

# Integrating Wellbeing and Student Engagement Lessons from the *Growing Creative Leaders of the Future* Programme

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# 01 Executive Summary

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**This paper is the result of a yearlong programme, *Growing Creative Leaders of the Future*, funded by the Leadership Foundation (Advance HE). The programme focused on designing and testing a model for student engagement based on leadership capabilities nurtured through emotional, psychological and social wellbeing. It was developed as a collaboration between Ravensbourne's *Master of Design & Innovation* courses (MDes), the Student Union (RSU) and Ravensbourne's Quality Department. The programme has since been rolled out in practice within the institution and is now in its third year, working with undergraduate and postgraduate students.**

## Context

Universities are becoming all too aware of the challenges that students face in relation to their mental health. These challenges are often the result of issues linked to new friendships, familial relationships, financial pressures, living away from home and making the transition from dependence to independence. A growing body of evidence is showing us that, left alone, these life challenges can lead to isolation, anxiety and depression. Our belief is that the university is in the privileged position of 'guardianship' of young adults at this formative and emotionally concentrated period of development – an opportunity therefore to nurture independent young learners and to contribute to the prevention of poor mental health and its long lasting consequences.

The mental health of students is foundational for universities. Research now shows us that there are practical skills students can learn to face and manage these challenges. Empirical evidence from across the globe points to the fact that these skills

can create lasting changes by improving a student's emotional wellbeing, increasing their levels of self-efficacy and encourage more pro-social behaviour – all contributing to an enhanced disposition towards learning.

Our starting point for this research programme was that the new model of Higher Education is posing a number of challenges to the way universities understand student engagement. Many senior figures in the Higher Education world believe that the Teaching Excellence Framework and Quality Framework model play down the more rounded view of students in terms of their emotional and social strengths, their need to be changemakers in a job market that does not exist yet. The idea that Higher Education can have a transformative role for individuals and for the wider community is seen amongst many educationalists as being eclipsed by an institutional logic which views students as a homogenised grouping of 'consumers' rather than individual young people on a transformative journey at a key stage of their lives.

It is against this backdrop that the *Growing Creative Leaders of the Future* programme was designed and co-created with students. The programme originated from the recognition that there is a weak understanding of the correlation between student wellbeing and student engagement. The programme's high level objective therefore was to co-create and prototype a new approach to wellbeing through student leadership.

The *Growing Creative Leaders of the Future* programme built on a close collaboration between undergraduate and postgraduate students based on existing cross-institutional projects - a postgraduate peer mentoring scheme and other activities around progression from level six to seven. Drawing on a

number of design theories and practices, it tested the viability of an enhanced approach to student engagement based on the value of open mindsets, life stories, resilience, social purpose and social connection as key attributes of student leadership and the world of work. Part of the programme involved applying validated metrics to measure these attributes. Integrating these elements, the programme has enabled Ravensbourne to rethink its approach to sustainable and active engagement from a *student perspective*.

In designing a new model of leadership development, the programme drew on the themes of students as 'co-creators', students as producers and students as co-inquirers in terms of a student's capacity to be actively engaged within Ravensbourne, both in their course work and across the institution as a whole. One outcome of the programme has been that participating students became early adopters and advocates for a more student-led approach to engagement.

## Ravensbourne University London

Ravensbourne University London is a small and specialist institution specialising in design and media disciplines with just over 2,500 students. Its size and its core value of inclusivity and long-standing commitment to widening participation allowed us to apply a 'whole institution' approach exploring key questions around wellbeing, student engagement and student leadership.

The programme came at a crucial time in Ravensbourne's history. In 2016, as part of the need to continuously respond to the fast changing dynamics of the creative economy and its argument for the development of new creative skills, Ravensbourne undertook a Portfolio Review of its Higher Education provision and its delivery. The Review not only looked at *what* we can deliver in the future but also *how* we deliver it and the student experience across the institution.

From this Portfolio Review, five principles emerged which now underpin future curriculum development and delivery. One of these principles is that the curriculum should *cultivate* students. In other

words, that Ravensbourne should provide a holistic education which helps students thrive and goes beyond their discipline to develop life skills: resilience, self-efficacy, and multiple intelligences.

As part of this Portfolio Review the *Growing Creative Leaders of the Future* programme sought to design a model which would prototype this kind of holistic approach. The model was based on a design-led co-creation approach which allowed participating students to address issues from their own perspective and experience.

## Human Centred Design

In the past 10 years design practice has been dramatically influenced by the changing landscape of human centred design research. Key to this is a growing understanding that multiple sources of ideas and insights can be captured through a co-design, 'people-led' participatory approach. The idea that users, stakeholders and communities of interest can be at the heart of services, organisations, and social solutions has an intuitive ring to it, but, as we shall see in this paper, it is deceptive in its seeming simplicity.

The need to move away from a centralised, hierarchical model of designing solutions '*for*' and '*to*' students and instead co-create '*with*' and '*by*' students is challenging for universities. Placing students at the heart of the university culture is a disruptive process. It means displacing the professional perspective and recognising instead that new approaches and best practice ultimately reside with the student as 'end user' who is a specialist of his/her experience. By its very nature, co-creation defies a conventional and institutional-led response. Unlike traditional areas of academic research, the co-creation model necessitates not just a general theory and set of research methodologies but it also calls for a particular mindset which requires a more cognitive style of both learning and teaching. In this sense it draws as much on socio-cognitive theory and emotional intelligence as it does on a more conventional academic framework.

Although traditionally seen as the locus of learning and experimentation, many universities – including Design Schools – are struggling to understand how co-creation can work in practice. This challenge applies *outside* of the institution, how the university can generate radical new solutions at a wider societal level (Public Engagement); but also *within* the institution itself – how the university can facilitate more dynamic approaches to teaching and curricula development (the learning experience).

## Quality Enhancement Framework

At the outset, it was recognised that the Quality Enhancement Framework provided a strong basis for the *Growing Creative Leaders of the Future* programme as this presented a structure for dialogue, interaction and representation within the Ravensbourne community and student body. Through the Student Union, student representation and student feedback systems, the Quality Enhancement Framework opened important spaces for Ravensbourne students to become both stakeholder and partner in the institution.

The baseline for the programme, therefore, was that the structures from which to effectively measure principles and practices of student engagement were already in place. However, drawing on current design research, it was also important to test alternative and innovative approaches to student engagement to see if we could strengthen these existing practices.

Crucially, the programme sought to go beyond the idea of the student defined within an institutional setting alone. This was predicated on the premise that to foster a leadership mindset there can be no neat fit into institutional practices, departments and conventional student representation systems. Rather, in order to enhance these more traditional structures, what was needed was an understanding of the student's capacity to look outwards, connect to the outside world, develop spheres of influence and bring this learning back into the institution. The programme therefore was seen as a way of testing and measuring whether an enhanced approach to student leadership would not only improve the interaction with the institution, but also improve a student's capacity to move across different spheres

of activity, to learn, be curious, and, according to Steve Radcliffe's definition of authentic leadership, quite simply be 'up to something' (Radcliffe, 2012).

By adopting a co-creation approach to student wellbeing and engagement, it is hoped that the *Growing Leaders of the Future* programme can provide an insightful case study for the way in which student engagement can be understood in terms of wellbeing - sitting *alongside* traditional metrics around representation, student satisfaction, employability and academic achievement. It is hoped that the programme can be a point of reference for a deeper understanding of students as young creative people, authors of their own solutions and intrinsically motivated towards creative outlets, conversation and engagement.

A key outcome of the programme has been to demonstrate coherent ways of testing and integrating what can at first sight appear to be disparate practices within a small specialist institution. This blending of diverse research and professional practice provided us with insights into new models for student leadership from a multi-disciplinary 'whole' institution perspective. In this sense, the programme points to a better understanding of what an enhanced model of student leadership looks like, and how this can be measured in terms of improved institutional outcomes.

This report makes four recommendations pointing to a way in which universities can embrace approaches to positively impact and optimise the connection between student wellbeing and student engagement.

# 02 The Gap

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## Research and Practice

Although the last decade has seen the rise of evidence based approaches on what motivates people, how they can be highly engaged, find purpose and be organisational leaders, this has not yet fully translated into mainstream Higher Education settings (Cziksztentmihalyi, 2002; Shirky, 2011; Amabile, 2010; Pink, 2011). Instead research suggests that intrinsic motivation, subjective wellbeing, behavioural sciences and emotional resilience remain problematic for many higher education leaders, these often being understood as student welfare issues rather than in the context of an institutional and learning ethos. With few exceptions, rarely does the literature explore the potential and the need for greater interaction between student leadership and wellbeing (Shuttler Jones, 2011; Brooks, 2014; Dweck, 2006; Schreiner, 2014).

