Leadership Development Strategy

Report to Executive Team November 2011

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1 Introduction

Following the establishment of the Organisational and Staff Development Unit (OSDU) in October 2010, a review of current leadership initiatives has been undertaken to ensure that future Leadership development initiatives are appropriate for the delivery of the University's strategic objectives.

2 Background

This Leadership Development Review involved consultation, in the form of one to one interviews, with a range of key University stakeholders including Heads of Department/School, Professional Services Directors, lay members of Court, Deans and other Executive Team members.

Following these interviews, this paper proposes a revised framework for taking forward Leadership Development at Strathclyde. In the paper, leadership roles are generally those at Grade 8 or above (with some exceptions).

3 Current/ Recent Leadership Initiatives

Since 2004, the University's primary investment in Leadership Development has focused on three key Leadership programmes: ECIU, Emergent Leader and Research Leader.

- The European Consortium of Innovative Universities (ECIU) Leadership Programme ran from 2004 until 2007 and was an experiential learning programme designed to give participants an opportunity to work with multi-national project teams on strategic issues. Five cohorts from Strathclyde participated in this programme; a total of 23 individuals at a total cost of £52k. Of these 11 have left the University's employment, 5 are currently in senior leadership roles and 7 are in roles that carry no formal leadership responsibilities.

- The Research Leaders programme has been on-going since 2007. The purpose of the programme is to build research capacity within the University through creating communities of practice and building research networks with multi-disciplinary groups. Ninety-nine people have participated in this programme thus far at a cost per head of £630 (excluding indirect cost of attendance). Of those 99, 9 have been promoted to a more senior post since participating in the programme and 19 have left the University.

- Emerging Leaders was an introductory leadership programme aimed at developing and preparing staff at Senior Lecturer (or APS 9), was trialled in 2008-2009. The programme was completed by twenty-nine academic and professional services staff. Total cost of this programme (excluding indirect cost of attendance) was £680 per head. Twenty-four of these staff remain at Strathclyde and two have subsequently been appointed to HOD roles.

- Other initiatives include Head of Department induction and one-to-one development support; skills based training on particular initiatives such as the Accountability and Development Review process, selection interviewing, managing difficult conversations. Personal development has also been facilitated through 360° degree feedback utilising the Strathclyde Competencies and Behaviours framework.

4   Findings

The main Findings following interviews with key stakeholders can be summarised as follows:

- Those who had participated in such programmes as ECIU and Research Leaders most highly valued the opportunity for networking and working together in groups for a common purpose.
- Opportunities for development support which offered networking, collaboration and relationship building were considered to be more valuable than lengthy courses and workshops.
- Strathclyde participants in the ECIU programme indicated that there was a lack of clarity of expectations beyond the programme itself.
- Induction for new HOD/S roles was considered to be important; however it was the opportunity for getting to know others and sharing experience that was considered to be of most value.
- Information could readily be accessed through online portals and/or a virtual handbook or e-learning materials and more use should be made of e learning.
- Early preparation for leadership roles was seen as an important part of succession planning and talent management.
- Making use of technology through 'easy to find' information, forms and guidance was considered a better use of time than full day workshops.
- Attending some workshops was useful if they were short, practical and focused on 'what you need to know', with opportunity for sharing learning with colleagues across the University.
- Development activities should be regularly available, publicised and coordinated with the Accountability and Development review cycle.
- The current Leadership Competencies and Behaviours framework is a useful tool and should form part of the ADR process for those in Leadership roles.
- The Leadership Competencies and Behaviours framework should also be developed into a wider Leadership Development Framework with clearer definition of the competences required for the different levels of leadership and roles at Strathclyde.
- The types of activities that have been offered by OSDU since its establishment in 2010 were seen as helpful and worthy of continuation/ expansion e.g., handling difficult conversations, mediation and coaching skills.
- There should be a 'One Strathclyde' approach to leadership activities, where possible, which brings people together from across all university functions.
- Profession specific activities, such as those for Administrators or Research Leaders, should be very focused, practical and short in duration.
- Leadership needs to be recognised at all levels as a skill that requires continuous personal investment and organisational encouragement and support.
- Everyone in (or aspiring to) leadership roles should demonstrate their personal commitment to regular development and feedback activities.

