



staff development
forum

Strategic Staff Development Project
Theme Two: Defining and supporting the strategic leadership role

**Survey Report on Staff and
Educational Development Leaders
including
Views on Strategic Leadership**

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Summary

In order to 'define and support the strategic leadership role' it was necessary to assess the nature of the target leadership group. The approach adopted was an initial survey using a questionnaire of 45 questions that investigated aspects of the leaders themselves, their staff development (SD) units, and their own development. The questionnaire was sent, via e-mail, to SD unit leaders at 83 institutions in the UK and Ireland. These were a representative range of institutional type and geographical location. Subsequently, SD leaders and their immediate line managers were approached for telephone interviews to assess their views on the nature of strategic SD and to provide examples of strategic leadership.

The initial survey generated 37 responses from 32 institutions across Great Britain. Representatives from Russell, 1994, SCOP, CMU, NAG, and 'unaffiliated' institutional groupings were obtained, providing an adequate sample for analysis from the range of institutional types.

SD leaders in the sample were an equal mix of males and females, aged mainly between 40 and 60. They had reached their leadership positions by varying routes, often (almost half the sample) from an academic background, although most (three-quarters of the sample) had been employed outside HE at some point. Approximately a quarter of the sample's SD leadership appointments within the last ten years have been made directly to people from outside HE having no previous experience of working within the sector.

Nearly two-thirds of all the SD units surveyed were located within human resources (HR)/ personnel departments and, in most cases, have reporting lines through the head of that department. SD units are typically small, with three-quarters of the sample having fewer than 7.5 professional trainer FTEs and with an overall ratio of one support staff for every two professional trainers. In many cases the leadership grade is two grades higher than the practitioner grades within the unit. The gross budgets for SD units tend to be within the £100,000 - £400,000 range with nearly three-quarters of all units gaining at least half of this funding from non-core sources. There were no clear relationships between SD unit size, SD unit budget and institutional staff size, with the exception of large Russell group institutions that tended to have larger, better resourced SD units. Further analyses of the data recovered and implications for SD in HE are reviewed.

The issues, concerns and needs of SD unit leaders and the key leadership attributes they feel they have, or still need, were recorded and discussed. The SD leaders have also indicated the factors that have helped and could help further self development. These include leadership programmes, networking, action learning, 360° feedback, coaching and mentoring.

The views on strategic SD and examples of strategic leadership were recorded from 16 SD leaders and these were corroborated by line managers. The issues raised mainly concern alignment with perceived institutional needs, understanding and managing change, along with the need to secure adequate funding to support these processes and their units. Selected strategic leadership examples have been highlighted and overall perspectives on strategic SD are discussed.

Introduction

The Strategic Staff Development project was established by the Staff Development Forum partly to address the claim that staff and educational development activities in UK Higher and Further Education (HE and FE) institutions were not sufficiently strategic. Theme 2 of this project is concerned with: 'Defining and supporting the strategic leadership role.' In order to assess the nature of the target staff development leadership group for the project, a survey questionnaire was developed (Appendix 1). This has 45 questions sequestered within three sections: 'About You' (q.1 – q.16); 'About Your Unit' (q.17 – q.38); and 'About Your Own Development' (q.39 – q.45). Using a contact list provided by the Leadership Foundation for Higher Education (LFHE) the questionnaire was e-mailed to individual staff development (SD) contacts in 83 UK and Irish HE and FE institutions. This represented approximately half of all such institutions. The introductory letter accompanying the questionnaire requested that the information be copied to any and all other heads of units within their institution that provided a SD function.

The institutions approached were not a random sample but were considered to be a representative range. The initial limitation was that there were not SD contact names available for all institutions. Those with named contacts were subdivided by their affiliation into six groupings. These were Russell*, 1994*, SCOP (Standing Conference of Principals), CMU (Coalition of Modern Universities), NAG (Non-Aligned Group), and Unaffiliated. It was then determined that 50% of the institutions in each of these groups would be targeted. All Irish, Scottish and Welsh representatives would be approached and the remainder of the 50% would be made up of English institutions. Overall, 52 English, 7 Irish, 15 Scottish, and 9 Welsh institutions were approached.