To help inform the design of the *Growing Creative Leaders of the Future* programme an understanding of the literature and related policy around student leadership, student involvement, and engagement was necessary. This led to an exploration of how current practice both within a Higher Education institution and beyond could be enhanced by a different approach to student leadership informed by notions of wellbeing, resilience and thriving.

Starting with Alexander Astin's seminal paper which defines student involvement as 'the amount of physical and psychological energy that the student devotes to the academic experience' (Astin, 1984), the *Growing Creative Leaders of the Future* programme sought to move beyond the way that students invest in their university experience only in terms of 'attaching oneself to' or 'partaking of', and more towards how students can be motivated by intrinsic factors such as their values, beliefs and sense of belonging. Departing from Astin's assertion

that a student's time and energy needs to be understood as an 'institutional resource' seen solely from an institutional point of view, the programme set out to explore what really mattered to students in terms of their own emotional and social wellbeing.

In her report *Building Student Engagement and Belonging in Higher Education*, Liz Thomas demonstrates how institutions need to actively support students to develop their capacity to be engaged (Thomas, 2012). Central to her argument is that students need to be shown and taught about the value of engagement. Crucially, that this does not happen on its own. Instead, Thomas argues, institutions need to take responsibility for managing and promoting student engagement not just as part of an institutional policy, but also as a whole institution approach. Key to this is the need to monitor and co-ordinate student behaviour with explicit indicators and measures of success.

The argument that student leadership is something which can be *taught* and is a learning experience *in and of itself* takes the idea of student leadership beyond something simply driven by institutional management processes alone – the latter often risking becoming mechanical task activities. Instead it calls for an understanding and awareness of students as self-organising protagonists *learning to do as much as learning to learn*. This is an integral part of the wider literature around self-organised learning (Thomas and Harri-Augstein, 1985; Cunningham, Bennett, and Dawes, 2000).

## A Broader Enquiry

Exploring the Thomas research with its seven case-studies of what works in terms of student engagement and cross-referencing this with conventional practices around the Quality Enhancement Framework, led to a number of questions. These questions were around a broader enquiry of engagement in terms of 'agency'. Specifically, how such an approach can help individual students actively shape the rules, structures and practices of the university setting itself. These questions required a deeper encounter with sociological and pedagogic perspectives in order to interrogate the relationship between agency - the student - and structure - the institution (Robinson, Robinson and Westley, 2012).

In an attempt to design a model of student leadership at an institutional level it seemed necessary to understand the way students could consciously promote change and innovation rather than simply operating through rules and formal structures, no matter the extent to which regulatory frameworks allowed for formal representation and engagement.

It was also recognised that this understanding of intrinsic emotional motivations and non-structural factors in student agency, appeared to be under-theorised in the literature and practice relating to student engagement (Dunne and Owen eds, 2013). One of the conclusions from the *Growing Creative Leaders of the Future* programme, therefore, has been that limiting assumptions and lack of understanding around the intrinsic motivations and values of students are inhibiting what could be a much more fruitful flow of ideas and dynamic relationship between the student body and the institution.

## Students as Partners

As well as a conceptual framework around structure and agency the programme drew on the literature of students as partners. This offered a conceptual model for exploring ways in which students can act as partners and the way in which this can be positively linked to learning gain and academic achievement across different aspects of learning and teaching (Healey, Flint and Harrington, 2014).

Central to the work of Healey *et al* is that student engagement can lead to the transformation of learning experiences with critical reflection, belonging, trust and personal beliefs at the heart of this process. Drawing on the idea of student as producer (Neary, 2012), student as collaborator (Taylor and Wilding 2009) and student as change maker (Dunne and Zandstra 2011) Healey placed shared values, attitudes and behaviours at the heart of the student experience. However, unlike Thomas, Healey steers clear of attempting to offer a model of student engagement in *institutional terms* concentrating instead on the curricula design aspect of engagement.

Bringing together both the institutional (structure) and individual (agency) dimensions of student leadership was central to the way in which the Ravensbourne programme was carried out. It was important to build on the institutional practices of student as elected representatives, but it was also important to understand the student outside of traditional structures – in short, a 'whole person' approach (Quinlan 2011).



# 03 Design Study

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This section of the paper analyses the elements underpinning the *Growing Creative Leadership of the Future* programme. These were:

1. Authentic Leadership
2. Wellbeing
3. The Thinking Environment

## Authentic Leadership

Through a number of evidence based approaches psychologists and organisational designers have been researching the way in which authentic leadership can be understood as a central facet of resilience and help individuals foster new self awareness, values and purpose. This approach has shown to improve an individual's wellbeing around a more optimistic, pro-social and empathetic mindset. Most importantly, this approach can be effectively measured as well as taught (Feinstein, 2015; Seligman, Reivich and McBride 2011).

Believing that leadership can be taught and is intricately intertwined with wellbeing, the *Growing Creative Leaders of the Future* programme applied a systematic learner-centred approach emphasising the emotional, relational and social aspects of leadership.

This entailed moving beyond knowledge and skills outcomes alone, with a focus instead on processes and experiences using problem solving, co-creating and experimentation as forms of learning and interaction. It drew in large part on the work of the influential American specialist in curricula design, Dee Fink. Fink's *Taxonomy of Significant Learning* emphasises the centrality of allowing learners to connect practice to theory as essential components of leadership development. (Fink 2013).

The programme actively sought to dispel the mystique around the idea of leadership and notions of leadership as something that involves the sovereignty of knowledge, authority, status and seniority. Instead, it approached student leadership as the 'quality of an individual's thinking' (Kline 2009). In this sense, it was grounded in a wide range of literature around the Behavioral Sciences and Human Centred Design. It borrowed specifically from narrative processes (Shamir and Eilam, 2005) and autoethnographic methodologies in which personal experiences and perception can inform a broader social understanding based in self understanding (Tilley-Lubbs 2016).

Specifically, the notion of leadership came from Bruce Avolio and William Gardiner's definition of authentic leadership as an individual who is:

*Deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient and of high moral character.*

**Avolio and Gardiner 2005**

## Wellbeing

Increasingly wellbeing is a key priority on the national agenda with educationalists and economists drawing on a growing body of evidence around the importance of developing people's personal resources, promoting good mental as well as physical health. The significance of wellbeing as a measure of the student experience was first explored as far back as 2008 in the New Economic Foundation's thought provoking *University Challenge* (Steuer and Marks, 2008) and more recently, in Kim Shuttler Jones HEFCE Report (Shuttler Jones, 2011). The latter argues for staff wellbeing to be

given greater priority in the Higher Education sector whereas the former positions wellbeing as an important priority for the Quality Enhancement Framework suggesting the following components of a student wellbeing 'Quality Benchmark':

- | Students are given the opportunity to develop knowledge for living alongside knowledge for working.
- | The university meets both the intrinsic and extrinsic motivations for learning.
- | The higher education experience is enjoyable and fulfilling.
- | The dual qualities of autonomy and reciprocity are enhanced.
- | A sense of connection and relatedness is fostered.
- | Learners are empowered to be the change (and to be adaptive to change which lies beyond their control).

This, uniquely applied to a university setting builds on the World Health Organisation definition of wellbeing as a 'dynamic state' in which the individual:

- | Is able to realise their abilities and develop their potential.
- | Can cope with the normal stresses of life.
- | Can work productively and creatively.
- | Builds strong and positive relationships with others.
- | Contributes to their community.

(World Health Organisation 2004; UK Government 2008)

Building on this literature, much of which is policy oriented, a comprehensive set of wellbeing measures were applied at the beginning and end of the *Growing Creative Leaders of the Future* programme to test student wellbeing in *action*. These used validated metrics around identifying students' thoughts, emotions, and behaviors linked to perspective taking and feeling optimistic.

By using the anonymised Warwick-Edinburgh Mental Wellbeing Scale we were able to compare the changes in the student experience around key impact measures. These pre- and post-project measures based on a scale from '1' (none of the time) to '5' (all of the time) asked the students to report on:

- | Being actively involved with Ravensbourne as a community.
- | Building a strong network with people.
- | Being engaged in what is happening around.
- | Being able to study and learn well.
- | Feeling optimistic about the future.
- | Feeling useful.
- | Feeling relaxed.
- | Dealing with problems well.
- | Thinking clearly.
- | Feeling close to other people.
- | Being able to make up your own mind about things.

