what may help to bring a wider range of potential leaders forward for roles within the FE sector.

The two phases of this research project can be summarised as follows:

Phase 1 explored the barriers and enablers which impact on the future 'problem' for sector leadership (i.e. not enough leaders who represent the communities served by the post-16 education and training sector).   Phase 1 also contained a literature search that identified wider sources of good practice and the strengths and weaknesses of actions and activities which are currently in place.   Based on the collective findings from this research, Phase 1 also suggested a methodology examining aspects of this issue in depth during Phase 2 of the project.

Phase 2 of the project is designed to take this work to a greater depth. This phase focused on in-depth conversations with a stratified sample of individuals (see Appendix A). The team also ran two focus groups, one with middle managers from a private training provider and the other with student services managers as part of the presenting the 'evidence' and working with our partners to develop recommendations.

Phase 1 and 2 together provide:

- Evidence about the perceived barriers to gaining senior leadership roles, and a review of past failures and successes.
- A summary of advice from those consulted on how to best target and support new groups of potential sector leaders both from within the sector and outside.
- Specific proposals (for example, development, coaching, exchanges) to address the issues identified. These will be shared with related governance, leadership and equalities projects to ensure coherence in the outcomes from both projects.
- Further research priorities.

2   Summary approach for Phase 2

The general perceptions explored during Phase 1 were refined through 1:1 discussions with our named consultees. There has also been liaison with the projects reporting concurrently on related work (Leadership Conversation, Leadership Register, Equalities and Governance) to avoid overlap (particularly with other project consultees) and to share approaches and good practice.

Our discussions focused on:

- Deepening our understanding of the barriers and enablers to creating a free flowing pipeline of talent.
- Developing proposals to improve the leadership pipeline together with the measures for keeping it fresh, alive and vibrant.
- Building greater clarity about the career path for those with high potential
- Generating a coaching and mentoring culture to support the needs of emerging leaders.
- Running two discussion sessions with partner organisations and other sector experts to further refine the findings.

Outputs for this Phase 2 report are:

- A summary of the perceptions and themes which have emerged from our Phase 2 work.
- Recommendations on how to improve the flow of future leaders.

3.   Findings

There are nine themes that have emerged from our analysis and we have built a response to these themes in Section 4 – Recommendations.

The nine themes discussed below are:

- **Poor visibility and external reputation of the sector**
- **A focus on candidates with a 'traditional' profile**
- **The lack of an established and well-understood career route**
- **The processes used to recruit leaders**
- **The skills needed by future leaders**
- **Improving feedback**
- **Perpetuating the standard model**
- **The importance of coaching and mentoring**
- **Spotting talent early**

3.1   Poor visibility and external reputation of the sector

Our consultees believe that the sector does not have sufficient **visibility to those outside it**. A common experience, from amongst those senior leaders with whom we consulted, was that they were continually having to describe and explain what it was that their organisations actually did, who the recipients were, and why the training they carried out was valuable to the economy and the Country.   It was felt that those outside the sector were of the opinion that FE was for students who had failed academically – and who, as a result, were taking a vocational curriculum. More needed to be done by policymakers in actively demonstrating the essential characteristics and value of vocational training to the Country's economy, and to create a level playing field between academic and vocational training.   Our respondents were continually fighting the external perception that a vocational qualification is by no means equivalent to an academic one. This sense of dismissal of the sector by the wider, external population is recognised as the major reason behind the sector having to work so hard to get any positive press coverage with which to raise its profile in the public eye. As one GFE Principal put it. "*Foster highlighted an appalling ignorance about what the sector does over 10 years ago – and I don't think very much has changed.*"

A second commonly held view is that the sector does not speak with one voice, and that, while this is reflective of the diversity in types of providers overall, it is made up of a number of sub-sectors with differing priorities and objectives.   Our consultees felt that the sub-sectors had strong, active and successful membership bodies, however, there could be a more clearly articulated common vision and purpose for the sector as a whole which would support external-reputation building and positively influence perceptions and awareness.

Some consultees felt that with national press coverage, a great deal of attention and focus is too often on failure, staffing cuts, and occasional scandals and crises, rather than positive messages about what the sector has and can achieve. "*FE has borne the brunt of negative education policy changes and budget cuts and the press seem*

to gleefully revel in pointing this out "to quote one of the participating principals in our research. Providers were much more successful at raising the profile of their organisation locally, but success was largely dependent upon the approach of the principal. As the principal of a large FE College pointed out "*we are known by our college name and not known or referred to as an FE college per se, which muddies the water once again*".

