

Strategic Staff Development Project

A CPD Capability Framework for Staff Developers in HE

Background Information

Over recent months staff developers and senior managers in HEIs have been invited to contribute to research aimed at defining the essential requirements and future job expectations for roles in this field. The outcomes from this research are being used to develop a capability framework, with career progression routes, for the staff development community.

This document contains the emerging Capability Framework, focusing specifically on the role of Strategic Leader for those in Organisational and/or Staff Development.

Accompanying this framework there is an 'Operating Strategically Toolkit' and for Practitioners there is a comparable framework and 'Staff Developers Handbook'.

Developed by:**Sue Petrie**

Head of Organisation and People Development, University of Derby

Richard Dales

Research Fellow, Centre for the Study of Higher Education, Coventry University

A CPD Capability Framework for Staff Developers in HE

Across all strands of this project there have been many discussions as to what a Staff Developer needs to have in their knapsack by way of skills and knowledge and how these needs can be supported and developed as an individual's career progresses.

There are already a number of generic management frameworks that exist and can be utilised or tailored to assist in determining the broad capabilities required of all managers. e.g LFHE Senior Leadership capability , NHS Leadership framework (<http://www.nhsleadershipqualities.nhs.uk>). Therefore, it was felt inappropriate and unnecessary to re-invent the wheel by creating another general model. Indeed some HEIs have already taken this concept further and embarked on articulating values and behaviours specific to their institution (e.g. University of Derby).

What was felt would be more useful was to develop a tool that helped define specifically the role requirements associated with Developers - those people who support the development of others; To develop a framework that would cater for Developers as strategic leaders, practitioners and 'associates' and so allow institutions, and the sector as a whole, to look at continuous development and succession planning in this arena.

By asking university leaders i.e. HR Directors, VCs, etc, what they require from such roles it is possible to also future proof this work, by incorporating the attributes that universities perceive they will need going forward. This begins to address the recognition that there is a shift from staff development (putting on courses) to organisational development (helping to achieve strategic goals by increasing the performance of employees).

“One of the key changes has been a move away from a model that sees development as a voluntary and largely private activity serving the needs of the individual, to one that sees it as mandatory, monitored and serving the needs of the institution.”¹

Therefore the focus for this activity has been to develop a capability framework that:

- Acknowledges the specialist aspects of a profession in staff development
- Identifies continuous development and progression routes
- Articulates the specific strategic leadership requirements in this field of work.
- Can be utilised alongside existing broader capability/competence frameworks.

The aim is to develop a focused framework that allows individuals to explore their current capabilities and identify/prioritise appropriate continuous professional development.

¹ HESDA Induction guidance for incoming heads of staff/educational development

Dimensions

Level

Considering career progression and continuous professional development: each development job role will contain specific responsibilities and accountabilities that require a level of engagement with their institution's development agenda.

- Strategic Leader - Influence, alignment and leadership.
- Practitioner- Facilitation and problem solving.
- Supporting Associate/Specialist role (e.g. Local Advisor/out-reach role) - Awareness and champion.

Range - Sphere of influence

Each role will require a **breadth** of appreciation to be able to **influence** and **challenge** the relevant stakeholders.

- Global.
- Institution.
- Self.

Mode

Each role will require know-how; a **depth of knowledge, skills** and **experience** that an individual can call upon and apply to provide appropriate 'solutions' – One size will not fit all.

- Knowledge: Know-how.
- Judgement and decision-making.
- Implementation and action.

These dimensions make the assumption that *Staff Development* is concerned, either directly or indirectly, with the wider issue of *Organisational Development*, about improving an organisation's performance through its people and therefore is about continuously raising the bar; doing things better and being better therefore means instigating change.

Recognising the integrated nature of developing staff, the approach taken has been to incorporate academic and support staff development needs together – so looking to develop well-rounded professionals who can support 'all staff' development. Although institutions will have different internal structures for staff development it was felt imperative that leaders in this field should understand the whole picture – a knowledge of the drivers outside one's own institution combined with a close knowledge of the institution's own sense of direction.