5   Recommendations

5.1   Building Capacity
The Strathclyde leader should be recognisable as someone who is:

- Self-aware
- Provides Purpose and Direction to their team
- Thinks and Acts Strategically
- Leads and Manages Change Effectively
- Builds Capability and Credibility of their work unit
- Makes a Personal Impact
- Builds Relationships and Potential
- Engages and influences others

(See Appendix B for definition and competencies)

Building on the Strathclyde Leadership Competencies and Behaviours framework outlined in Appendix A, it is recommended that leadership development should focus on developing these competencies and to facilitate this, that further work is done to:

- Define the framework for different role types and how they can impact positively on driving change and delivering organisational improvement;
- Ensure the leadership competencies capture the collaborative culture and strategic direction of the University and that the Framework is subject to regular review to ensure that it remains aligned with the University's strategic objectives;

5.2   Levels of Development
Leadership Development interventions will be available for three general levels of Strathclyde Leader:

(See Appendix C for full list of development activities that will be provided to support leadership development.)

5.2.1 Level One: Emerging Leaders

An Emerging Leader at Strathclyde will normally be someone who is at Grade 8 or above, who is managing staff as part of their current remit, who is required to deliver at a strategic level within their area and who is responsible for ensuring operational delivery of the highest standards. On occasion, individuals who are not yet at this level but who are identified as having leadership potential will be able to access the Emerging Leaders portfolio of learning and development activities.

Development opportunities at this level will be appropriate to each individual, as identified through the Accountability and Development Review process, and will include:

- Facilitated workshops to develop leadership skills and experience by networking and developing communities of best practise.
- Action Learning Sets working on 'live' problem solving within Strathclyde and with other institutions/organisations. This will include international Action Learning Sets.
- A newly developed Leadership e-learning programme. This will provide a strong foundation in leadership theory, which will complement the practical learning gained within the Action Learning Sets.
- Coaching and mentoring will have strong focus at this level. Coaching (subject to funding) will be delivered by an internal cohort of trained and accredited coaches which will include Established and Executive Leaders who wish to coach others as part of their own personal and professional development.
- The Strathclyde Leader Framework will form part of the ADR process and will be used to identify areas for development and the 360° degree feedback tool will provide a benchmarking of skill level and a basis to measure progress.
- Internal and/or external work placements will be facilitated, as will visits/intelligence gathering tours to other HEIs, including international institutions, or to business where a clear objective and outcome from the activity has been identified and agreed.
- Leadership activities will be aligned closely to the strategic objectives and to facilitate succession planning for future leaders.

These activities will be further augmented by profession specific activities e.g., the knowledge exchange workshop series[1], the Researcher Development Framework CPD tool.

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[1] Consultant role; Communication with Orgs; Writing and Costing Proposals; Managing Consultancy Projects; Negotiating with clients; Running short in-company CPD courses

5.2.2   Level Two: Established Leaders

An Established Leader at Strathclyde will normally be someone who is a Head of Department/School, a Professional Services Director, a Vice-Dean or an experienced head of a unit with significant staffing numbers.

It is clear from consultations that the types of activities considered most beneficial for this group are focused on experiential learning activities. A support framework for newly appointed Heads of Department already exists and is shown as Appendix D. In addition, topic specific development will be provided e.g., managing difficult conversations, performance management, 'head hunting' skills. Where appropriate, this topic specific development will be provided via e learning and webinars so that learning can be focused on short activities which can be accessed at a time which is suited to the Established Leader.

On-line resources including the Leadership E-learning Programme (from April 2012) and Good Practice on line resources will be available to provide support as and when required.

Topical one off seminars will be organised by OSDU and will be practical, focused and of short duration.

Where appropriate, coaching and mentoring will be available and, in some cases, it is anticipated that Established Leaders may wish to be trained to coach or mentor others, including Emerging Leaders. This will include areas of specialism such as enterprise coaching. Training, accreditation and on-going CPD will be facilitated by OSDU.