Data obtained from the survey were analysed and the results are presented here. This provides a view of how SD is arranged in a representative sample of UK institutions as well as some individual insights into aspects of SD leadership and its development. To gain a better understanding of what constituted strategic SD leadership the respondents from the survey were re-approached to see whether they would be willing to undertake a telephone interview on the nature of strategic SD and to provide examples of situations where they felt they had demonstrated strategic leadership. Agreement was also sought to approach their line manager(s) to determine that they held similar views on strategic SD and to inquire whether the senior management of the institution were cognisant of their SD unit's strategic capability. The results of those interviews are also presented here and, along with the survey responses in this theme, provide useful insights into the current status of SD leadership activities, aspirations, limitations, and interactions within UK institutions.

* Two institutions are members of both the Russell and 1994 groups.

Results and Discussion

Completed questionnaires were received from 32 institutions of the 83 institutions approached in the SD unit(s) leader survey (a 39% response). Five institutions submitted responses from two different SD leaders, giving a total of 37 responses. Of these, 29 were from the 52 English institutions (a 50% institutional return), five were from the 15 Scottish institutions (27% return), three were from the nine Welsh institutions (22% return), and none were received from the seven Irish institutions (0% return). The response from the Scottish, Welsh, and especially the Irish institutions was disappointing and possibly indicates a sense of separation or alienation from the HE and FE SD organisations and activities in England. Obviously, the survey would not provide insight into SD leadership at Irish institutions but it was felt that the response levels were sufficient to provide a good understanding and definition of the situation in UK institutions at the time of the survey (mid to late 2005). With regard to the institutional groupings, the best response was from the 1994 universities with 100% return from 10 institutions. The Russell group universities provided a 50% return of six institutions, SCOP institutions 33% (four responses), CMU 29% (eight responses), NAG 44% (eight responses), and unaffiliated 12% (three responses). The quantity and quality of questions posed in the questionnaire has allowed the acquisition of a large amount of data.

1. Survey section 1: About You

1.1 Gender

The gender ratio for the staff development leaders covered by the survey is:

19 male : 18 female

This is indistinguishable from a 50:50 ratio and implies that there is no gender bias in the sample and also possibly in the appointment of SD leaders. This lack of bias is not so clear cut, however, when the data are subdivided by institutional affiliation (see Fig. 1). SD leaders in 1994 institutions are predominately male (9♂♂ : 1♀) but this is only slightly significant, given the small sample size. The three unaffiliated institutions all have female leaders and the four SCOP institutions have a 1♂ : 3♀♀ ratio but, given the numbers involved, these are not significant. The remaining affiliations (CMU, NAG and Russell) all have 50:50 sex ratios for SD leaders.

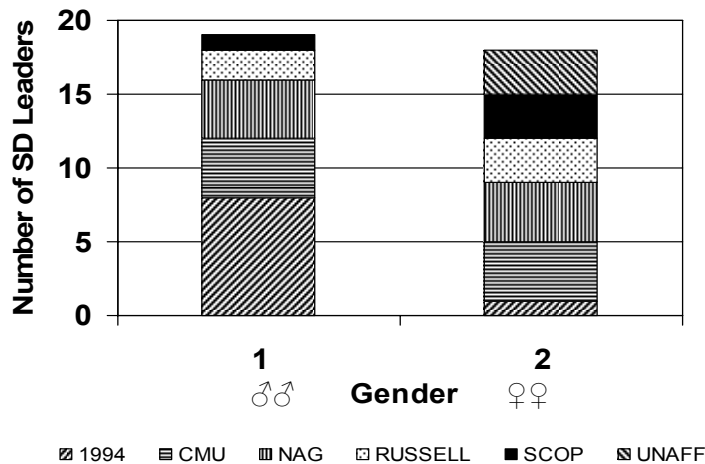


Figure 1: Gender ratio for SD leaders subdivided by institutional affiliation

1.2 Age

The age distribution of SD leaders is shown in Fig. 2. The majority (86%) of unit heads are aged between 40 and 60, with 47% in their 50s and 39% in their 40s. This is to be expected given the seniority of the position. Only four leaders (11%) are in their 30s, with one representative in each of the 1994, CMU, Russell and SCOP affiliations. There were no SD leaders younger than 30 and only one SD head (3%) older than 60.