This lack of visibility has serious implications for the leadership pipeline. Many of our consultees pointed out that FE is too often regarded as low status. Aspiring parents from all backgrounds and social groups pushed their children towards 'high status' careers. Too many bright graduates would never consider working in FE, and the FE sector is considered a poor relation when compared with pay, conditions and prospects in schools and universities.

Positively, sector leaders with substantial non-sector experience generally considered that leadership in post-16 education was highly worthwhile, combining many aspects of private sector practice with social purpose – having a job which was immensely practical, challenging but which had long-term impact. Recent very high profile external appointees to two of the largest colleges in the sector, both quoted the desire to put something back into society after long and successful careers at Board level in another industry entirely. *"I see this as a social enterprise, making profit for public good and everything we earn is re-invested back into our organisation*" said one CEO. The Principal of a small regional college suggested that "*when the sector is able to continue to attract and retain high-calibre leaders who share a sense of social purpose coupled with vision, drive and tenacity then we will have a chance of raising our profile out of the basement and, if not the roof, then at least onto the balcony*".

The views of aspiring leaders from within the sector are different. Senior management is often considered high risk' occupation which carries a heavy price for failure. Some principals cited the long working hours, the loneliness and the difficulties of 'switching off', the challenges of managing in a sector which combines very rapid change with grindingly slow change, and perceived anomalies in pay and conditions when compared with school leaders.

3.2   A focus on candidates with a 'traditional' profile

Our consultees considered that the skills required by outstanding teachers were not always the same as those required by outstanding leaders, yet the sector had **focused very much on leadership candidates with a teaching background.** Finance professionals who had worked in the sector at a senior level were regarded as having a reasonable chance of success, particularly in colleges where governors were concerned about short-term financial viability. However, aspiring leaders from disciplines such as marketing, MIS, business development and student support reported enormous difficulty in reaching the shortlisting stage**.**

With current changes in funding and the increase in competition within the sector (particularly the need to be more 'commercial' in outlook), our consultees identified the need for a different style of leadership. The 'safe pair of hands' so often selected in the past will not be equipped or capable of sustaining their organisations in the

future. One interviewee suggested that "*we need new 'what if' thinking to combat the approaching 'perfect storm' of funding, competition and policy. We need to address the changing face of blended teaching and learning as it moves from classroom to on-line. We need bold moves and to pay close heed to managing the future'.*

This tendency to expect candidates to be former teachers (or occasionally accountants with sector experience) is felt, in many cases, to sideline the talents of those without a background in FE. At the very top, some College Boards have specifically sought out and appointed external candidates, but this is not the experience of many of those consulted. The discussions we had with those who had served as members of selection panels, supported the views that out-of-sector applicants tended to be viewed less favourably. Colleges which required rapid improvements in quality (typically graded 3 or 4 under Ofsted) were almost always thought to be looking to appoint a leader with an in-depth knowledge of the sector and a track record in turnaround situations.

Consultees also reported how difficult it could be to move between sub-sectors (for example, to move between jobs in higher education, adult education, colleges, private providers) – yet all those who had managed to do so had found the experience invaluable. Specifically, those with adult education experience often felt they were trapped in their roles by panels that, as one respondent said "*see Adult Ed as a backwater of non-transferable skills".*

Some recruitment agencies were considered to be better tuned in than others to 'non-FE' recruitment pools and some current principals' experiences of broadly-based executive recruiters was very positive. The sector's reliance on the use of agencies for senior appointments is significant, although some consultees reported that they thought more providers were recruiting using their own in-house expertise. Recruiters need to build networks outside FE so that when suitable vacancies arise, they are able to field a wider range of credible (non-FE) candidates for serious consideration by selectors.

3.3   The lack of an established and well-understood career route

There is **no established career route** in FE (unlike for instance schools, the police or the health service). This does not help people see how they could advance their career, or to understand the skills and qualities required for success. "*There is no line of sight*" as one VP put it. *For example, it is hard for a part-time FE teacher to see what they need to do to progress – different structures, responsibilities job titles, and roles within each college/provider add to these difficulties.*

Our consultees felt that many more potential leaders for FE needed to be identified at an earlier stage, and then supported to develop their skills. Helping people build on their strengths and address their weaknesses at an earlier stage in their careers was thought to give more possibilities in terms of career direction and improved options for early progression.