Individual training needs for Established Leaders will be identified via the ADR process and OSDU staff will provide advice, support and, where appropriate, training interventions. In some cases, the development interventions available for Emerging Leaders will be appropriate for Established Leaders. The OSDU manager will be available to meet with all Heads of Department/School and Professional Services Directors on an annual basis, aligned to the ADR timeline, to discuss development needs and ensure that provision is appropriate and current.

5.2.3   Level Three: Executive Leaders

Leadership Development for Executive Team members will be approached at both the team and the individual level. It is recommended that an annual team event, focussing on how the Executive Team work together to ensure the continuing success of the University, will be facilitated by an external facilitator. This half day event will identify practical ways to enhance the operation of the team and will be preceded by individual discussions between ET members and the facilitator to establish the strengths and areas for development in how the group functions.

At an individual level, it is recommended that, following ADR discussions, each member of the Executive Team should have a one to one discussion with the OSDU Manager to discuss development needs and the options available to meet these identified needs, including opportunities for Senior Leaders provided by the Leadership Foundation. Completing 360° degree assessment and feedback, repeated at regular intervals, will be used to further identify strengths and areas for development.

6   Success Measures

- All leadership development activities are currently evaluated at the first level i.e., on completion of the activity. OSDU will use second level evaluation at 3 months following the activity to assess how the skills and knowledge gained following a learning intervention have been integrated into practice. **January 2012**

- Beyond level 2 evaluation (3 months) OSDU will develop a third tier evaluation tool to benchmark implementation of learning outcomes at 12 months. **June 2012**

- OSDU will review facilitated development and online self-directed materials regularly to ensure continued alignment with organisational priorities and goals. **Current and on-going**

- OSDU will monitor success of coaching and mentoring interventions by participant impact assessment and input from sponsoring manager/mentor. **As and when using impact assessment at 1 year post activity**

- Where the University provides financial support for development programmes/external courses/qualifications OSDU will work with the sponsoring manager in reviewing outcomes at 1 year to assess return on investment. **On-going**

- The Leadership Framework will be promoted across the University to facilitate and enhance common understanding of competencies and how they are integrated into ADR and other processes. **April 2012**

- Leaders should ensure that there are strong connections between leadership and individual and collective behaviours, which clearly contribute to the delivery of the University's objectives and values. **On-going and annually at ADR**

APPENDIX A

Strathclyde Leadership Competencies and Behaviours Framework

A	**Provides Purpose and Direction**
B	**Thinks and Acts Strategically**
C	**Leads and Manages Change Effectively**
D	**Builds Capability and Credibility of the Department**
E	**Makes a Personal Impact**
F	**Builds Relationships and Potential**
G	**Is Self-Aware**
H	**Engages**

A   Provides Purpose and Direction

A.1   Understands and supports the University's long term vision and goals and communicates this enthusiastically in a clear and compelling way.

A.2   Creates a complimentary vision of the future and communicates this effectively.

A.3   Develops plans with specific and realistic goals.

A.4   Is a strong positive source of motivation for others.

B   Thinks and Acts Strategically

B.1   Works in partnership with others to align work unit activities and strategy to Departmental, Faculty and University strategy

B.2   Sets realistic but stretching targets for work unit and ensures that staff are accountable for their delivery

B.3   Is aware of, and sensitive to wider external and internal issues, which require to be taken into account in developing strategies for work unit.

B.4   Maintains a focus on long-term goals whilst meeting day-to-day operational pressures.

B.5   Develops a well-researched understanding of the strengths and weaknesses of the Department/work unit and the opportunities and threats facing it.

B.6   Communicates the reasons behind strategic decisions and how strategic plans will be realised.

B.7   Identifies risks and opportunities, and implements appropriate strategies to address these.

C   Leads and Manages Change Effectively

C.1   Communicates the rationale and implications of change effectively.

C.2   Pro-active in driving change to support successful organisational transformation.

C.3   Informs and involves people in all relevant roles about reasons for and process of change.

C.4   Finds ways to overcome obstacles to change.

C.5   Able to remain resilient and positive in difficult situations.

C.6   Implements change initiatives effectively even when this is personally difficult.

C.7   Attempts to engender a climate of trust during change.

D   Builds Capability and Credibility of the Department

D.1   Makes effective use of financial and human resources and aligns use of resources with priorities.

