

## **The Higher Education Staff Development Agency (HESDA) London Regional Meeting**

NOTES of the meeting held on Friday 29 November 2002 at 1030hrs in Senate House

PRESENT: Ursula Blumenthal (LSHTM), Alison de Lord (Surrey @Roehampton), Petra Dodd (Imperial College), Julie Hall (Kingston), Janet Isherwood (Westminster), Kris Leslie (London Institute), Nova Matthias (Institute of Education), Sue Oke (Royal Holloway), Susan Small (HESDA Regional Co-ordinator), Elizabeth Tames (London Institute), Stephen Tarling (Birkbeck), Andrew Taylor (University College London), Judith Taylor (University College London), Jennie Wyatt (Middlesex)

APOLOGIES: Judy Barnett (Imperial College), Lillian Foley (TVU), Margaret Harris (St George's HMS), Shelagh Hill (Brunel), Robyn Hovish (LUPC), Jacqui MacDonald (Institute of Education), Jo Price (School of Oriental and African Studies), Jane Crichton (Richmond The AIU in London)

### **1. Job Shadowing**

Two documents were tabled from Birkbeck College and The London Institute. The LI's scheme has involved staff shadowing other people both internally and between institutions. Typically it would last half a day and staff could register on-line. There were published guidelines on boundaries and both partners had a meeting and reached an understanding before the shadowing took place. The levels of staff were not necessarily the same and it had been found useful to mix staff categories. Formal evaluation had produced very positive responses from those involved.

Roehampton had piloted a scheme internally, with some partners being on the same level and some the next level up. There was a central bureau and the shadowing usually lasted one day. The next step would be to broaden the scheme out to include Surrey University. It was important to note the difference between this and mentoring.

Westminster University had been in contact with the Cabinet Office scheme which could be used for mentoring and job shadowing; however, it was not a scheme which worked quickly.

Launching a scheme on another initiative such as Learning at Work Day was felt to be a useful practice.

Stephen Tarling agreed to act as the London co-ordinator for those HEIs who were looking for shadowing partners. He would be expanding the current Birkbeck web site (<http://www.bbk.ac.uk/shadow/external.html>).

### **2. Action Learning Facilitator Training**

A pilot project to train AL facilitators was run by UC Northampton and HESDA were also running it for the Midlands West group and possibly other regional areas. Middlesex were part of the pilot project and the feedback from their senior managers was that it had been the most useful development they had done in years.

The proposal was to organise an event for London staff developers which would cut down travelling time and enable the group to continue to meet after the initial day of training. The

day would be run by experienced AL set facilitators and would need 12-16 to make it viable (circa £150 per person). The meeting already had expressions of interest from 7 people and colleagues were asked to contact Judith Taylor if they wished to be included.

### **3. Future of HESDA**

HESDA was facing a number of challenges and opportunities, among them the review by UUK/SCOP/HEFCE Teaching Quality Enhancement Committee (TQEC) of the sector's existing bodies which operate in this area: HESDA, LTSN and ILT. Views on the interim report would be of enormous value to HESDA, particularly the following questions:

- Which of HESDA's services were seen as essential/less essential?
- Which existing links could HESDA develop further and what new links with other agencies/organisations would you like to see forged by HESDA?
- Which, if any, features of HESDA's current organisation were particularly valued and which it was important to preserve?
- Were there any specific changes which members would counsel against in a future scenario?

The ensuing discussion identified a number of issues:

#### **Essential**

- Regional aspect much valued; don't lose the Regional Co-ordinator role;
- Smaller Institutions value the service of consultants being able to run training events;
- Annual Conference;
- Resource Library;
- Database of consultants;
- Concept of membership (HEIs may resist joining a large SSC);
- A voice for staff development in HEIs

#### **Less Essential**

- TMP - heavily oversubscribed and other programmes on offer;

#### **Links**

- If SSC is to encompass post-16 as well as FE and HE, the three areas are so different it was felt any impact would be diluted and it would become a high-level talking shop;
- SEDA was not mentioned in the remit of the TQEC and it was felt that HESDA should consider closer links with them;
- FENTO was a very rigid organisation and concern was expressed about "drifting into collaboration" with them. Management within FE and HE was so different, with much more autonomy in HE;
- Julie Hall was able to comment on a recent SEDA meeting which appeared to be optimistic about the future and had been talking of a (virtual) Academy model. LTSN was perceived to be the weakest of the three organisations.

Members did also feel that some consolidation would be welcomed, rather than having to deal with four different bodies. But there was still anxiety about losing the staff development focus, for all categories of staff, which HESDA had.

### **4. Intelligent Career Card Sort**

Jacqui McDonald had brought this to the attention of the group in case there was enough

interest to run the two-day workshop in London. Members felt it was something that would be of interest to their colleagues in Careers Services and would pass the information on. (Details attached at the end)

#### **5. Management Development**

A number of HEIs were experiencing difficulties in attracting staff to MD events. Different delivery methods were being tried eg: shorter skills development sessions; questionnaires first; NVQ5 in operational management; AL sets for senior managers; getting Head of institution to write and encourage attendance; ringing people direct; 360° appraisal; get departments to develop a local management strategy; link a training strategy to finance; lunch time sessions.

