



**ENGAGING  
WITH LEADERS  
IN HIGHER  
EDUCATION**

**TOP MANAGEMENT  
PROGRAMME**  
**RESPONSES TO A CHANGING WORLD**

**Leadership  
Foundation**  
for Higher Education



“TMP is exactly what a senior manager needs for development of leadership and management skills and for updating their knowledge of current issues within the higher education sector.”

*Professor Eric Thomas, Vice-Chancellor, University of Bristol  
TMP 2 Delegate*

## FOCUS

The Top Management Programme (TMP) is the Leadership Foundation's flagship programme and has an established track record in developing strategic leaders in the sector. The higher education Top Management Programme began in 1999 and currently has more than 400 alumni in the most senior and high-profile posts in higher education and related sectors.

TMP takes place over 19 days across six months. It is a personal and professional development programme for senior managers and leaders with a track record of operating successfully at a strategic level in a higher education institution or other comparable organisation.

TMP is intended to be challenging, providing an opportunity to broaden perspectives and to act as a force for change at both a personal and professional level. The programme is designed to provide long-term benefit to both the individual, the organisation and the higher education sector.

## POTENTIAL PARTICIPANTS

Participants are individuals who are already leading a significant area of operation within their institution and who have been acknowledged by their institution as having the potential to reach the highest positions within, or indeed outside, the higher education sector.

Previous participants have included vice-chancellors/principals, pro vice-chancellors/vice-principals, executive deans, heads of university administration and directors of professional services.

We will also consider applications from deans who are undertaking a significant cross-institutional role.

To be considered for the Top Management Programme, prospective participants must have:

- Experience and a track record of operating successfully at a strategic level in a higher education institution or other comparable organisation.
- The personal commitment to extend their learning and enhance their career and to contribute to the development of a productive learning community within the programme.
- The written support of their vice-chancellors/principal for their application to the programme.

## OUTCOMES

TMP enhances and extends the existing strategic skills of senior academic and professional managers in higher education. Over six months, participants attend intensive workshops and work collaboratively with their TMP peers and skilled facilitators on a range of strategic and operational issues affecting institutions and the future of the sector. It is therefore important that participants have the agreement of their institution to be involved in relevant project work.

On completion of TMP, participants will have:

- Received a tailored opportunity to enhance their knowledge, understanding and capabilities in strategic leadership and management.
- Increased their awareness of their leadership impact, making them more effective leaders.
- Examined a number of current and future strategic leadership and change agendas.
- Acquired a range of external perspectives on strategic leadership and management.
- Developed the tools to bring about institutional change from a senior management perspective, and be better equipped to deal with challenging strategic issues.
- Gained access to an influential network of colleagues and contacts.

## SPECIAL FEATURES

The importance of leadership and management development is well recognised. However, a traditional training programme is not the most effective method of supporting and challenging senior-level leaders and managers. Accordingly, the approach adopted by TMP recognises that learning about leadership at a strategic level needs to be aligned with individual and institutional needs and aspirations. TMP has been specifically designed to address the needs of higher education, while acknowledging that many key leadership attributes are shared with other parts of the public sector and by government, business and non-governmental organisations.

The programme combines a variety of elements including:

- **Three intensive week-long workshops:** focused on strategic issues in higher education combined with the lessons of experience from other relevant sectors.
- **Personal diagnostics:** the use of psychometric profiling and 360-degree feedback is a core part of the programme.
- **External visits and 'live' case studies:** to ensure a range of external perspectives are provided, the programme will include visits to organisations external to higher education to discuss leadership practice and change management issues.
- **Action Learning:** the use of small action learning groups to provide a specific forum for individual and group learning.
- **Case studies and simulations:** the use of tailored case studies and computer based simulations.
- **Coaching:** support and challenge from a personal coach.
- **Group and individual projects:** part of the focus will be on relevant collaborative and individual projects.
- **International visit:** to provide insights and contacts relevant to strategic leadership and management issues in other countries.

- **VLE:** TMP has its own virtual learning environment (VLE), which offers membership of an online community to all participants before, during and after the programme.
- **High level invited speakers:** throughout the programme there are opportunities to invite a number of high profile speakers to meet participants. Invited speakers will be drawn from a range of sources including higher education, politics, government, business and the professions.
- **Personal development opportunities:** tailored to individual needs.

## PROGRAMME STRUCTURE

Based on the outcomes of independent evaluation, TMP has a four module structure:


### Orientation

Orientation introduces participants to the philosophy, ground rules, and design and delivery methods of TMP. Participants are also introduced to each other and encouraged to begin to consider themselves as team members within their TMP cohort. The ethos behind, and the benefits of, action learning and peer mentoring are also introduced as key elements in the TMP experience.

### Week 1

#### Leading the Changing Organisation

This residential week is designed to address the issues associated with Strategy, Leadership, Governance and Change. The week will include case-study visits to and presentations from organisations with experience of change management. Participants will also be briefed on the 360-degree review process and fully introduced to the process of action learning. In subsequent weeks, participants will have several one day meetings of their action learning group and also meet for a coaching session.