D.2   Organises outputs of team/s to be timely, within budget and to high quality standards.

D.3   Monitors and reviews strategic and staff performance rigorously and regularly through use of appropriate tools e.g., ADR Process.

D.4   Effectively challenges performance and/or behaviour issues at an early stage and seeks/utilises appropriate University Policy/Practice and advice.

D.5   Delegates in order to provide challenge and development.

D.6   Seeks to continuously improve quality and performance.

D.7   Provides opportunities for facilitation, coaching and or mentoring support.

E   Makes a Personal Impact

E.1   Is visible and appropriately accessible.

E.2   Builds trust by acting with openness and integrity.

E.3   Is positive and resilient.

E.4   Works effectively under pressure.

E.5   Challenges and persuades, and is open to challenge and persuasion.

E.6   Is decisive, particularly in difficult situations, handles conversations effectively.

E.7   Takes measured risks.

E.8   Accepts responsibility for the consequences of own and collective decisions.

E.9   Focuses on putting things right rather than apportioning blame.

F   Builds Relationships and Potential

F.1   Works collaboratively both internally and externally and acts as an ambassador for the Unit/ Team/ Department/ University.

F.2   Communicates effectively at all levels within and outside the University.

F.3   Identifies talent internally and externally and undertakes succession planning through thoughtful use of development and recruitment.

F.4   Values differences, promotes diversity and confronts areas of real or potential conflict.

F.5   Seeks feedback on progress and performance of function/team.

F.6   Ensures that staff are supported in undertaking development, which aligns with goals/priorities as identified in ADR process.

F.7   Supports individuals to improve their knowledge, skills and abilities to make a significant contribution to their role and to the wider aims of the University.

G   Is Self-Aware

G.1   Understands own strengths and weaknesses.

G.2   Welcomes feedback from stakeholders, colleagues and customers/students and uses it to improve own performance and that of the department.

G.3   Is aware of personal impact on others.

G.4   Seeks out new or different ideas and opportunities to learn and models a positive personal style.

G.5   Willingly shares ideas and opportunities for improvements with others.

G.6   Acknowledges own errors/mistakes and uses them as an opportunity to learn.

H   Engages

H.1   Supports employee growth by demonstrating trust and involving staff in problem solving and decision-making.

H.2   Builds good rapport with wide range of people and groups.

H.3   Gives positive and constructive feedback appropriately.

H.4   Sets clear goals and gives explanations of what is expected and why.

H.5   Monitors workload regularly and takes appropriate action where necessary.

H.6   Understands explains and follows workflow processes and procedures.

H.7   Listens to staff and takes issues raised forward in an appropriate and constructive way.

H.8   Provides and supports opportunities for networking and relationship building.

APPENDIX B

Development Activities Supporting Leadership Development

Internal and external work placements

Participation in secondment schemes such as the Babcock scheme or to cover duties in another area or Department, should be encouraged to provide opportunities to gain new skills and develop new networks.

For some staff opportunities to visit other external organisations (internationally) should be considered to allow good practice and network forming.

Job rotation

Managers should ensure that within teams there is regular job rotation to prevent the loss of key skills/knowledge when someone leaves or changes roles. This also provides staff with a chance to learn new skills and knowledge.

Action learning sets

This involves discussion of 'live' problems and developing supportive links with a broad range of colleagues. The OSDU will set up facilitated action learning sets for both emergent and established leaders and will work with Information Services in using technology to develop virtual international learning sets.

360° Feedback

Built on the Strathclyde Leader Competence framework, this provides a powerful tool for benchmarking current competence against a set of standards. Its use will be extended to assist established leaders to identify and address personal development needs.

Coaching

Initially, a bank of coaches will be recruited and trained from Alumni of the research leaders' programme. The coaching focus initially will be on enterprise and research. Additionally OSDU will offer generic coaching skills training to all staff with formal or informal leadership roles, with a view to embedding coaching skills within all leader roles. Where appropriate, Coaches will be sourced from other organisations, including from business and from other HEIs. Similarly, Strathclyde Coaches may provide some coaching input to other HEI's.

