

Accountability Development and Review

Activities Supporting Personal and Professional Learning and Development

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Author(s) Human Resources – Jan Lee

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1 Introduction

Planned learning and development is a key feature of the Accountability, Development and Review Process to:

- Enable maximisation of personal and professional potential
- Contribute to both work and personal development
- Support and encourage confidence and capability in a changing environment
- Prepare staff for changes in roles and responsibility
- Enhance individual and organisational performance
- Ensure alignment with Strategic Plan and Outcome Agreement

The choice and combination of methods will be influenced by the work objectives identified as part of the Accountability, Development and Review process and will depend on:

- Time available for learning and working patterns
- Role requirements as defined in the job description
- Individual's personal learning style
- Developing and enhancing the leadership behaviours as identified in the [Leadership Competency Framework](#) (where appropriate for current/planned role)
- In roles where there is no currently defined competence framework, general competencies such as: Achieving results; Managing self and others; Delivering excellent service; Finding innovative solutions; Embracing change; Using resources effectively; Providing direction and support to others; Working with people and enhancing relationships should be considered.
- Organisational and team learning priorities, based on established plans, priorities and needs.

Outlined below is a range of development opportunities provided by the Organisational & Staff Development Unit (OSDU). For further information please email osdu@strath.ac.uk

2 Activities

Not all methods of development will be appropriate for everyone and careful consideration should be given to this, taking into account the points above. Priority should be given to skills, knowledge and abilities that enhance performance within an individual's current role to support organisational goals and/or within new duties which have been agreed with a line manager as being appropriate for the role.

2.1 Open Programmes

There are a broad range of skill-based activities that support knowledge and align with organisational goals. These practical and solution focused workshops are also an opportunity for sharing experience and networking with colleagues from all over the University. These are organised around the areas of: management and leadership, career and personal development, communication and personal impact.

Information about these events covering a broad range of development is available on the [Development and Training Gateway](#)

2.2 Leadership Development

OSDU provides a range of leadership development to support managers at all stages of their leadership career. The provision ranges from the High Potential Programme aimed at senior leaders, to the Leadership License for middle and first line leaders to the Leading Research Programme for Research Leaders. In addition, there are short open courses available on specific leadership and management topics.

The Leadership License is the University's leadership development programme, run in co-horts over 6 months. Currently there are 2 levels, one for Team Leaders and one for First Line Leaders. Both programmes have been designed to equip leaders with the confidence and skills to effectively lead and manage covering key leadership areas. The Leadership License has been designed to support the standards as described in both the Strathclyde Job Level Descriptors and the Strathclyde Leadership Competencies and Behaviours Framework. It is underpinned by the Institute of Leadership and Management (ILM) Awards and certification is optional at both levels, providing the relevant costs are met.

For new or aspiring Principal Investigator, the Leading Research Programme has been designed to enhance the skills and understanding to deliver successful research grants. The programme runs over 4 months, attendance is through faculty nomination.

2.3 Bespoke Events

Within OSDU we can access a number of tools and resources to design bespoke one off events. Working with you we can develop a solution, examples include skills session, facilitating a team away day or designing and delivering a team build to running an action learning set to mention a few, which will meet your needs and support effective working within your area.

2.4 360° Feedback

Built on the Strathclyde Leader Competence framework, this provides a very powerful tool for benchmarking your current competence against a set of standards. It should be used to assist established leaders to identify and address personal development needs. It is appropriate for those in leadership roles.

2.5 Coaching

Coaching is an interactive process designed to help individuals to accelerate both professionally and personally, or to work on an identified issue. It is a goal-orientated form of personally tailored learning. Coaching usually takes place over a period of months on a one to one basis. Coaches are not subject matter experts in a particular field (unlike mentors, as outlined below) – they are skilled practitioners in individual coaching. All coaching will be delivered by trained coaches who work to a code of ethics of a professional coaching association.

2.6 Mentoring

Mentoring is a process where a person with experience and knowledge helps someone less experienced to develop and is a good tool for continued professional growth. It can also enable individuals to expand their professional networks, offer new perspectives and practical support .

Mentoring@strathclyde is the University's mentoring scheme, currently there are 2 streams, one for academic and research staff and one for support staff. The scheme is available all year round; however there is generally an annual cycle launched in September where those interested in being mentored and those wishing to act as a mentor can register their interest. Training and support is available as part of the scheme. If staff are unsure which stream is right for them, please get in touch with OSDU.

2.7 Epigeum Leadership E-learning Programme

This self-directed web based programme covers six key modules: Leadership Approaches, Personal Development, Enabling a Cohesive Culture, Strategic Planning, Managing People and Managing Resources and is accredited by the Institute of Leadership and Management. It is accessible to all University Staff through Pegasus/VLE/myPlace.