1. Strategic Leadership of Staff Development

CPD for staff/educational developers Strategic Leader Category



A. Knowledge: Know How

Global astuteness - *understanding of, and ability to interpret and bring into play, external drivers and constraints that impact on staff and organisational development.*

- A1. Direction of sector - and relationships with other sectors.
- A2. External bodies - Funding councils, Quality audit bodies, NHS, etc.
- A3. Funding streams - TOEF, HEFCE, HEIF, Roberts, Enterprise Learning, etc.

Across own institution - *appreciation of institution's priorities and ability to **influence** the key parties, in order to challenge, communicate and progress staff and organisational development priorities.*

- A4. Institution direction - strategies, priorities and arrangements
- A5. Developmental issues and needs
- A6. Internal networks/key stakeholders
- A7. Markets and local communities
- A8. How to present the case for development to senior managers in own HEI
- A9. How to raise institution's awareness of developmental issues
- A10. How to gain high level consensus to agree development priorities
- A11. How to ensure rational approach is adopted
- A12. How to identify and engage stakeholders from across the institution (matrix management)
Aligning strategies and goals e.g. Learning, Teaching and Research

Self - *ability to create vision and direction for organisational development and achieve engagement with this from senior stakeholders.*

- A13. Ability to envisage strategic direction for development for self, team and institution.
- A14. Developing own support mechanisms/networks e.g. mentor, action learning group, critical friends

B. Judgement & Decision-making

Global astuteness - *to keep abreast of external developments and be able to put into perspective of institution's strategies and goals*

- B1. Pro-active in consultation
- B2. Participation with external projects
- B3. Responding flexibly to external drivers
- B4. Utilisation of funding and generating income

Across own institution - *ability to absorb range of information and translate into relevant approach within own institution*

- B5. Ability to shape direction of development - and align with institutional strategies/local needs and develop high level development priorities
- B6. Design, lead and communicate high level implementation plans
- B7. Building capacity and capability of staff - putting in place mechanisms to identify, develop and harness people talent:
 - o Develop and implement appropriate mechanisms for succession management for the institution
 - o Develop and implement appropriate development unit infra structures
- B8. Gaining high level consensus to agree development priorities
- B9. Ability to present the case for development to senior managers in own HEI
- B10. Raise profile of services available to improve organisational performance

Self - *ability to critically analyse options available, make recommendations and communicate approach in a compelling way.*

- B11. Prioritisation and delegation - Knowing what to praise, what to develop and what to delegate.
- B12. High level communication skills:
 - o Presenting a case - verbal skills, appropriate use of tools i.e Power Point, producing reports appropriate to audience
 - o 'Selling' and influencing skills - persuasion and building ownership and engagement
- B13. Valuing diversity- ability to relate to all sorts of people at different levels - tailor message to the audience

C. Implementation & Actions

Global astuteness – *to keep abreast of developments external to institution and HE in order to implement enterprising solutions that match own institution needs.*

- C1. Application of appropriate developments from HE and other sectors
- C2. Ability to support knowledge transfer