Future leaders also need to be provided with clarity on job moves, decisions and options which will help them achieve their future goals, and encouraged and supported to follow it through. Effective approaches to development included taking

up opportunities for secondments, work shadowing, project work, formal training, coaching and mentoring opportunities, and to find ways of experiencing best practice from both inside and outside the sector.

For some consultees, there was a call to re-establish a National College with the core purpose of raising the skills and professionalism of leadership, and where those attending could learn to lead as part of an accelerated development pathway.

One senior manager put it that *" there is no obvious succession plan within this college and although we are supported in our formal training, the very ad-hoc nature of this and the absence of any succession plan means that the plan does not drive development to the right point. Development in a vacuum is the result".*

Those from smaller organisations felt that breadth of role and responsibilities had been easier to come by. Smaller organisations allowed ambitious individuals to pick up temporary additional responsibilities, be part of project teams, represent their college externally and manage new curriculum areas at an early stage and age than in larger, more systems-focused organisations. However, candidates from smaller providers reported that they were not taken seriously when applying for posts in larger colleges – and that selectors made assumptions that their skills were not sufficiently transferrable.

3.4   The processes used to recruit leaders

Our consultees considered that the **processes used to recruit potential leaders** are too long, require too much personal investment and do not currently measure many of the right things.

There was a common view emerging from our discussions around the style and design of the selection process for senior posts. Putting people through two days of tests, selection exercises and interviews gives rise to a number of issues preventing those considering applying for leadership posts actually doing so. In particular our consultees felt:

- Candidates external to the FE sector are disadvantaged. The application process assumes significant experience and understanding of the sector, and does not focus sufficiently on an ability to lead.
- There are no obvious ways to test the relevance and transferability of cross-sector or external skills and experience.
- There is a tendency to focus on experience (or lack of), rather than what the candidate had learned, reflected on, or the impact they had had and how this might be relevant to a more senior position.
- Candidates whose first language is not English often felt that they would not perform as well in exercises which required large-scale oral presentations.
- College and local authority processes in particular were built around completion of a form. There was call for a move towards CVs as opposed to these forms as a means of easing the burden of completing the initial application and allowing candidates to focus their preparation on researching the job and its context.

- All candidates felt that it is virtually impossible to apply for a job 'confidentially' because of needing to take 2/3 days off for a selection process.
- Arising from one of our discussions was the observation that it was "*often very clear to the selection panel within the first intervention who was NOT going to be suitable and therefore surely it would be kinder to eliminate these people early.*"
- There is almost no feedback following the paper application stage for those who are not shortlisted. For many candidates, there is insufficient understanding of basic techniques of how to structure a job application in the sector (for example, the importance of following the person specification).

These aspects may put good candidates off at an early stage.

3.5 The skills needed by future leaders

Many of our consultees consider that there is a **poor match between the skills needed by potential sector leaders and the processes used to select them**. The FE landscape is changing rapidly, with reduced public funding, greater competition, and a much greater role for employers and their representative bodies in decisions about funding. College leaders need a wider range of skills than ever before.

Across all providers to whom we spoke, there was total agreement that a particular style of leadership will be required in order to sustain the sector and compete on level terms. On further questioning, the characteristics of such emerging leader were described as:

1. Building a clear and credible vision, together with the ability to communicate that vision to staff. Our interviews indicated that this was probably the most important skill. A Head of Function from private provider offered this "*We all know exactly what our purpose is, we get a very clear picture from the SLT and I know exactly what I am doing and how this contributes to achieving our goals.*"

   Those spoken to who had worked in organisations without these key attributes observed that this had served only to deepen 'silo thinking' mentality. In the absence of real clarity, managers lower down the organisation made things happen for their own area at the expense of the 'whole organisation' picture. Fundamentally, this did not serve the needs of students, and did not result in sustainable improvements.