2.8 Raising Self Awareness

Myers Briggs Type Indicator ([MBTI](#)) is a type based tool for development support, personal development and teambuilding. It is a useful tool for those who want to gain an enhanced insight and understanding of personal and leadership styles and how personality preference can influence work relationships.

The [16PF personality questionnaire](#) measures a set of 16 traits that describe and predict a person's behaviour in a variety of contexts. Interpreted by a qualified practitioner, it aims to provide comprehensive information about an individual's whole personality, revealing potential, confirming capacity to sustain performance in a larger role and helping identify development needs.

Emotional Intelligence Model for Business is an online self-assessment tool to help individuals and teams be effective, understand and manage emotions and behaviours in the workplace.

2.9 Secondments

The University will support secondments, both internally and externally, where these are strategically aligned and of mutual benefit to both the individual and the organisation. For example, formal secondments to Babcock Marine are available on (normally) a full-time basis for a period of three or six months. If you and your line manager agree that a secondment may be beneficial, please arrange to discuss this with the HR Manager for your area in the first instance. Secondments which will develop international links will be particularly welcomed.

2.10 Staff Development Internationalisation Scheme

A financial bursary of up to £3000 may be available for external development activities to research and gather information on good practice and new initiatives that contribute positively to the strategic goals of the University. This funding support is primarily for staff in professional services roles, to research best practise at other leading international Universities and where strategically aligned international links will be an outcome.

2.11 Networking

Attending network sessions is a good opportunity for sharing of experience and discussion of current issues. Networking opportunities are organised centrally and by faculties and Professional Services Directorates and are usually advertised in communications. Opportunities for external networking will also be advertised or may be linked to a professional body.

2.12 One off events

These are 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. Events will be advertised as they are planned.

3 Strathclyde's Programme for Academic practice, Researcher development, and Knowledge exchange (SPARK)

The SPARK programme is designed to provide staff from across each of the University's job families with flexible, individualised, and progressive routes for personal and professional development. There are two pathways, SPARK accredited (formerly Advanced Academic Studies (AAS)) and SPARK CPD.

3.1 SPARK Accredited

Beneath the SPARK umbrella four, innovative course pathways offer classes leading to postgraduate certificate, diploma, and masters level awards which are aligned to each of the following job families:

[Learning and Teaching in Higher Education](#)

[Researcher Development](#)

[Knowledge Exchange](#)

[Academic Practice](#)

Each of the course pathways offers flexibility that allows staff to take classes from other paths (e.g. a research fellow might be interested in taking classes from the KE or LT pathways, or, similarly, a teaching fellow might take classes from the RD or KE pathways). Staff may also choose to complete more than one degree to broaden their experience. As every staff member's career is unique, we endeavour to provide individualised support to allow everyone to achieve their own career aims. To access this advice please attend one of our induction events or contact one of the Academic Development Leads.

Academic Professional staff are required to obtain at least 30 credits from the SPARK programme.

Whilst SPARK is primarily targeted at new and early career staff, it is also designed with Continuing Professional Development (CPD) in mind, seeking to address the needs of more established and experienced staff members with significant roles in teaching and learning, research, knowledge exchange, or who are planning to undertake management and leadership roles. Experienced staff are encouraged to build on previous professional development, acquiring additional credits towards higher degrees, or they may undertake non-graduating study as part of their planned CPD.

3.2 SPARK Continuing Professional Development (CPD)

The CPD provision of SPARK offers a suite of development activities to support academic professional staff across each of the career pathways. The programmes are structured to facilitate development in four strategic themes

SPIRAL

[SPIRAL](#) is Strathclyde's Programme in Research and Leadership. The programme is designed to support development in key research leadership areas. [SPIRAL](#) [consists](#) of a suite of development activities including grant writing, publishing, profile and reputation and leadership and project management. This will be delivered through challenge events, masterclass series and short CPD sessions. There are also a number of tailored tools available to support individual and team development.

STEP

Strathclyde Teaching Excellence Programme (STEP) is designed to support development in teaching leadership areas. In addition to a regular programme of workshops and targeted CPD there will be supported masterclasses and challenge events and it is anticipated that communities of practice will emerge from these. Areas covered will include using technology to support learning and teaching and innovative pedagogical approaches. This programme will launch in September 2015.

SPEKE

Strathclyde Programme in Excellence in Knowledge Exchange (SPEKE) is designed to support development in knowledge exchange leadership areas. A development programme of workshops and masterclasses will cover areas including innovation, creativity, relationship management and project management. This programme will launch in September 2015.