Mentoring

OSDU have developed a mentoring scheme, which will be initially focused on early career researchers. Following evaluation and feedback, the mentoring scheme will be rolled out more widely to provide support and expertise for continued professional growth and expand mentees professional networks and support transformational thinking and experimentation. Mentoring training and matching will be provided by OSDU.

Leadership E-learning Programme

By April 2012 OSDU will launch a comprehensive leadership in higher education e-learning programme, developed in conjunction with Epigeum (Imperial College spin-out company). This self- directed programme will cover six key modules: Leadership Approaches, Personal Development, Enabling a Cohesive Culture, Strategic Planning, Managing People and Managing Resources and will be accredited by the Institute of Learning and Management.

Personality Profiling[2]

Myers Briggs Type Indicator (MBTI) and Oxford Psychology Press 16 Personality Factor Assessment will be available for development support, teambuilding and leadership recruitment. Personality profiling will support those who want to gain an enhanced understanding of personal and leadership styles and how personality can influence work relationships.

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[2]Measures a set of 16 traits that describe and predict behaviour in a variety of contexts. Provides comprehensive information about an individual's who personality, revealing potential capacity to sustain performance in a larger role and help identify development needs.

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Networking
The Heads of Department/School lunchtime sessions are an informal opportunity for sharing of experience and discussion of current issues. This informal networking model will be extended to provide informal networking opportunities for other levels of university staff e.g., the Senior Professional Services Team

One off topical events
These will be organised by OSDU to bring a cross section of the University together to discuss issues and ideas and create communities of enquiry that challenge established practice.

Facilitated Development Activities
To augment the e-learning materials OSDU will provide a range of skill-based activities that support knowledge and align with the competence framework and organisational goals. These practical and solution focused workshops will also be an opportunity for sharing experience and networking with colleagues. We will have a regular frequency and will publish dates sufficiently well in advance for the Accountability and Development Review cycle and other calendar commitments.

OSDU staff will also provide facilitation for leaders in teambuilding, problem solving and ideas generation. We will also build facilitation capacity of leaders.

Accreditation
We will provide opportunity to gain ILM qualifications in Leadership. Institute of Leadership and Management qualifications are widely recognised and respected across many sectors. We are also currently exploring with the Business faculty the possibility of gaining credit for leadership development activities towards the Strathclyde MBA. We will also provide ILM qualifications in leadership to the PG community as part of our work on the Research Development Framework.

Engagement
The OSDU manager will engage with HOD/S, Directors, and Senior Officer on an annual basis to identify gaps and assess future development needs. Facilitation will also be available from OSDU for one off teambuilding/meetings.

APPENDIX C

Head of Department Support Map

Route	Requirements	Responsibility
Apply for HOD Post	• Clear Information on the role requirements, expectations and key accountabilities/deliverables • Interview against clearly defined person specification • Linkage to Leadership Competency framework • Confirmation of package of support • Expectation of engagement in identifying needs and participation in development support	HR/Dean HR/Dean/Senior Officers HR HR/OSDU/Dean HoD Applicant
On Confirmation of appointment	• Indentify skills/knowledge gap through competency framework • Agree development action plan • Arrange handover/ shadowing • Identification of mentor/coach • Participation in development intervention • Discuss what additional staffing will be acquired to support new HoD	OSDU OSDU Dean/HoD HOD/OSDU HoD HR/Dean
On Appointment	• Induction to new role • Information on development support • Regular meeting with Dean	Dean/Faculty/Department/Professional Services OSDU Dean/HoD
After 1 Year	• 1 year review of appointment • Feedback from Dean • SARD • 360 Feedback • Continuing development support	HOD/Dean/Principal/Director HR Dean HOD/Dean OSDU/HoD OSDU/HoD
Year 2	• Continuing Development Support • SARD	HOD/OSDU Dean
Year 3	• Check on Future career intentions • SARD	Dean
+1, +2, +3 years	• SARD • Prepare for re-entry to department or Senior Management role	Dean HoD/Dean/OSDU
Re-entry to Department/ Senior Management	• Embark on sabbatical with defined outcomes • Return with specific/strategic role in department • Embark on Senior Development Programme • Ongoing support for new HoD	HoD/Dean New HoD/ Dean HoD/OSDU HoD