2. Highly effective people management, The culture of the organisation rests on adoption of a leadership style which recognises talent and builds on it, but which is also firm but fair in how people are managed. Many of our respondents gave examples of shortcomings in performance management, but made it clear that all leaders in the sector needed to demonstrate a highly-effective personal style, expertise in working successfully with different teams and individuals, and a willingness to be tough but fair when dealing with underperformance.

3. <u>A vision for effective teaching and learning</u>. Teaching and learning is the 'core business' of providers, and leaders without personal teaching experience should still be in a position to set out their expectations of what comprises outstanding teaching, and what they want the student experience to be. At the same time, teaching needs to evolve rapidly, and a fresh approach to finding ways to improve learning and the student experience, without a major commitment to investment is needed.. "*We are going for the work-based agenda, partnering with local employers, for A Levels on line, and a complete review of current teaching contracts"* said one recently-appointed Principal.

4. <u>Financial acumen.</u> There is a general view that unless you have a teaching (or possibly financial) background, the chances are that you won't get shortlisted for interview. A common view was that, while numbers are important, the issue for leaders is how to ask the right questions, and how to make good decisions about use of resources. Selection process should include a focus on the entrepreneurial and commercial acumen of candidates.

5. <u>Ability to build an external profile</u>. Our research suggests that without the ability to make links with employers to partner with other local providers, survival is unlikely over the medium term. The selection process will need to test the levels of innovation, creativity and ability to demonstrate success at building partnerships. New leaders will need to connect with those in their communities if they wish to grow. One regional college has re-started engineering apprenticeships after ceasing that provision as a result of discussions with a local employer. Together both organisations have co-invested in new on-site engineering facilities sharing both cost and risk, *"the symbiotic collaboration is thriving, giving the learner state of the art facilities, the employer a new source of talent and us a new income stream".*

During selection processes for senior leaders, our consultees felt that, in many cases, testing leadership characteristics played second fiddle to discussing a candidate's past record of teaching, quality improvement and financial 'knowhow'. Consultees were also dismissive around the maths, English, psychometric and other types of tests which were seen as artificial hurdles, and unlikely to form the basis of positively selecting any individual candidate.

In the opinion of the consultees, these five leadership attributes should form the absolute core of a selection process for a leadership role. Too often they do not.

3.6   Improving feedback

Feedback to unsuccessful candidates following selection processes was frequently regarded a weak by the consultees. In the case of an unsuccessful selection, the purpose of feedback should be to help the disappointed candidate understand where they scored well and where they did not – but in the wider interests of the Pipeline, also to encourage candidates put themselves forward for the next relevant opportunity. In the experience of those to whom we spoke, feedback has been either non-existent, all too brief, or inconsistent with what has been fed back before. For some candidates, the feedback on offer was very general, and simply designed to make them feel better.

Reluctance to give good feedback often points to a poorly-designed process, or to selection of a candidate 'outside the process' (i.e. the candidate who performed best in the process was not appointed). The views emerging from our consultation process were that those involved as part of the selection were not equipped or trained in providing constructive feedback, or that feedback was delegated to HR. It was also noted that where feedback is perfunctory, people fill the gaps with their own views about why they did not get the job, which is invariably negative.

Poor feedback also leaves questions in candidates' minds about discrimination. The response to this during the discussion with from one provider was that *"I was given the usual guff about me being a strong candidate, and there being other candidates who were stronger. Nothing else. This left me thinking is it because I am a woman? Is it because I am black? Is it because I am from Adult Ed?"*

3.7 Perpetuating a standard model

The perceptions of our consultees were that governors who had completed their careers were sometimes out of touch with what was needed. Governing bodies were thought to often err on the side of caution and **may appoint an internal candidate almost regardless of how they perform in the process.** This is dispiriting and off-putting to external candidates. Governors may also have their own 'agenda' or profile of their ideal candidate.

It was suggested that to ensure a good fit with the role, guidance and/or training for governors is needed in selecting a senior leader.

Many of our consultees thought that governors, who play a pivotal role in selecting candidates, tended to recruit in the same self-perpetuating image, seeking safety and comfort. There was also a view that many governors did not know enough about their college and the future landscape of the sector to be able to recruit the right people. There is too much evidence that those that are appointed to senior roles are successful because they have a strong track record of successes in curriculum and quality or finance.