(Warwick-Edinburgh Mental Well-being Scale, 2006)

What these measures showed us was that active engagement with the institution, with peers and with meaningful issues (ie health, money, friendships) led to significant improvements in the participants' level of wellbeing, emotional resilience and self-awareness.

## Thinking Environment

*"Everything begins with thinking. If our thinking is good, our decisions are good, our actions are good, our outcomes are good. So what does it take for us to think for ourselves – with rigour, imagination, courage and grace?"*

**Nancy Kline (2009)**

After years of observation practitioners of The Thinking Environment noticed that the most important factor in whether people can think for themselves well is how they are being treated by the people with them while they are thinking. Ten behaviours appeared to contribute to this - Attention, Equality, Ease, Appreciation, Encouragement, Feelings, Information, Diversity, Incisive Questions and Place. It was understood that creating the conditions and a culture where

everyone is free to think for themselves, as themselves, helps to drive creativity and effective collaboration. This opened up an approach in which the 'wisdom of the group' became an integral component of the problem-solving capability of one individual.

As with similar behavioural sciences and practices such as Systems Thinking, Team Discipline and Coaching, Dialogue, World Cafe Conversations or the Six Thinking Hats, the Thinking Environment is focused on aligning individual values with organisational effectiveness (Havers 2008). Getting the best from people means getting their best thinking. This means knowing how to be with people, how to offer them the highest quality attention based on genuine interest in what they think and on the expectation that they can think for themselves better than anyone can think for them.

In her book, Nancy Kline details the Ten Components that constitute a Thinking Environment (Kline 2009):

### One – ATTENTION

**Listening with palpable respect and without interruption:**

- | The quality of your attention profoundly affects the quality of other people's thinking.
- | As the listener you must be more drivingly interested in what is real and true for people than you are frightened of being proved wrong.
- | As the thinker, knowing you will not be interrupted frees you truly to think for yourself.

### Two – EQUALITY

**Treating each other as thinking peers; Giving equal turns and attention; Keeping agreements and boundaries:**

- | Even in a hierarchy people can be equals as thinkers.
- | Knowing you will have your turn improves the quality of your attention.

### Three – EASE

**Offering freedom from internal rush or urgency:**

- | Ease creates. Urgency destroys.
- | When it comes to helping people think for themselves, sometimes doing means not doing.

### Four – APPRECIATION

**Offering genuine acknowledgement of a person's qualities. Practicing a 5:1 ratio of appreciation to criticism:**

- | The human mind thinks more rigorously and creatively in a context of specific, sincere, succinct praise.

### Five – ENCOURAGEMENT

**Giving courage to go to the cutting edge of ideas by moving beyond internal competition:**

- | To be 'better than' is not necessarily to be good.

### Six – FEELINGS

**Allowing sufficient emotional release to restore thinking:**

- | Listening through anger makes way for thorough thinking.
- | Crying can make you smarter.
- | After laughter thinking improves.

### Seven – INFORMATION

**Supplying the facts; dismantling denial:**

- | Withholding or denying information results in intellectual vandalism.
- | Facing what you have been denying leads to better thinking.

### Eight – DIVERSITY

**Welcoming divergent thinking and diverse group identities:**

- | The mind works best in the presence of reality.
- | Reality is diverse. Homogeneity is a thinking inhibitor.

## Nine – INCISIVE QUESTIONS

**Removing assumptions that limit our ability to think for ourselves clearly and creatively**

## Ten – PLACE

**Creating a physical environment that says back to people, “You matter.”**

- I When the physical environment affirms your importance, you think more boldly.
- I When your body is cared for and respected, your thinking improves.

A word about Incisive Questions: The world is uncertain and in order to think well, plan or decide, we work with assumptions. For example, a budget is not a fact – it is a set of assumptions, based on experience, knowledge and is a useful tool. However, we often get constrained or trapped in our thinking when we operate with untrue, limiting assumptions, which we live as if they were true. An Incisive Question is a hypothetical question which replaces an untrue limiting assumption, with a true, or credible, liberating alternative assumption.

In order to find Incisive Questions, students were invited to think of all the things they were assuming that were stopping them achieve their goal. Then to examine which one was most stopping them? And is it true? If it were not true, what would be a true, liberating alternative? The Incisive Question is then constructed as follows:

*“If you knew - insert true liberating alternative assumption - how would you create a more welcoming culture for students at Ravensbourne?”*

From this question a student’s goal became: “I would like to create a more welcoming culture for students at Ravensbourne”. (See “The Thinking Trap-Melting Icebergs” worksheet).

The emphasis of the Thinking Environment is on the importance of the incisive question as a way of encouraging people to open up avenues of their own thinking, understand aspirations and blockages where they may exist.

## Summary

The whole course was designed and facilitated not only with the Ten Components at its heart, but also putting the principles into action and adopting the Four Building Blocks, of working in Rounds, Thinking Pairs, Dialogue and Open Discussion. These principles were:

- I *Everyone matters* - give everyone a turn to speak. Go around the group systematically at the beginning of the session, on each item or topic and at the end of the session.
- I *Knowing you won’t be interrupted, allows you truly to think for yourself* – allow each person to finish their thought, especially in fierce debate.
- I *Exploring one’s own ideas in depth can liberate the thinking of the group* - give people time to think for themselves in 3-5 minute uninterrupted turns each.
- I *Unexamined assumptions can limit thinking* – occasionally ask an Incisive Question, removing untrue limiting assumptions.

The external speakers were briefed with all this in mind and asked to speak as the “person”, rather than the “role”. They were limited to a maximum of 10 minutes after which the students were invited to work in Thinking Pairs in order to find what question they each would like to ask the speaker.

This resulted in a very rich, intelligent set of questions and everyone, speaker, students and facilitators worked with the spirit of equality. The speaker also reported how much they enjoyed the experience, however challenging it also was.

The Thinking Environment methodology was chosen because of the centrality of the aim of allowing students to work together and think together as leaders and influencers. This opened up an approach in which the ‘wisdom of the group’ became an integral component of the problem-solving capability of one individual.



# 04 Programme Delivery

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## Methodology and Design

The programme was carried out between July 2015 and December 2016 and then repeated in 2017 and 2018 and has involved 70 students made up from a range of design and digital technology disciplines. It has brought together postgraduate students working with undergraduates. At its heart is the five week leadership development course. The programme has also included a Symposium carried out in association with the MASHEIN Network inviting specialists from the world of education, psychology and social innovation to explore the subject of student leadership as part of the idea of the Civic University. The programme was designed and led by practitioners and researchers from the fields of Social Innovation (Paul Sternberg) and The Thinking Environment (Fiona Dawe).

The Programme's objectives were to:

1. Test a scalable leadership model which demonstrates the potential role that Ravensbourne students can play in civil society and within the institution;
2. Integrate this approach as part of a review of Quality Assurance and student engagement within Ravensbourne;
3. Capture the content and new student-led ideas and to test its viability as an integral part of the student experience;
4. Disseminate the findings through the wider specialist HEI network of small institutions.

The programme applied a methodology based on design thinking linked to active participation, co-creation, problem solving methodologies and real life testing. It used qualitative research methods and pre- and post- wellbeing measures. The programme was based on the following structure:

1. *Programme Co-design and Consultation* - a series of roundtable and world café style events in which students and facilitators co-designed the framework for the leadership programme. Emerging themes and priority areas were disseminated across the institution through the Student Union and the Student Engagement and Experience Working Group (SEEWG – see Appendices).
2. *Workshop Design and Delivery* – The delivery of a 15 hour leadership development programme for self selecting first and second year students, Course Representatives and postgraduates (18 students). This consisted of five modules held on a Friday morning for five consecutive weeks.
3. *Peer Mentoring Programme* – The opportunity for student participants to share and learn from each other through an evidence-based approach to peer-mentoring led by postgraduate students working with undergraduates.
4. *Intrinsic Rewards and Recognition* - The development of networks and recognition of achievements of students as 'change makers' within Ravensbourne and further afield.