It is interesting to compare the age range with gender (see Fig. 3.) It can be seen that the older age groups (50 - >60 years) are male dominated (13♂♂ : 5♀♀), while the younger groups (30 – 49) are female dominated (6♂♂ : 12♀♀), and particularly so in non-1994 group institutions (1♂ : 11♀♀). This may have an implication for the sex ratio among SD leaders in the future in that the group may become female dominated but this would be dependent on how retiring SD heads are replaced within institutions.

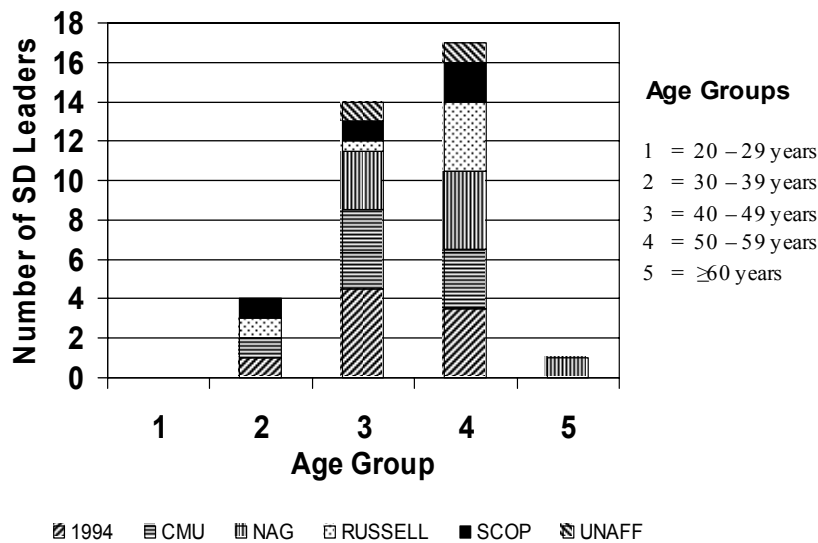


Figure 2: Age distribution of SD leaders subdivided by institutional affiliation

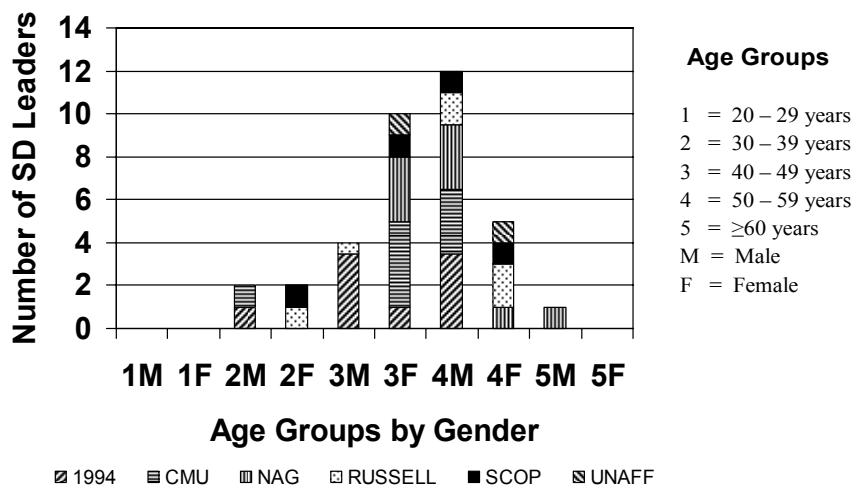


Figure 3: Age range of SD leaders v gender subdivided by institutional affiliation

1.3 Ethnicity

The SD leaders that completed the survey are predominately British, with 31 (84%) being 'white-British'. Of the remainder, 3 (8%) are 'white-Scottish', 1 (3%) is 'white-Welsh', 1 (3%) is 'Asian or Asian-British', and 1 (3%) is 'other white Background'.