The experience of our consultees was that little heed is taken of the broader leadership capabilities of candidates, neither are cross-sector skills taken into consideration. Some consultees also pointed out that Corporations often seek to recruit with short-term criteria (solving the immediate issue) and pay less regard to the long term in a more commercial-focused future. The views were that this lack of variety in the selection 'gene pool' inhibits those with high potential, and from a different functional area who might otherwise be encouraged to apply.

3.8 The importance of coaching and mentoring

Coaching and mentoring is highly valued as a way of building ambition and confidence to apply for a post. The most consistent agreement from across all the discussions with providers, was the attraction of coaching and mentoring as a means to grow a pipeline of future leaders. Of those with experience, the view was that all

other development interventions would fail if not coupled with a supportive and challenging coach and/or mentor to lead and guide the way. For those without first-hand experience of coaching and mentoring, there is a need to be more explicit about what is involved, the skills needed and the benefits which others had experienced.

The current feeling is that, despite the importance of this, the incidence of great coaching and mentoring within the sector is low. *"If you land in a college where the leadership approach is founded on supporting and nurturing people and their development, then you are very lucky. If you don't then it can be a grim place to be"* This view was reflected back on more than one occasion during the discussions.

One key barrier identified by those who took part in this study was the perception of what the leadership experience was like as one progressed into more senior roles. The perception is that there is a weight of responsibility and that it is lonely, exposed and risky to be operating at a very senior level. The view was that there is little incentive to make that step up as a result. Neither were the 'pay and rations' significantly different enough at more junior levels, to warrant the extra exposure. Finally, it was felt that the further one moved up the hierarchy, the more the role changed from engaging and enjoyable close contact with learners to one of routine administrative bureaucracy It was suggested that without the support, encouragement and the *'opening of eyes to the bigger picture'* through the identification of interesting opportunities by senior leaders, those with potential would stay in the safety and comfort of being able to perform well in their current job. There was a strong view this future pipeline development begins with the Lecturers and Head of Department level.

Many personal stories revolved positively around how much there was to learn from working under role model leaders and observing their performance. In fact the majority of our consultees were adamant that they would not have reached their present position without a mentor and/or role model to assist their career. Negative examples quoted included cases where principals could have been more engaged and supportive, or role-modelled more positive behaviours.

However, our research indicates that not all principals or managers who display strong leadership have the right attributes to become good coaches or mentors without some personal development of their own. Training is needed.

There are many examples of good practice in coaching and mentoring across the sector, for example:

- a pre-meeting between mentor and mentee to assess chemistry, suitability and fit;
- a deliberate focus on the development of support staff, lecturers and heads of curriculum as the core of the pipeline at entry level;
- leaders who created opportunities, gave space, were bold enough to allow fledgling leaders to experience failure in some respects – and then learn from the experience;
- an in-depth, structured package of support for new leaders;

- encouraging managers to take responsibility for their direct reports' career development and promotions;
- opportunities to listen to expert witnesses and become familiar with external best practice;
- shadowing and short secondments;
- use of leadership-focussed 360 degree feedback reports as a development tool;
- mixing up people and teams to improve on the job learning and networking.

As one leader put it, "*pivotal people make careers happen".*

3.9   Spotting talent early

We have mentioned earlier the view that good teachers do not necessarily always make good leaders. **Spotting talent early** and giving people the wide range of training, practical experiences, and skills needed early in their career, together with high quality leadership training with follow-on mentor support, will build confidence within more people to apply for senior posts.

Whilst it is obvious that spotting and nurturing talent at an early stage is the key to building a pipeline for the future, the feedback we received on this theme suggested that early 'exposure' to both the positive and more challenging aspects of leadership helped built both experience and resilience.

The question of what talent looks like and how to spot it stimulated a number of responses. The attributes of talent and the early behavioural clues that allow this potential to be spotted were described by our consultees as those who:

- have a 'can do' attitude, manifested by a dynamism and a willingness to take on new projects and go the extra mile;
- exhibit the ability to manage and lead teams as well as adapt their style to reflect and be empathetic to differing circumstances;
- are pro-active and creative problem solvers;
- can learn and quickly analyse a situation;
- can see the landscape outside their teams and begin to think strategically;
- are self-aware and enjoy the interaction with staff and learners.