## Co-Design Workshop

The initial co-design workshop allowed a small group of five students, staff, Union Representatives and outside specialists to formulate and co-create questions which subsequently underpinned the design of the 15 week workshop programme. The one-day event was held outside of Ravensbourne and was openly communicated as a 'controlled experiment' to co-create a new approach to student leadership, specifically against the backdrop of Ravensbourne's low National Student Survey results.

The workshop was designed to experiment with ways in which students can start formulating positive incisive questions to allow for a constructive dialogue, inspired actions and engagement within Ravensbourne. It used a two-step process to develop the vision and range of questions that students would like to be asked:

**Step One. Discovery** – a small group exercise using the appreciative inquiry process to identify the core strengths, multiple visions and possibilities for student leadership at Ravensbourne.

**Step Two. Design** - small groups to work with the results from the Discovery Stage and start shaping questions that can feed into a new model for student leadership in Ravensbourne.

Key student-led questions that emerged from this co-creation workshop were:

### 1. Programme Design

- I What will a creative and effective pilot programme look like?
- I What elements will make up the programme and what are its activities?
- I How will the programme dovetail with existing student Representative training and student engagement activities?

### 2. Evaluating Impact and Measuring Success

- I How will we know that 'enhanced' leadership has more impact?
- I How will we measure the success of the programme as a whole?

### 3. Getting the show on the road - Next Steps

- I What needs to be in place to get started?
- I Who does what in terms of roles and responsibilities?
- I How do we keep people involved and what do we need to communicate?

## Growing Creative Leaders of the Future - The Five Week Programme

The module themes for the five sessions - each lasting 3 hours from 10.00am to 1.00pm were:

### Workshop 1

*Me as a Leader - Emotional Intelligence*

Speaker Spotlight Rickardo Stewart, Founder Community Souls ([www.communitysouls.co.uk/#intro](http://www.communitysouls.co.uk/#intro))

### Workshop 2

*Me as a Changemaker –Stand Up, Stand Out*

Speaker Spotlights: Sinem Cakir, CEO MAC-UK ([www.mac-uk.org](http://www.mac-uk.org))

### Workshop 3

*Me as a Social Innovator – The Courage to Get Started*

Speaker Spotlight – Michael Norton, Social Innovator and Co-funder of UnLimited ([www.unltd.org.uk](http://www.unltd.org.uk))

### Workshop 4

*Me as a Creative Entrepreneur - Opportunity is Everywhere*

Speaker Spotlight: Iskren Kulev, Founder CEO of Kindlink ([www.kindlink.com/kindteam.html](http://www.kindlink.com/kindteam.html))

### Workshop 5

*Me as a Leader – Developing Resilience*

Speaker Spotlight: Will Pike, Campaigner (<https://inews.co.uk/essentials/sport/superhumans-parody-video-slams-high-street-names-disabled-access/>)

Each of the five modules were facilitated by Paul Sternberg and Fiona Dawe using a Thinking Environment approach including a combination of diagnostic exercises, opening rounds, thinking pairs and open dialogue. A key part of each module was the participation of a guest speaker for part of the workshop.

# 05 Conclusion and Recommendations

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Although this was a small research project, the model and data point to scalable areas for development both from a research point of view and an institutional approach to, and understanding of, student leadership.

The openness and multidisciplinary approach that the programme adopted did not simply lead to new breakthrough ideas but also to higher levels of engagement and wellbeing. It demonstrated the value of supporting students to see themselves as part of an active community of learners, exchanging experiences and knowledge.

This design-led approach was grounded in social relations based on open communication, mutual trust and confidence between and across the students and Ravensbourne. It was informed by an understanding of 'social design' not necessarily in the orthodox sense of tackling social exclusion and inequality, but rather as a method to promote new ways of doing things based on:

1. *Pulling In.* The 'pulling in' of ideas from students based on the premise that students will support what they help to create;
2. *Igniting Ideas.* The use of a Thinking Environment approach to enhance the quality of the students' thinking in the workshop sessions;
3. *Social Exchange.* Introducing inspiring guest speakers so that students come to identify with authentic leaders and their values based on social identification processes, emotional contagion and positive social exchanges;
4. *Flourishing.* An asset based approach to the student as a young individual at a key, formative and transitional stage of their life.

In terms of project evaluation - in addition to the wellbeing measures used - this data was collected on completion of the programme through the use of an anonymised questionnaire designed to capture the voice of the student. This gave us a rich collection of testimony and qualitative information based on the following questions:

- | What has been of most value to you?
- | What have you learned?
- | What have you enjoyed?
- | What would you like more of?
- | What resource and/or support would be helpful from Ravensbourne?
- | What action are you going to take now?
- | What more do you want to say?

Most importantly, the themes emerging from this questionnaire reflected the central issues that are important to the student. Although small in sample (approximately 70 students) this qualitative data points to the way in which Higher Education Institutions could prioritise policies and interventions around resilience, optimism, problem solving skills, cognitive diversity and building wider social networks both inside and outside of the university.

From Ravensbourne's point of view, the purpose of the study was to understand and measure the impact of an enhanced model of student leadership. But there are also a number of insights that stem from this study. These could serve as practical pointers for leaders in Higher Education interested in the potential for a more holistic approach to student engagement in terms of wellbeing. These pointers are:

- | **Parallel Metrics.** That student engagement needs to be understood in terms of emotional, psychological and social wellbeing measures *alongside* traditional metrics around representation, feedback mechanisms and student satisfaction. This could include cross-institutional comparative measures and data sets which are already in existence.
- | **Wider Environment.** That authentic student leadership requires a holistic approach which can be enhanced by the introduction and embedding of the most current practices from the worlds of Design Thinking, Organisational Design, and Positive Psychology.
- | **Leadership Education.** That universities be encouraged to adopt a 'train the trainer' *leadership educator* programme as foundational for teaching and professional services staff with a clearly defined pedagogy around authentic leadership and wellbeing.
- | **University Experience.** That student wellbeing should be prioritised as integral and intrinsic to institutional practices to reflect the university's guardianship of young adults and their university experience.



# 06 References

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# 07 Biography – Paul Sternberg and Fiona Dawe

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## Paul Sternberg

Paul Sternberg is Associate Dean and Head of Design Innovation at Ravensbourne University London. In this capacity he oversees a number of the University's social innovation and student engagement projects as well as all postgraduate aspects of business and innovation.

Prior to his appointment at Ravensbourne in 2013, Paul was Chief Executive of the Peter De Haan Charitable Trust investing over £3m a year into young people's ideas and creativity through a digital 'open innovation' platform. Paul has also several years of educational experience in the broadcasting sector where, as Managing Editor of Education at Channel 4 Television Corporate, he helped redefine the public service remit of Channel 4 for the multi-media and multi-channel age and oversaw a range of cutting edge learning-based commissions. Paul has been involved with setting up social enterprises and charities such as Ethical Media, The Media Trust, ProtegeTV and, as Director of Communications at Business in the Community, he worked with leading FTSE companies transforming their community-giving programmes into strategic civic renewal and social justice programmes.

Working with leading economists and educationalists in the UK, Paul is currently involved with [Action for Happiness](#), a mass movement campaign to bring happiness, emotional and psychological wellbeing into the heartlands of public policy, education and community development.

Paul is Chairman of Key4Life, an innovative social enterprise working with the rehabilitation of young offenders and those at risk of offending. Paul is a Trustee of the cultural Irish literary arts initiative - Arts Over Borders and is a member of the National Council of Citizens UK. ■

## Fiona Dawe CBE

Fiona leads on key aspects of the Master of Design and Innovation programme at Ravensbourne. Fiona is an experienced coach, advisor and organisational leader with a distinguished career in the voluntary sector. She is a qualified Time To Think consultant and an accredited Thinking Environment coach and facilitator.

Her career spans 30 years in a wide variety of voluntary sector organisations, including chief executive of YouthNet, the UK's first not-for-profit dot.com, for 11 years. YouthNet ran TheSite.org, (now The Mix) the award-winning guide to life for 16- to 25-year-olds and the National Volunteering Database, Do-it.org.

During the course of her career, Fiona has served on a wide variety of boards and advisory groups. She is currently a trustee of Windsor Leadership and MAC-UK. She is an adviser to the Paul Hamlyn Foundation and also chairs the School for CEOs' Foundation. ■

# 08 Appendices

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## Growing Creative Leaders of the Future

**WORKSHOP ONE** – 27th November 2015:

9.45 for 10am prompt start until 1pm

Ravensbourne Boardroom Level 8

### Me as a Leader – Emotional Intelligence

**10.00: Welcome and introductions** – Paul

- I Opening round/icebreaker** – Fiona
- I Introduction & participative session on the Thinking Environment** – Fiona
- I VIA Character Strengths group exercise** – Paul  
Bring your individual VIA Character Strengths survey

**11.25: BREAK** – 15 mins

**11.40: Speaker Spotlight – Becky Booth, CEO, Spice** – Fiona (45 minute session)

Read Becky's blog. She is briefed to speak for 5-7 minutes.