"It's only week one and I already feel I've benefited hugely: it's like a hothouse bringing everything you wanted (and needed) to know about leadership into an incredibly concentrated and focused format. It's like a year compressed into a week."

*Professor Naren Barfield, The Glasgow School of Art  
Head of Research and Postgraduate Studies,  
TMP 18 Delegate*

## **Week 2**

### **Leading in an International Context**

This residential week covers issues associated with trends in Government policy in the UK and also internationally. Depending upon the particular programme run and international location it may also include visits to UK Government departments as well as to international policy agencies as part of the international visit. The module may also include an action learning day.

This module is followed by an action learning session.

## **Week 3**

### **Leading the High Performing Organisation**

The final residential week addresses the essential elements of enterprise and financial management and how these key business concepts affect the future strategic direction of institutions. This module also provides time to discuss strategic HR and personal career management issues. There is an action learning session within this module.

## **THEMES**

TMP is regularly revised and refreshed to ensure that the content remains relevant, acknowledging the latest policy and economic changes that drive the sector.

The programme includes space for participants to shape and contribute as experts to particular sessions.

The themes selected for the programme are those identified as valuable by previous cohorts, independent evaluation, and ongoing research. Themes selected by participants also feature.

TMP covers the following 'core' themes:

**The future of higher education** - What will be the impact of globalisation and trans-national education, European integration and expansion and other macro level influences on higher education.

**Strategic leadership** - What is strategic leadership and how can you enhance your capabilities to deliver it? What changes might be needed in the form and structure of university governance and management?

**Leading change** - What helps and what hinders the process of effecting major strategic change? How do other organisations achieve sustainable change?

**Strategic financial management** - What financial issues do you need to consider as a strategic leader? What data and KPIs do you really need to focus attention on leading an institution?

**Strategic human resource management** - What good practice exists that will enhance the culture and climate of higher education institutions? How do you get the best performance from all staff in the organisation?

**Career management** - What can you do to enhance your own career and the development of others?

**Personal growth & development** - How do you currently operate as a strategic leader? How might you enhance your current performance and develop your capabilities as a strategic and influential leader?

## **LONG TERM BENEFITS**

TMP provides participants with an ongoing development experience. Participants automatically become members of the growing and influential Top Management Programme alumni network. It has a membership of over 400 TMP participants who are actively encouraged to continue to network with their TMP peers and participants from other TMP runs. The TMP alumni network can participate in an annual meeting, receive regular updates from the Leadership Foundation and benefit from access to an excellent on-line resource centre.



The long term benefits are also felt by their institutions. Taking part in the Top Management Programme allows participants to take a step outside the everyday pressures of their working environment and to reflect and look in from the outside. By learning and networking with other higher education professionals of a similar calibre and very different experiences, knowledge of relevant workplace challenges can be shared. This ongoing experience enables good practice, continuous improvement and responsive leadership to be enjoyed across higher education.

### PROGRAMME DIRECTORS

To discuss the detail and value of the programme in more depth in order to match it to your needs and prior to submitting an application, please contact the Programme Directors:



**Doctor Tom Kennie**  
**E: [tom.kennie@lfhe.ac.uk](mailto:tom.kennie@lfhe.ac.uk)**

Tom Kennie is a founding director of Ranmore Consulting Group ([www.ranmore.co.uk](http://www.ranmore.co.uk)). He works with a range of organisations particularly in higher education but also in the professional service sector (e.g. firms of chartered surveyors, lawyers and software companies). Tom is also an associate of the Leadership Foundation

Tom has co-directed TMP since its inception. In addition he has experience of working with over 50 higher education institutions on leadership and management development activities.

Prior to moving into consultancy 13 years ago, he spent six years as director of human resources for DTZ and worked as group training and development manager for Balfour Beatty. He has also been a full-time academic spending eight years as head of surveying in the school of engineering at the University of Surrey and four years at

the University of Technology, Kingston, Jamaica. In his earlier career he worked as a chartered surveyor in the construction and offshore oil and gas sectors.

Tom's academic background has included studying geography and topographic sciences (BSc, MAppSci, University of Glasgow), remote sensing and GIS (PhD, Imperial College, London) and business management (MBA, Roffey Park Management Institute, University of Sussex). Tom is a Fellow of the Royal Institution of Chartered Surveyors (FRICS), a member of the Chartered Institute of Personnel and Development (MCIPD) and a member of the Institute of Management Consulting (Certified Management Consultant (CMC)).


He is a visiting professor at Nottingham Business School and in the School of the Built Environment at University of Salford. From 1996-2003 he was one of three vice-presidents of the International Federation of Surveyors, an NGO which represents the surveying profession.



**Professor Robin Middlehurst**  
**E: [robin.middlehurst@lfhe.ac.uk](mailto:robin.middlehurst@lfhe.ac.uk)**

Since 2004, Robin has been seconded half-time to the Leadership Foundation as director, strategy, research and international. She contributes to the Leadership Foundation's overall strategy and is responsible for commissioning research on leadership, management and governance and for developing the international strategy. Robin is also professor of higher education at Kingston University which she joined from the University of Surrey in July 2007, she is a council member of Roehampton University.