A further and additional set of clues for the more experienced leader were described as:
- the ability to take the temperature of the organisation to assess what's right or wrong with it by making sense of observations, to discern patterns, relationships and processes.
- being able to take a change, lead it through implementation and make it stick
- having the insight to quickly understand and adapt to different organisational and team cultures

Consultees were nervous about formal succession planning, and seeking to measure the size of the future leadership gap. They wanted to see all people with the necessary drive and ambition able to aspire to more senior roles, and with the

opportunity to 'compete' fairly and openly for leadership positions as they became available. They pointed out that where fair and open processes were not in place, it was immensely demotivating.

4   Recommendations

The nine themes from Section 3 can be grouped into three broad categories:

- **Those relating to the characteristics of the sector as a whole:** visibility and reputation; the dearth of non-sector candidates, the skills needed by future leaders; dangers of perpetuating the standard model;

- **Those related to processes that enable the 'pipeline':** lack of established and well understood career routes; the processes currently used to recruit leaders**;**

- **Those themes related to leadership behaviours:** improving feedback; the impact of coaching and mentoring; spotting talent early.

Recommendations emerging from our work are as follows:

1	That the Education and Training Foundation publicises the key findings of this report to recruitment agencies, governors, members and trustees, and asks them to respond with actions to improve current perceptions of practice.
2	That key agencies and membership organisations representing providers work together to produce a practical plan to raise the sector's profile and achievements with prospective entrants working outside the sector. The purpose of this would be to emphasise the benefits and job satisfaction of working in a field which combines social purpose with making a major contribution to the economy.
3	That the Education and Training Foundation commissions work which helps to show the pathways to career progression in the sector (including how to enter the sector for those not yet working in education), and aligns it with the emerging leadership, governance and management framework which the Foundation is developing.
4	That the Education and Training Foundation develops a structured training and support programme which helps first-line managers through to senior leaders enhance and develop their skills. This should include formal leadership training, coaching and mentoring, participation in work shadowing schemes, secondments, partnership project teams, and opportunities to work outside the sector or in related sub-sectors and international work.
5	That the Education and Training Foundation commission guidance, together with training and development for governors and trustees in selecting senior leaders. The content and focus of this should address the key points raised in this work, but should be extended to cover practical steps to ensure that selection processes are fair, transparent and free from any form of discrimination.
6	That Ofsted specifically consider how providers develop and support leaders and managers at all levels in their formal assessment and grading of 'Leadership and Management'.

| 7 | That specific attention is given to 'feedback' within all guidance materials and programmes of management training. |

APPENDIX A - INTERVIEW GRID

Category	Contacts
FE/sixth form college principals nominated because of their non-traditional career route through to a principal role (including those who have relocated, BAME principals	Mary Murphy, Riverside College Phil Cook, Stockton Riverside College Ali Hadawi, Central Bedfordshire College Amarjit Basi, Cornwall College Graham Razey, East Kent College Mark Brickley, Kensington and Chelsea College Suzanne Overton-Edwards, Gateway College, Leicester. Clive Cooke, Sussex Coast College Rose Turner, Activate Learning Zoe Hancock, Oaklands College
FE/sixth form college senior managers, who have followed a non-traditional career route to their current role, who are keen for advancement, but are not yet principals/FE leaders.	Keith Murphy, Brighton and Hove 6FC Paul Cox (Worthing College) Nadia Khan, City and Islington College Nasrin Farahani, Guildford College Linnia Khenmdoudi, Lambeth College Philip Grant, Askham Bryan College (Newton Rigg)
Managers from within the sector who do not have curriculum/quality experience (i.e., professional corporate services, student services, marketing, enterprise or other)	Antoinette Lythgoe, Trafford College Julia Breakwell, North-East Worcestershire College Mark Sellis, Amersham and Wycombe Coillege Martin Harrison, Dearne Valley College Stephen Criddle, South Devon College
Principals and managers who have worked across different sub-sectors (FE, sixth form colleges, adult education, HE, voluntary sector, Ofsted, Skills Funding Agency)	Melanie Hunt, Sussex Downs College Philip Badman, Newham College Verity Hancock, Leicester College Elaine Bowker, City of Liverpool College) Rachel Kay, Tresham College