Work in 3's or pairs to think about what questions you would like to ask.

Q&A session with speaker, followed by group discussion.

- I Heroes, Heroines and Villians – What is leadership?** – Paul  
Bring a couple of pictures of people you like/admire as leaders –  
discussion of what we can learn from them – both good and bad
- I Closing Round** – Fiona

**1pm: Ends** – followed by a sandwich lunch



## Growing Creative Leaders of the Future

**WORKSHOP TWO** – 4th December 2015:

9.45 for 10am prompt start until 1pm

Ravensbourne Boardroom Level 8

### Me as a Leader – Developing Resilience

**10.00: Welcome and introductions** – Paul

- | **Opening round/reflection icebreaker** – Fiona
- | **Introduction to the Ten Keys of Happiness** – Paul  
With participative exercises
- | **Portrait drawing** – Paul  
Draw a portrait of your partner – Exercise in attention/connection
- | **The Art of Appreciation** – Fiona  
Practical exercise in pairs and whole group

**11.25: BREAK** – 15 mins

**11.40: Speaker Spotlight – Rickardo Stewart, Founder Community Souls** – Fiona  
(45 minute session)

Read Rickardo's blog. He is briefed to speak for 5-7 minutes.

Work in 3's or pairs to think about what questions you would like to ask.

Q&A session with speaker, followed by group discussion.

- | **The Thinking Trap – “Melting Icebergs”** – Fiona  
Using a worksheet – Developing a goal address “what am I up to?”; looking at assumptions and finding new ways of thinking and solving problems.
- | **Closing Round** – Paul

**1pm: Ends** – followed by a sandwich lunch

## Growing Creative Leaders of the Future

**WORKSHOP THREE** – 15th January 2016:

9.45 for 10am prompt start until 1pm

Ravensbourne Boardroom Level 8

### Me as a Changemaker – Speak up, Stand out

(Focus on working with and through groups and teams – campaigning both leading and following)

**10.00: Welcome and introductions** – Paul

**I Opening round/icebreaker** – Paul

**I Belbin Team Roles exercise** – Fiona

(Bring your VIA strengths with you again)

We will do a questionnaire looking at all the roles required in good teams and groups.

Which are your strong ones and which are your colleagues'?

Compare these with your individual strengths and with others in the group.

What does this all mean for you as a leader and for you as a team player?

Work in pairs and the whole group discussion

**11.25: BREAK** – 15 mins

**11.40: Speaker Spotlight** – Kris Hallenga, Founder and CEO, CoppaFeel! – Paul  
(45 minute session)

Read Kris's blog. He is briefed to speak for 5-7 minutes.

Work in 3's or pairs to think about what questions you would like to ask.

Q&A session with speaker, followed by group discussion.

**I What is my "Changemaker Stick Person"?** – Fiona

Pairs and groups work on Citizens UK Stick Person worksheet. What drives and concerns you? What do you care about? Who do you know? What are your networks?

**I Closing Round** – Paul

**1pm: Ends** – followed by a sandwich lunch

## Growing Creative Leaders of the Future

**WORKSHOP FOUR** – 22nd January 2016:  
9.45 for 10am prompt start until 1pm  
Ravensbourne Boardroom Level 8

### Me as a Creative Entrepreneur – Opportunity is Everywhere

(Focus on working with and through groups and teams – both leading and following)

**10.00: Welcome and introductions** – Paul

- I Opening round/icebreaker** – Fiona
- I Escalators and Giraffes – creating new ideas** – Paul  
Group exercise to think and develop creative ideas for social change

**11.25: BREAK** – 15 mins

**11.40: Speaker Spotlight – Katy Dawe, Founder & Creative Director Art Against Knives!** – Fiona (45 minute session)

Read Katy's blog. He is briefed to speak for 5-7 minutes.  
Work in 3's or pairs to think about what questions you would like to ask.  
Q&A session with speaker, followed by group discussion.

- I Connecting, Speaking, Presenting** – Fiona  
Connecting with your audience and standing up to do a 2 minute talk on  
"What is a challenge I have faced and how did I meet it?"
- I Closing Round** – Paul

**1pm: Ends** – followed by a sandwich lunch

## Growing Creative Leaders of the Future

**WORKSHOP FIVE** – 29th January 2016:

9.45am for 10am prompt start until 1pm

Ravensbourne Boardroom Level 8

### Me as a Social Innovator - Make Connections, Launch a Project

(Focus on being a “Changemaker” taking action, working on social projects and in the community)

**10.00: Welcome and introductions** – Paul

**I Opening round/icebreaker** – Fiona

**10.25: Speaker Panel** – designed and co-ordinated by you in advance – facilitated by Paul. Research the speakers and choreograph the panel session.  
Themes: volunteering, mentoring, campaigning, setting up a society, job shadowing/internships in pro-social organisations

**What is the brief for the speakers and what are your questions for them, given your future leadership?**

Each speaker has 5 mins to address the brief and the questions, chaired by one of the course participants

**Jamie Ward Smith, CEO Do-it.org**

**Tor-Arne Njamo, President Ravensbourne Student Union**

**Q&A and group discussion** chaired by one of the course participants  
(35 mins)

**11.25: BREAK** – 15 mins

**11.40: Action Stations & Next Steps – What are you going to be up to?** – Paul  
(Bring your Changemaker Stick Person)

A session on what concerns you; what do you care about in your group/team; in Ravensbourne; in society; in the world? How could you tackle any of them? How would you like to get involved as an activist, volunteer, mentor, social entrepreneur, etc? Where are the opportunities and how could you create them yourselves? Getting ready to take action.

**I Closing Round** – Paul

What has been of value for you of the whole programme? What key things have you learned? What is your first and next step?

**1pm: Ends** – followed by a sandwich lunch



## Growing Creative Leaders of the Future

### Student Feedback and Responses to the Programme

The following responses were gathered from the students on completion of the end of project evaluation.

#### What has been of most value to you?

- | Thinking environment 'in action', illustrative insights and stories about social change-makers, reflection on own life context.
- | Having had the time to think and discuss what it means to make a change, to take a leadership role, to find out what my own aspirations are in life
- | Taking 'first steps'
- | Improving communication skills and ways of interacting with people: leading.
- | Importance of listening – being a good communicator and the need for mentors & networking.
- | The powerful practical stories that open you up to new possibilities.
- | Connecting with the people in the group.
- | The sense of belonging – being with people who are like-minded and people who want to create change, as well as having a sense of purpose and a sense of fulfilment, coupled with the need to do something/ 'be up to something'.
- | Reflecting on myself on what I'm capable of achieving from listening & talking to others. Building confidence.
- | A good idea or project requires hard work, but if I strongly believe in it, it will pay off.

#### What have you learned?

- | To take action! I procrastinate a lot.
- | To be more conscientious with regards to reflection, self-reflection and listening.
- | To appreciate the people around me and to discover how easy the creative process is and how ideas flow in the right space.

- | Self-belief/how to be more ambitious/inspiring you to take action.
- | I've learned the power of networking building relationships.
- | The art of appreciation as well as learning that when you interrupt someone, not only do you stop them talking, you interrupt their thoughts.
- | I've become more patient & active listener, a much better communicator than ever. Also, I see the importance of creating the right environment for talks.
- | People have ups and downs and they have asked for help which is ok, it doesn't mean failure. Also, it's important to believe in myself.
- | I've learned how to approach issues and goals with a better thinking process.

#### What have you enjoyed?

- | Guest speakers/opening rounds.
- | Everything from sharing my thoughts to becoming confident from all the values that I picked up from the great stories from the speakers.
- | The sharing and the honesty.
- | The entire process and the group of people.
- | Meeting the others on the course and the course leaders and guest speakers.
- | Hearing other people's stories and interacting with people.
- | The guest speakers and meeting people from different courses and being able to discuss a range of issues with them.
- | I've enjoyed the spirit of the sessions and the commitment of everyone involved.
- | The continued communication, the inspirational speakers; in short, everything.