1.4 Disability

The majority (33 or 89%) of SD heads have no known disability, while four leaders (11%) have some form of disability. Of these, one is 'deaf/hearing impairment', one is a physical disability and two are 'unseen' disabilities.

1.5 Background

1.5.i Qualifications

All leaders that supplied a response are graduates (100%) with 76% having a Masters qualification and 33% a doctorate, although one of these was an honorary award. Additionally, 38% have a postgraduate certificate and 24% a diploma. One person has an HNC and another listed qualifications in psychometric testing.

1.5.ii Affiliations

The majority of affiliations are with either the Higher Education Academy (HEA), 52% being Registered Practitioners, and/or the Chartered Institute of Personnel and Development (CIPD), again with 52%. Of the CIPD affiliations, two (10%) are Fellows, eight (38%) are Members, and one person (5%) is a Licentiate. Other affiliations listed include:

Association of University Administrators	14%
Institute of Administrative Management	5%
Institute of Leadership and Management	5%
Staff and Educational Development Association	5%
Chartered Institute of Management	5%
Royal Society of Arts - Fellow	5%
Royal Society of Chemistry	5%
Institute of Biology	5%
Society of Petroleum Engineers	5%
Accredited Mentor with Scottish Leadership Foundation	5%

1.5.iii Experience

The routes that people have taken to obtain their current SD leadership roles would all seem to be unique, with no single career pathway identifiable. This may well reflect the fact that SD within HE is a relatively new field with most SD units being established within the last two decades. The most common starting point seems to be as academic lecturers or researchers, indicated by 17 (46%) of respondents but no particular discipline is favoured. At the other extreme there are 10 SD leaders (27%) that have had no previous HE employment prior to taking up their current role.

Most leaders (28, 76%) have had professional roles outside of HE. These are quite wide ranging, with experiences varying from being a trainee financial consultant through to being head of organisation development. The most commonly encountered theme was having some form of training and/or management development experience, indicated by 17 (46%) of respondents. People had gained additional experience from FE, the retail sector, the hotel industry, the motor trade, the chemical industry, petroleum engineering, public health engineering, the NHS, local

government, the civil service, social work, being a geological consultant, being a chartered librarian, being the director of a publishing company, and being a managing director of their own company.

The time that leaders have spent in SD within HE is also very variable (Fig. 4). At the time the survey was conducted, two leaders (5%) had less than one year’s experience in SD in HE. A further 10 leaders (27%) had less than five years experience, with seven of those having been in their current post for a similar period (1 – 4 years). A corresponding observation can be made among the 14 leaders (38%) that have been in SD in HE for between 5 – 9 years, where six of those have been in their current leadership role for the same period (between 5 - 9 years). The implication is that 15 leaders out of a total of 26 that have less than 10 years experience in SD in HE have either assumed their leadership role directly on entering SD in HE, or were promoted to their leadership role within a relatively short time of first appointment. By cross-referencing, with answers to q.9 on their career (Appendix 1) it can be determined that nine of these 15 leaders were recruited to their leadership role in SD from outside HE. So just under a quarter (24%) of the sample appear to have come directly into a SD leadership role from outside the sector. At the other extreme, one person has been in their current ‘Learning and Teaching’ leadership role for between 15 – 19 years that has only recently been expanded into SD in HE within the last four years.