	Chris Todd, Derwentside College
Leaders who have entered FE as their second formal career following a successful career in another sector.	Paul Stephen, Westminster Kingsway College Esme Winch, Loughborough College John Thornhill, The Manchester College Campbell Christie, Bracknell and Wokingham College
Private providers	Jo North, In Touch Care Ian Morton and middle managers from DV8 Training Peter Warner, Director of Employment and Skills, AELP Simon Page, WS Training Mike Smith, Gen 2
Adult education providers, community and voluntary sector providers	Barry Wren, Reading Adult Education Sharon Thomas, Merton Adult Education Service Ella Pitrowska, Morley College Mark Malcolmson, City Lit Tanya Meadows, City College Peterborough Ruth Spellman, Workers' Education Association
Managers who have moved outside the FE sector to work in other sectors	Shamsol Hoque (formerly Tower Hamlets College and Newham College) David Bowyer (formerly at Derwentside College)

Note: These categories were developed to ensure that the Project Team sourced views from consultees with varied backgrounds. In practice, many of our consultees could have been defined by more than one category heading.

APPENDIX B - PHASE 2 DISCUSSION TOPICS

Discussion Topics
Possible reasons for lack of strong, diverse pipeline of potential leaders in post-16 education and skills
Views on the attractions of the FE Sector as a long-term career option and what more needs to be done to promote it.
Interviewee's background, skills and experiences (including personal ambitions in relation to their career in post-16 (if relevant).
Personal ambitions in relation to a career in post-16 work (or those of their senior staff and managers). For principals, how many of their senior team have the potential to advance further and what's holding them back?
Perceptions of the skills and qualities needed for success at selection.
The skills, capabilities and experience that were expected to be demonstrated (or sought in other candidates) in putting themselves forward for a new post
What constitutes 'potential', and how this might be better incorporated into selection processes
Personal experiences of the selection processes and their own performance (or the performance of those they have observed during selection processes).
The usefulness and relevance of feedback received.
Own analysis of strengths/weaknesses and future development needs (or those of the staff they manage).
How the sector might generate a coaching and mentoring culture to support the needs of emerging leaders
Level of understanding over the next steps and what changes are required to remove barriers and enhance enablers:
The pros and cons of formal workforce planning. The value of directly quantifying the size of the future supply/demand gap (including demographic and professional characteristics).
Views on specific FE 'entry' schemes targeting new entrants

APPENDIX C - SUMMARY POINTS FROM PHASE 1 LITERATURE RESEARCH

There are seven key messages from the initial literature search.

1. A number of sectors have identified issues with their leadership pipeline, in particular the need to **replace an ageing workforce** with a new generation of high-calibre leaders. The age profile of senior roles in FE supports this with a gap appearing between those soon to retire and the availability of the next generation with the experience to take their places.

2. The issue of building leadership and management skills in **the 'pipeline' needs to be tackled actively and systematically.** It cannot just be left to evolve. The research from Phase 1 indicates that there is little credence given to the existence of a pipeline of future leaders.

3. There is little evidence that other sectors recruit leaders and managers who have built their skills and capabilities from within other sectors. The 'internal' candidates have a pool of 'insider' knowledge, but this ignores the benefits of different perspectives and skills sets. Cross-sector partnerships and short-term exchanges may help address this issue. **The discussion output from Phase 1 supports the view that recruitment and selection panels are more likely to choose a 'safe' internal candidate over an 'unknown' external applicant.**

4. **The sector needs clarity in its goals, its ambitions and its leadership needs.** Globalisation and evolving technology will affect these needs – and old skills and responses will be inadequate to fulfil future leadership roles effectively. 'Cloning' current leadership practices and behaviours will not be sufficient.

5. Building the 'pipeline' successfully involves more senior managers – as **role models and coaches – and these two skills should be valued more highly.** Job roles for more junior staff need to provide the right blend of skills development to support progression. In both cases the research highlights the importance of spotting talent early, nurturing and supporting this talent along a clear progression path.

6. **Early identification of those who have the potential to take on future leadership roles improves chances of success.** Identification should not be based on personality or an arbitrary set of standards which excludes a wider potential pool of talent. The discussions during Phase 1 indicate a strength of feeling that the sector is not taking a holistic approach to development of future leaders. Rather, it is selecting candidates who have a track record of meeting the key performance metrics of gradings, financial health and success rates.

7. **Many specific programmes designed to support and develop under-represented and new styles of leaders have clear evidence of success**.