#### **6. Technicians' Training Programme**

A recent meeting, involving staff developers from Surrey and Kent agreed that the programme would be open to staff in London and the South East. Workshops of interest to Art and AV technicians would be included. Topics and tutors were now required and members were asked to email Andrew Taylor with suggestions. A web site was being constructed with on-line booking, with UCL managing the process. A provisional programme would be circulated and expressions of interest collected. Additionally, an electronic, web-based survey was also being devised. The cost would be kept to a minimum, probably in the region of £40-£50 per session.

#### **7. Central London LSC Business Plan 02/03**

It had not been possible for Dara Sugrue to join the meeting today to discuss one of the Council's key objectives, namely "work with employers to develop basic skills strategies and to support basic skills in the workplace". However, she said that the LSC was developing next year's workforce development plan and was prepared to come and talk to the next meeting of the group in March 2003.

Andrew Taylor reported that he was currently working with the LSC on a basic skills programme, using Workbase.

#### **8. Next Meeting**

The next meeting would be on Wednesday 26 March 2003 at 1000hrs in Senate House.

SAS - 28 February 2003

## **The Intelligent Career Card Sort**

**Prof. Michael Arthur, Suffolk University, USA  
& Deirdre Hughes, CeGS Director**

**9th - 10th December 2002**

**10.00am - 4.00pm**

**University of Derby**

### **INTRODUCTION:**

This interactive workshop provides both instruction and practice in the use of Intelligent Career Card Sort® (ICCS®). The ICCS® is a new career development tool designed to help people engage with the emerging knowledge-driven economy. The approach envisions workers as active investors in the economy and its employment arrangements. It links contemporary career theory with the latest ideas in career counselling practice. The workshop will also highlight a complementary web-based system for both individual and group career counselling. Participants who successfully complete the workshop will be eligible to become licensed ICCS® users.

### **TARGET AUDIENCE:**

The workshop is aimed at career counsellors, personnel development specialists, adult guidance practitioners, career coaches, mentors and trainers engaged with contemporary career issues. It will appeal to human resource managers from large, medium and small organisations in the private and public sectors. It will also appeal to key staff in national, regional and local education and training organisations, including universities and colleges.

### **TOPICS COVERED INCLUDE:**

- Forces underlying contemporary career changes
- Principles and dimensions of "intelligent careers"
- How to use the ICCS® as a career counselling tool
- How to use "active engagement" with ICCS® clients
- How to help clients "picture" their careers
- How to run ICCS® group workshops
- How to support emerging "career communities"
- Helping clients take action based on ICCS® data

### **FEE**

Standard Price: £200.00 plus VAT.

Subscriber Price: £190.00 plus VAT.

### **BIOGRAPHIES**

**Michael Arthur** is a Professor at Suffolk University, Boston and a leading contributor to the development of contemporary career theory. He is an editor of both the Handbook of Career Theory, published in 1989, and The Boundaryless Career, published in 1996. His co-authored book The New Careers (1999) was recently described in "Careers Guidance Today" as "an excellent book; a must for any careers adviser committed to personal development." Michael is involved in a range of international collaborations exploring new career phenomena, including work at London Business School leading to the books Career Frontiers (2000) and Career Creativity (2002). He is particularly interested in, and a frequent speaker about, how people can take advantage of the new knowledge-based economy in their own career investments.

**Deirdre Hughes, MA Dip.** C.G is Director of the Centre for Guidance Studies (CeGS), University of Derby. She leads a highly innovative research and development unit, working on projects related to youth policy, adult guidance and workforce development. Her areas of interest include: measuring and assessing the impact of guidance; career education and guidance curriculum developments; ICT in guidance; Connexions developments; careers service delivery within and outside of higher education; work within IAG partnerships and workforce development issues. Deirdre previously worked as a Senior Lecturer at Nottingham Trent University, managing a franchised teacher training careers education programme. She currently works closely with teachers, guidance practitioners, managers and policy-makers advising on strategies for the future development of careers education and guidance in support of lifelong learning.

## **RECOMMENDATIONS FROM PREVIOUS ICCS® WORKSHOP PARTICIPANTS:**

"The ICCS® two day workshop was very helpful. The background to the theory was nicely explained - good practical use of the cards and some useful counselling skills practice. The second-level counselling approach was particularly useful. A very worthwhile two days." Nigel Benwell, Head of Executive Development, Lloyds TSB, UK

"I enjoyed the ICCS® workshop very much. The atmosphere was informal but very learning-oriented. The exchange with the teachers and the other participants was inspiring, and last but not least the ICCS® instrument is very useful to me in my daily consulting work." Lucia Hegglin-Süss, Organizational Consultant, Zurich, Switzerland

"I was very pleased with the Intelligent Career Card Sort process. As a career coach, I have found some assessment tools to be rigid, and the client must fit the assessment. However, the ICCS® is flexible and client driven and the instruction was knowledgeable and articulate. I look forward very much to using the ICCS® with my clients." Lisa Cartaginense, Career Coach, Georgian College, Canada

Sam Baldwin at Centre for Guidance Studies - 01332 591367 or email [s.baldwin@derby.ac.uk](mailto:s.baldwin@derby.ac.uk)