With Tom Kennie, Robin co-designed and has directed the TMP since its inception in 1999. She has been involved in a range of leadership development work over the past 20 years. This includes evaluation and surveys of national and international leadership development programmes and provision; Leadership development programmes for heads



“A good thing in itself - TMP clearly is a badge of distinction, but it also gave me insights into the next levels of seniority which will stand me in good stead.”

**John Simons, Executive Dean  
Macquarie University, Sydney  
TMP 15 Delegate**

of department, deans and professional service managers in a range of universities and colleges and facilitation of governor away-days and effectiveness reviews of governance.

Robin's academic career currently includes teaching on EdD and PhD programmes; research in her specialist areas of quality management: assurance and enhancement; borderless higher education, trans-national, private and for-profit higher education; leadership and leadership development; higher education governance; and consultancy on national and international policy and change agendas in higher education. Before joining the University of Surrey, Robin was an academic at the Institute of Education for three years and subsequently became associate director and then director of the Quality Enhancement Group of the Higher Education Quality Council (subsequently QAA).

## FEES

Fees will only be charged to those individuals who are offered and accept a place. Dates of future TMP runs and their fees can be found online at [www.lfhe.ac.uk](http://www.lfhe.ac.uk)

The programme fee includes all costs associated with:

- Workshop sessions
- Materials
- External speakers
- Organised trips during the international visit\*

\*On the international visit (Week 2) delegates will meet the costs of their flights, and there may also be a supplementary charge reflecting the current uncertainties of international currency fluctuations.

## THE APPLICATION PROCESS

The Leadership Foundation will use a range of criteria to match suitable candidates to the level and style of the programme and to create a balanced cohort of participants. These include:

- Variety among strategic leadership and management roles.
- Diversity of institutions/organisations and geographical spread.
- Breadth and depth of experience at senior strategic levels.
- Diversity of professional and cultural backgrounds.

Our aim is to promote fairness and equality in selection and to achieve a diverse group of participants who meet the selection criteria. The TMP is particularly keen to encourage applications and participation by women and ethnic minorities.

Participants are asked to present a personal statement (typically no more than two sides of A4) that outlines their range of experience of strategic management and leadership and of leadership development, as well as their motivation in seeking to join the programme.

Their statement will be considered along with a supporting statement from the candidate's vice-chancellor or principal.

Both documents are essential parts of the selection process.

Each TMP run has a unique application deadline, which can be found on the application form. But given the popularity of the programme, applicants are encouraged to apply well before this deadline.

Only completed applications with supporting documentation will be included in the selection process.



## TOP MANAGEMENT PROGRAMME

RESPONSES TO A CHANGING WORLD

While we will confirm receipt of applications within two days of receiving the application, the Leadership Foundation cannot be responsible for applications that do not arrive. We would recommend that you contact Melissa Scuteri on 020 7849 6906 if you have not received notice that we have your application.

**For further information on the application process and the completed forms should be returned to:**

**Melissa Scuteri, Programme and Events Manager**

Leadership Foundation for Higher Education

First Floor, Holborn Gate

330 High Holborn

London

WC1V 7QT

E: [melissa.scuteri@lfhe.ac.uk](mailto:melissa.scuteri@lfhe.ac.uk)

T: 020 7849 6906

“The more you learn the more you realise there is to learn. A whole world of greater understanding - international partnerships, relationships, strategies, opportunities, threats, government policies, sector economics, international ethics, cultural challenges and leadership dilemmas - is now starting to emerge clearly from the mist.”

***Ajay Burlingham-Böhr***  
***Director of Information Systems and Media Studies***  
***Anglia Ruskin University***  
***TMP 17 Delegate***

"I would recommend this programme very strongly to those who are aspiring to be in top management in higher education; it will, without doubt, assist in developing and strengthening their skills and capabilities required of the higher level positions."

**Professor Nirmala Rao, Vice-Principal,  
School of African and Oriental Studies  
TMP 13 Delegate**

"TMP has made me feel more confident to propose ideas/solutions and it has given me a good understanding of the commonality of issues across the sector having now worked closely with participants from 20 other higher education institutions."

**Brendan McCormack, Registrar,  
Institute of Technology, Sligo,  
TMP 16 Delegate**

"As someone totally new to higher education I came to TMP with a mission: to learn more about the sector and to begin to make some senior contacts, in addition to further understanding and developing my own leadership capabilities. TMP has been thoroughly rewarding in all respects."

**Chris Banks, University Librarian and Director, Library & Historic Collections  
University of Aberdeen  
TMP 16 Delegate**

"It has helped me to establish my identity and work confidently and knowledgeably as a senior manager, operating effectively not just in my current organisation but in the higher education sector generally."

**Deborah Harry, Director of Finance, University of Northampton  
TMP 16 Delegate**