#### What would you like more of?

- | Make this happen in a regular basis and perhaps create a creative society.
- | I would love to become better at public speaking & learn to become a much better listener.
- | To gather as a group again.
- | One on one interaction with people I don't yet know.

- | How to apply the thinking environment and other techniques we learned effectively as well as how I can have an impact on other people.
- | An organised trip to take the group out of Ravensbourne and more workshops in developing specific skills.

### **What resource and/or support would be helpful from Ravensbourne?**

- | Encourage students to partake in 'social change' projects for charities & non-profit organisations; something that not only benefits us but also our community.
- | Lectures about this to everyone.
- | Dedicated networking/meeting space & more organised networking in general.
- | Counselling to help my emotions and get a clear mind
- | Networking opportunities.
- | A folder to put our printed copies in one place, or a notebook. Also, an online community/facebook group would be great.

### **What action are you going to take now?**

- | Get involved with projects that I'm interested in and would benefit people for the greater good.
- | Find the mission that drives me and reflect more.
- | Self-evaluate my options for the future in a personal and professional way and apply some changes based on this inspirational course and case studies.
- | Take more time to really find out what I want to do in life and make it happen. Implement ideas more often.
- | To employ what I've learned to my possible Vice President role.
- | I will try to connect with people in a different way.
- | Be more pro-active and organise myself better.
- | I will reflect on the content of the course, I will immerse deeper into topics I discovered. I will apply the skills I've learned and improve the way I think and work.
- | Network more, have more conversations
- | Start my business idea and plan.

### **What more do you think, or feel, or want to say?**

- | Thank you, this journey was hugely valuable.
- | I feel like this programme should be offered to other people who might be interested in becoming change-makers. They can have a taster day to see what the session is like and decide afterwards whether they want to carry on. I think that would benefit people who want to start or take part in something.
- | Thanks a lot for the support, this workshop has helped me to face my challenges from a different perspective. Thanks!
- | I really like the time we have to discuss questions in our pairs and go around the table to hear from everyone.
- | Thank you very much for this opportunity, it was very inspiring and helpful with powerful tools and passionate tutors.
- | It has already made a difference to my life.
- | Thank you for your time. It has been a fantastic learning experience.
- | This course has been a fantastic opportunity and I have grown from it and gained invaluable skills, which I know will help me succeed in my professional life.

## Growing Creative Leaders of the Future

### Guest Speakers and Biographies

#### Workshop 1 – RICKARDO STEWART

Director and Youth Practitioner - Community Souls.  
Project Manager - Art Against Knives & Barnet  
Community Projects

Rickardo Stewart is a youth practitioner with 10 years experience in supporting some of London's most vulnerable young people. Growing up on the estates of North London and experiencing deprivation, crime and violence first-hand have fuelled his efforts to promote positive change within deprived communities.

Rickardo's extensive professional experience includes: setting up and running youth clubs; co-designing a programme of play opportunities for 2000 children with Barnet Play Association; designing bespoke support programmes for gang associated young people; and delivering programmes in HMP Belmarsh Prison with Art Against Knives.

In 2011 Rickardo founded 'Community Souls; a social enterprise that works with people living in areas of high deprivation in North London.

Community Souls trades as a cleaning company, which tackles unemployment within the community by training and supporting those dependent on benefits or low incomes and offering them paid work as well as supporting their personal and professional development. All profit generated is reinvested into Community Souls to support its youth projects.

Rickardo's work has received national awards and featured by BBC Radio 4's Today programme and BBC London News. Rickardo has a unique ability to build solid relationships with some of the most isolated communities. He is extremely well connected within the voluntary sector and has a strong reputation with a wide range of stakeholders from the Chief Executives of Barnet and Haringey Councils through to the ring leaders on estates.

#### Workshop 2 – SINEM CAKIR

Sinem Cakir is CEO of **MAC-UK**, an organisation that aims to transform mental health service delivery for excluded young people. Part of her role will include a secondment to The Integrate Movement (TIM), MAC-UK's sister social enterprise, to further integrate both the organisations and their models of intervention.

A specialist (in youth and social justice) Clore Social Fellow, Sinem is committed to working with young people to remove roadblocks so that they can get on and thrive. She recently held the position of Director of Youth Participation at The Integrate Movement, building on her work as a Service Change Lead at MAC-UK's former Mini MAC project. In recent years, Sinem has made it her business to ensure that work and leadership is fun, and hopes to bring this ethos to her role as CEO of TIM and MAC-UK.

Sinem also Chairs the Spark Inside Board of Trustees' Programme Committee, supporting their prison based life coaching programme to achieve the highest possible standard. She has worked for the City of London, assisting in leading and managing community engagement initiatives for seven green spaces across London, and also built an award-winning social change initiative (Tendring District Council, 2008) whilst working with Nacro to engage at-risk young people in projects that would support them to succeed.

She is passionate about the power of volunteers to achieve social change and has herself volunteered in many roles: as ChildLine's youngest telephone counsellor; as an instructor at the Halliwick Association of Swimming Therapy; as a fundraiser by shaving her head for the Youth Cancer Trust; as a football coach in Zambia to promote HIV awareness with TackleAfrica during the 2010 FIFA World Cup; and as a specialist Games Maker at London 2012.

### Workshop 3 – MICHAEL NORTON OBE

Michael Norton OBE is a social innovator and entrepreneur. Through *Centre for Innovation in Voluntary Action* he develops innovative projects including: a banking system for street children in South Asia; village publishing in India; and *Changemakers*, *YouthBank* and *MyBnk* in the UK which provide opportunities to young people to engage in society. He co-founded *UnLtd*, to support social entrepreneurs and the *International Centre for Social Franchising* to help successful projects scale up. He is promoting social enterprise and environmental innovation in China. He writes books on fundraising and everyday activism. He is based in London, and has professorships in social enterprise at universities in China and South Africa.

[www.civa.org.uk](http://www.civa.org.uk)

### Workshop 4 – ISKREN KULEV

Born and raised in Sofia, Bulgaria, Iskren finished English language high school and after graduation he headed to Germany to get a Bachelor Degree in Management and Economics.

Iskren's professional career started within the online payments and ecommerce industry at Skrill (Moneybookers). After 2 years with the online payment provider he had a short year in IT Sales and Project Management. With barely 3 years work experience, he applied for an MBA with Henley Business School (Reading, UK). After being accepted he moved to the UK to climb the ladder again and to fulfil a dream - to live in London.

Even before his graduation from Henley he started to work as an Intern in one of the hottest FinTech start-ups - Swedish company iZettle within the mPOS space in their Strategic Partnerships team. After 2 years he came to a personal realisation about the nature of things and started looking where to apply his commercial background and passion for technology for the good of others. This way KindLink was born in the autumn of 2015.

KindLink is a new type of company - a social enterprise aimed to scale and achieve growth for the benefit of mankind globally. The social tech start-up tackles the biggest problem in the charity sector - donor trust issues due to lack of transparency. KindLink solves that by building the first of its kind all-in-one software system for charities and on the back of that a donor social network which allows them to see the impact of their donations and how the charity runs their projects.

Website: [www.kindlink.com](http://www.kindlink.com)

LinkedIn: [uk.linkedin.com/in/iskrenkulev](https://uk.linkedin.com/in/iskrenkulev)

Iskren Kulev, Founder, CEO, KindLink

## Workshop 5 – WILL PIKE

Will Pike is a freelance copywriter and the co-founder of an indie game company.

He is also someone who campaigns for change. In 2008, Will was on holiday in India when the hotel he was in was attacked by terrorists. Unfortunately, in an effort to escape the building, he fell three stories and sustained a spinal injury.

After spending six months in hospital adjusting to life as a paraplegic wheelchair user, Will returned to his home in London. In 2012, along with fellow terror attack survivors, he successfully spear-headed a campaign to change the Criminal Injuries Compensation Scheme to include victims of terrorism overseas; resulting in retrospective payments to the victims and families of those who had suffered at Bali and Sharm-el-Sheikh.

In 2016, in response to the Channel4 Para-Olympic ad, he wrote and featured in a short film that carried an important message about the challenges wheelchair users face every day on the high street. The film went viral and was seen by over 1,000,000 people on Facebook and collected nearly 50,000 signatures on [change.org](https://www.change.org)

This led to a write-up in The Independent and an appearance on Good Morning Britain. It also provided Will with the opportunity to connect with like-minded people and organisations, which in turn he hopes will enable him to affect more positive changes within society.