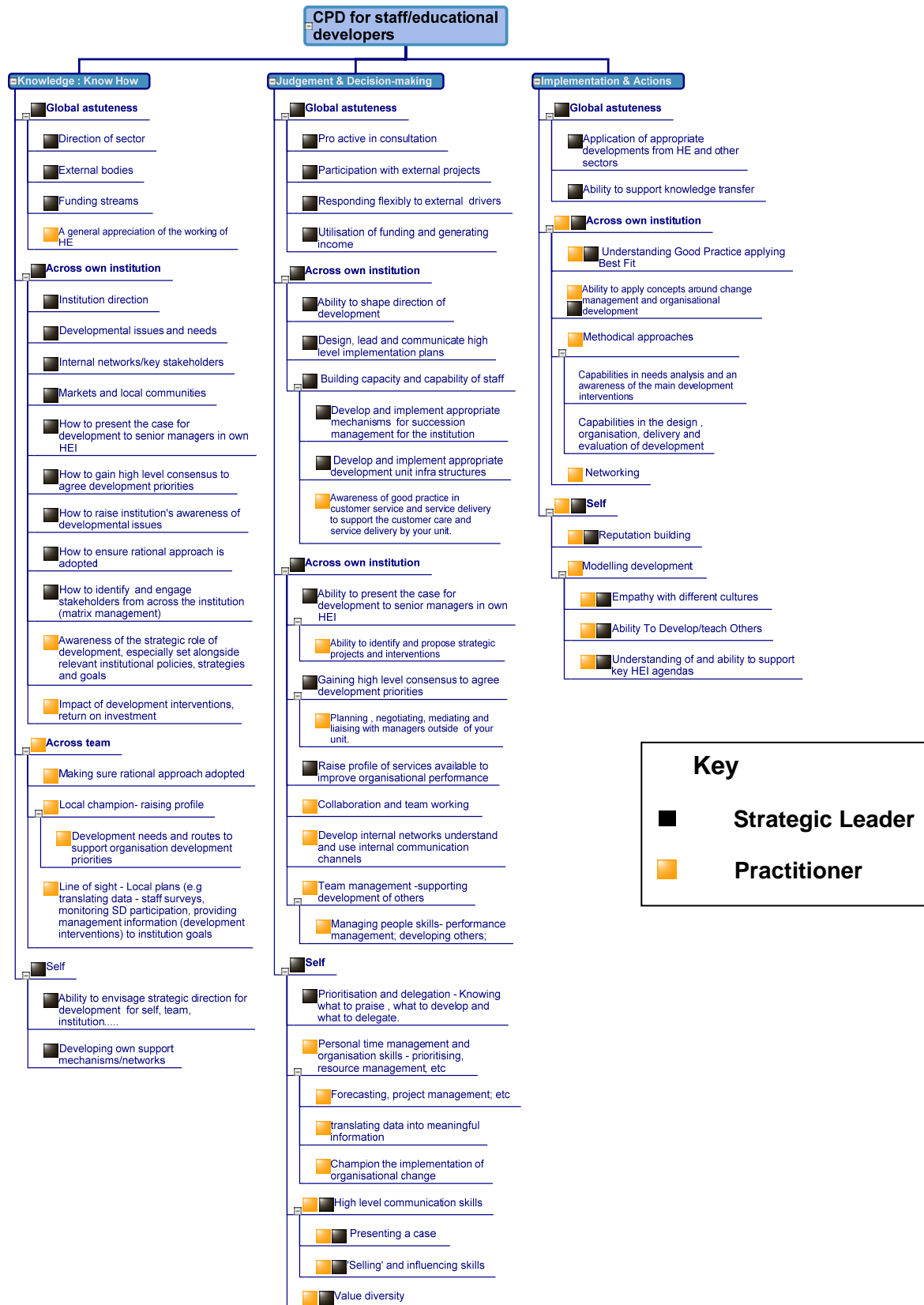
Across own institution

- C3. Understanding Good Practice applying Best Fit - benchmarking and external facing
- C4. Apply concepts around change management and organisational development

Self

- C5. Reputation building
- C6. Modelling Development:
 - o Empathy with different cultures i.e. engineers to artists, academic to support as well as personal cultural background geographic home, religion, beliefs, etc.
 - o Ability to develop/teach others - credibility, appreciation of the skills of learning and teaching, appreciation and meeting needs of different learning styles, etc
 - o Understanding of and ability to support research agenda

Appendix 1 – Concept of CPD Framework and progression for Staff Developers



NB – Leaders of strategic staff development will need to be able to demonstrate competence in and apply the 'lower order' aspects contained in this model.

Appendix 2 – Concept of CPD Framework for Staff Developers, by role (work in progress)

CPD for staff/educational developers