Yes I Can, If [www.youtube.com/watch?v=bjvYZ2jvvp8](https://www.youtube.com/watch?v=bjvYZ2jvvp8)

Yes I Can, If interview [www.youtube.com/watch?v=q1YIQFYEGs&t=3s](https://www.youtube.com/watch?v=q1YIQFYEGs&t=3s)

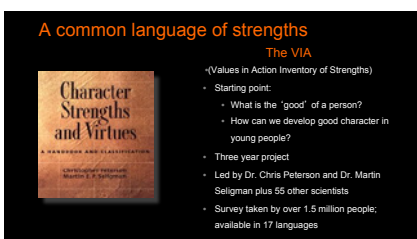
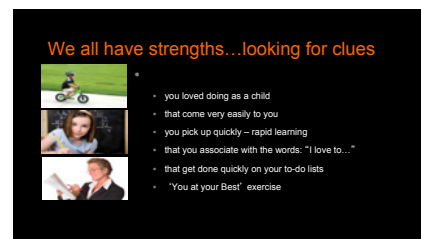
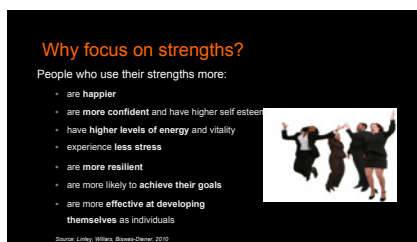
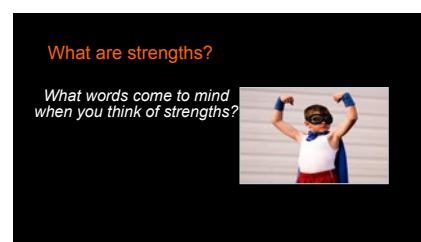
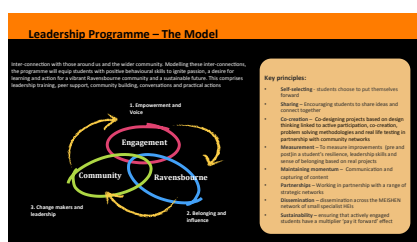


## Growing Creative Leaders of the Future

### Workshop Slide Presentations

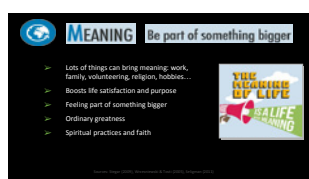
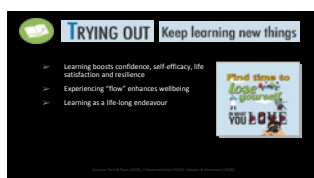
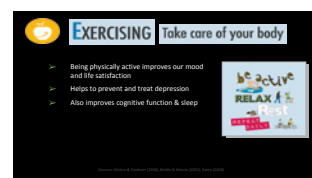
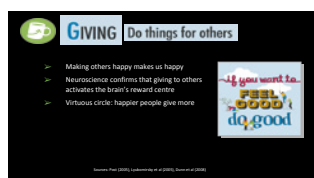
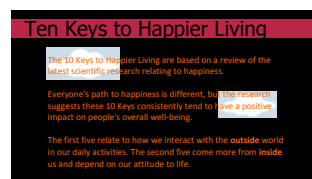
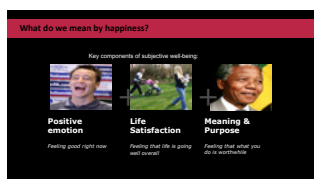
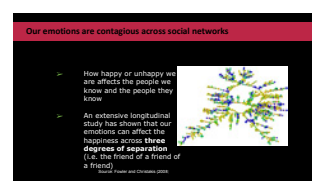
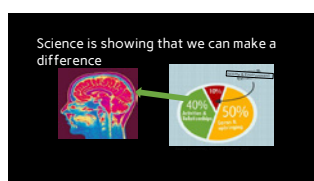
#### Module One – Me as a Leader Slide Presentation (with thanks to Vanessa King from Action for Happiness)

<https://drive.google.com/file/d/0BzA6SPcZMXoWUFg4UTNDb1NXdUUU/view?usp=sharing>



## Module Two – Developing Resilience Slide Presentation (with thanks to Vanessa King from Action for Happiness)

<https://docs.google.com/presentation/d/1PrXTqk83f-dSiop8LdbbkEnriO92thnv6Vbaut7aZ3l/edit?usp=sharing>



## Presentation to Student Engagement and Experience Working Group

[https://docs.google.com/presentation/d/12nP\\_AI37x8eAb\\_kWRHil\\_hkYptNFJ2PVJZs03RUUqhw/edit?usp=sharing](https://docs.google.com/presentation/d/12nP_AI37x8eAb_kWRHil_hkYptNFJ2PVJZs03RUUqhw/edit?usp=sharing)

**Enhanced Civic Engagement and Institutional Leadership Programme**

Forward Plan

Student Engagement & Experience Working Group

20th May 2015

**Origins - the need for...**

1. New approaches to improving communication between the institution and students
2. Participatory student-led engagement and feedback framework
3. Co-creation with students - identifying key problems and solutions for the student experience
4. Enhanced measures to complement existing data provision

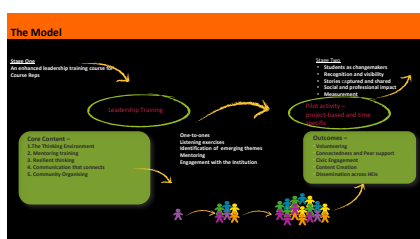
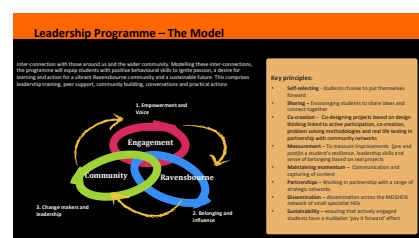
**Agreements so far**

1. There should be a guiding principle around engagement in terms of the enhancement of the personal and social well-being of Ravensbourne students, both as learners and as members of a community
2. The role of the student voice in institutional change should be evidenced systematically
3. Student Union should be considered driver of new strategy in association with key stakeholders
4. RSU should continue with student listening campaigns



**The Starting Point**

1. Vibrant sense of place and belonging
2. Institutional purpose
3. Student involvement in the wider world as actively engaged citizens
4. Enhance personal and collective well-being of students by recognising their role as learners, members of a family, community and society



**Assures**

of student involvement in Leadership programme measured in terms of:

- ing a student's capacity and desire for learning;
- ing a student's curiosity about the world and about Ravensbourne;
- ing a student's self-confidence and sense of well-being;
- ing a student's range of relationships and networks.

ative impact on measures of engagement

ive feedback from students about their experiences

is to have a model of active 'enhanced ment' linked to a student's resilience, leadership and capacity to learn.

**aim and Policy Objective:**

of to demonstrate Ravensbourne's distinctiveness as a small specialist HEI



**Partnerships**

- **Greenwich Citizens** - Ravensbourne is now a member of Citizens UK along with other HEIs such as Queen Mary College, University of London and University of East London (UEL)
- **Do-it** - a digital platform that connects people that work with volunteers, social action and civil society projects
- **Media Trust** - a partnership agreement to broadcast relevant content on the Community Channel
- **Technology Trust** - a partnership which will give not-for-profit organisations greater access to technology working with Ravensbourne students

**Discussion Points**

Ways in which the Leadership programme can complement existing more conventional approaches to student engagement?

Ways in which suggested measures will feed into deeper understanding of student motivations and the student voice?

Ways in which this will contribute to Ravensbourne's distinctiveness as a specialist design and communications HEI?

## Growing Creative Leaders of the Future

### Detailed Module Design

#### Module One (*Me as a Leader – Emotional Intelligence*)

Content Block	Why Include	Notes
<b>Strengths</b> <ul style="list-style-type: none"> <li>  What are strengths and why do they matter</li> <li>  Strengths spotting in others</li> <li>  Identifying and applying your own strengths</li> <li>  Managing Risks</li> <li>  Strengths overplay</li> </ul> <b>High Quality Connections</b> <ul style="list-style-type: none"> <li>  Why relationships matter</li> <li>  Why they are critical for wellbeing and resilience</li> <li>  Building high quality connections – small things that make big difference</li> <li>  Thinking patterns</li> </ul> <b>Motivation and Meaning</b> <ul style="list-style-type: none"> <li>  Why meaning matters – as individuals and as communities</li> <li>  Intrinsic and extrinsic motivation</li> <li>  Trust</li> <li>  Exploring what drives meaning and motivation</li> </ul>	<b>Set the scene</b> <ul style="list-style-type: none"> <li>  Basis for design of programme</li> <li>  Basis for connection and dialogue</li> <li>  Simple things we can do to make a significant difference</li> <li>  Having Greater personal awareness of what drives motivation and meaning and enables us to shape our lives and work</li> <li>  Motivations different for each individual</li> </ul>	<p>Participants to complete Via Survey before starting</p> <p>Inspirational keynote speaker (Kris Hallenga?)</p> <p>Materials needed:</p> <p>Photos of heroes/heroines</p> <p>Role Play</p> <p>Exercises</p> <p>Guest Speaker</p>

## Growing Creative Leaders of the Future

### Reading, References and Links for Participating Students

1. **365 Ways to Change the World:** Michael Norton  
[www.amazon.co.uk/Ways-Change-World-Michael-Norton/dp/0007242301#customerReviews](http://www.amazon.co.uk/Ways-Change-World-Michael-Norton/dp/0007242301#customerReviews)
2. **Leadership Plain and Simple:** Steve Radcliffe  
[www.amazon.co.uk/Leadership-Plain-Simple-Financial-Times/dp/0273772414/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1444836045&sr=1-1&keywords=leadership+plain+and+simple+steve+radcliffe](http://www.amazon.co.uk/Leadership-Plain-Simple-Financial-Times/dp/0273772414/ref=sr_1_1?s=books&ie=UTF8&qid=1444836045&sr=1-1&keywords=leadership+plain+and+simple+steve+radcliffe)  
[www.youtube.com/watch?v=MQiznWOjKJc](http://www.youtube.com/watch?v=MQiznWOjKJc) – YouTube talk
3. **More Time To Think:** Nancy Kline  
[www.amazon.co.uk/More-Time-Think-independent-thinking/dp/1844037967/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1444839457&sr=1-1&keywords=more+time+to+think](http://www.amazon.co.uk/More-Time-Think-independent-thinking/dp/1844037967/ref=sr_1_1?s=books&ie=UTF8&qid=1444839457&sr=1-1&keywords=more+time+to+think)
4. **Drive: The Surprising Truth About What Motivates Us:** Dan Pink  
[www.amazon.co.uk/Drive-Surprising-Truth-About-Motivates/dp/184767769X/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1444836103&sr=1-1&keywords=drive+daniel+pink](http://www.amazon.co.uk/Drive-Surprising-Truth-About-Motivates/dp/184767769X/ref=sr_1_1?s=books&ie=UTF8&qid=1444836103&sr=1-1&keywords=drive+daniel+pink)  
[www.youtube.com/watch?v=u6XAPnuFjJc](http://www.youtube.com/watch?v=u6XAPnuFjJc)
5. **The Student Leadership Challenge:** Student Workbook and Personal Leadership Journal  
[www.amazon.co.uk/Student-Leadership-Challenge-Workbook-Personal/dp/1118390091/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1444836237&sr=1-1&keywords=student+leadership](http://www.amazon.co.uk/Student-Leadership-Challenge-Workbook-Personal/dp/1118390091/ref=sr_1_1?s=books&ie=UTF8&qid=1444836237&sr=1-1&keywords=student+leadership)
6. **The Influence Workout:** by David Windle and Guy Michaels  
[www.oppositeleg.co.uk/the-influence-workout](http://www.oppositeleg.co.uk/the-influence-workout)

7. **How to be a Productivity Ninja:** Graham Allcott  
[www.amazon.co.uk/How-Productivity-Ninja-Worry-Achieve/dp/1848316836](http://www.amazon.co.uk/How-Productivity-Ninja-Worry-Achieve/dp/1848316836)
8. **Screw Work Let's Play** by John Williams  
[www.amazon.co.uk/Screw-Work-Lets-Play-What/dp/0273730932](http://www.amazon.co.uk/Screw-Work-Lets-Play-What/dp/0273730932)

### TED Talks

Simon Sinek:

[www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

Margaret Heffernan:

[www.ted.com/talks/margaret\\_heffernan\\_dare\\_to\\_disagree](http://www.ted.com/talks/margaret_heffernan_dare_to_disagree)

[www.ted.com/talks/margaret\\_heffernan\\_why\\_it\\_s\\_time\\_to\\_forget\\_the\\_pecking\\_order\\_at\\_work](http://www.ted.com/talks/margaret_heffernan_why_it_s_time_to_forget_the_pecking_order_at_work)

[www.ted.com/talks/margaret\\_heffernan\\_the\\_dangers\\_of\\_willful\\_blindness](http://www.ted.com/talks/margaret_heffernan_the_dangers_of_willful_blindness)

Drew Dudley:

[www.ted.com/talks/drew\\_dudley\\_everyday\\_leadership](http://www.ted.com/talks/drew_dudley_everyday_leadership)

### NUS Officer Development Training

<http://nussl.ukmsl.net/campaigns/uniondevelopment/training/lead-and-change/>

<http://nussl.ukmsl.net/campaigns/uniondevelopment/training/championing-active-student-involvement/>

<http://nussl.ukmsl.net/campaigns/uniondevelopment/training/train-the-trainer/>

<http://nussl.ukmsl.net/news/article/activism/Skills-for-Change-Train-the-Trainer-days/>

## Leadership at the Heart of Student Engagement

### Symposium Programme

#### Tuesday 22nd November 2016

This one day symposium explored methods and learning around a more holistic approach to student leadership – beyond the traditional survey, feedback and student representation system.

Through discussions and expert presentations, workshops and case-studies the aim of the symposium was to better understand the mechanisms for a more dynamic approach to the higher education experience - using leadership and wellbeing as drivers of a new approach.

The symposium is part of the Leadership Foundation funded project *Growing Creative Leaders of the Future*. This is testing and measuring ways that student engagement can be linked to leadership attributes and inclusive thinking, applied both to the institution and to the wider community. The Symposium attracted over 60 delegates from across a range of Higher Education Institutions.

### Running Order

- 9.30am **Welcome and Introductions**
- 9.40am **Keynote Opening. *The Civic University – What it Means?***  
I Baroness Estelle Morris
- 10am - 11am **Panel Discussion – *Student Engagement - What's Working, What's not Working: Opportunities and Risks***  
I Kate Wicklow, Senior Policy Advisor, Guild HE  
I Dr Kathleen M. Quinlan, Head of Educational Development, Oxford Learning Institute, University of Oxford  
I Greg Wade, Programme Manager, Innovation, Growth, Employability, and Skills Universities UK  
I Dr Joanna Choukier, Director, UsCreates
- 11am - 11.15am **Coffee Break**
- 11.15am - 11.45am **Presentation. *Building Student Capabilities – The International Perspective***  
Professor Mikko Koria, Director of Design Innovation, Loughborough University London
- 11.45am - 1pm **Facilitated Workshops**  
Facilitator: Fiona Dawe CBE, Founder Vital Space



### 1. Workshop One: *Prioritising Student Leadership and Wellbeing*

If Small Specialist Institutions can put civic leadership and wellbeing at the heart of the student experience, what would need to happen, what are the barriers and what are the opportunities?

### 2. Workshop Two: *Futurecasting the Student Experience*

If wider reach, relevance and sustainability become part of the remit of the establishment of the new Office for Students what would this mean for diverse approaches to Student Engagement and the Student Experience?

### 3. Workshop Three: *Co-Designing the Student Experience*

If real innovation and change can come from within the student body of a Higher Education Institution then what new forms of conversation, interaction, platforms and opportunities for collaboration need to be at the heart of student engagement?

1pm - 1.45pm Lunch

1.45pm **Keynote Speech – *Civic Action and Community Organising as a Guiding Principle for the Student Experience***

Neil Jameson CBE, CEO and Founder of Citizens UK

2.15pm - 3.15pm **Case Studies and Presentations**

■ Case Study 1 – Ravensbourne

■ Case Study 2 – University of Exeter

3.15pm - 3.30pm Coffee

3.30pm - 4pm **Concluding Presentation - *Wellbeing as a Driver for the Student Experience – Lessons from a New Science***

Vanessa King, Trustee Action for Happiness and author of 10 Keys to Happier Living (2016)

4pm - 4.30pm **Reflections and Closing Round**

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