Eleven leaders (30%) have more than 10 years experience in SD in HE, with seven of those having more than 15 years experience and three having in excess of 20 years experience. It can be seen from Fig. 4 that five of the seven leaders with more than 15 years experience are employed by Russell group and/or 1994 group institutions. Where the leaders’ grades have been presented and are comparable on the ALC scale, there are six at ALC 6, 11 at ALC 5, one at ALC 4, and four at ALC 3.

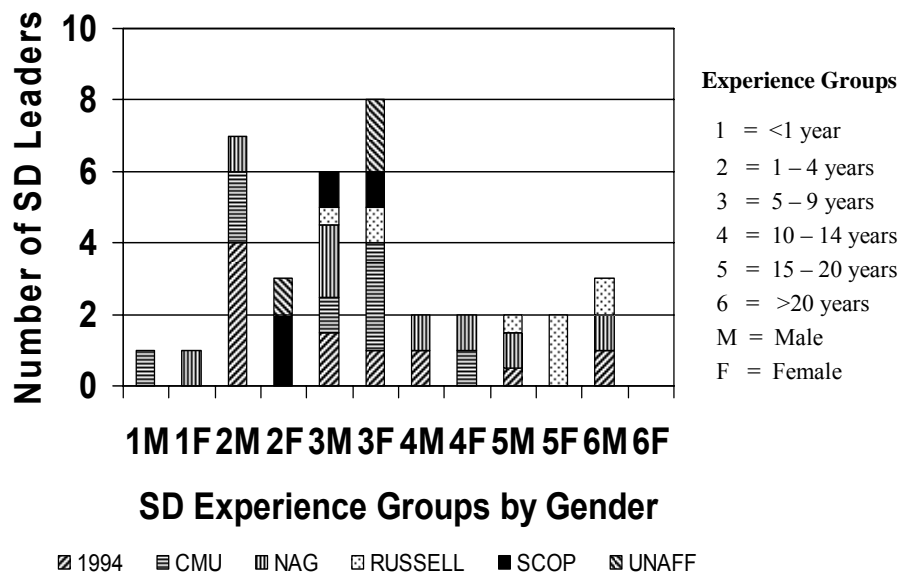


Figure 4: Leaders’ SD experience in HE v gender subdivided by institutional affiliation

2. Survey section 2: About Your Unit

The names used to describe the units are quite variable. There are 10 that are just titled 'Staff Development' unit, centre or office. Of the remaining 27, nine have 'staff' and 'development' at some point in their title. Four have 'organisation(al) development', five have 'professional development', and one has 'educational development' in the title. Four have 'Learning', with three of these also having 'Teaching' and one has 'Quality Enhancement'. With regard to the institutional location of the units, 25 are within Human Resources (HR)/ Personnel Departments, although five of these maintain they have an independent existence under the HR banner. Seven are independent units located elsewhere in their institution, often within the Registry, and the remaining five units have other institutional locations, for example, within the Library and Student Support area, or within a Quality Enhancement unit. The summary descriptions of function(s) provided by the SD units in the survey are presented in Appendix 2A.

The reporting lines for the unit leaders reflect the unit's position within the institution. Of the 37 units covered, 24 leaders reported to Directors of HR/Personnel. In other cases, one reported to the Director of Quality Enhancement; one to the Head of Organisational Development; one to the Strategic Director of Resources; one to the Director of Academic Services; four to the Registrar; six to Pro-Vice-Chancellors (PVCs) or Vice-Principals; and two directly to their Vice-Chancellors. Three of the SD leaders had two distinct reporting lines. All leaders indicated that their units were in contact with members of senior management and one leader indicated they were a member of the senior management team. There were a small number of units (8%) where the only regular contact was with the Director of HR. Similarly, with representation on committees, most units had representation on senior committees, often Learning and Teaching committees (38%). A few (<10%) were members of Academic Board and/or Senate. There were a number of units that had no committee presence (16%), although in one case this was because the institution did not have committees. Another group (17%) were members of HR committees only. It must be difficult for units that are not in direct contact with senior managers, or represented on senior committees, to have a strategic impact within their institution.

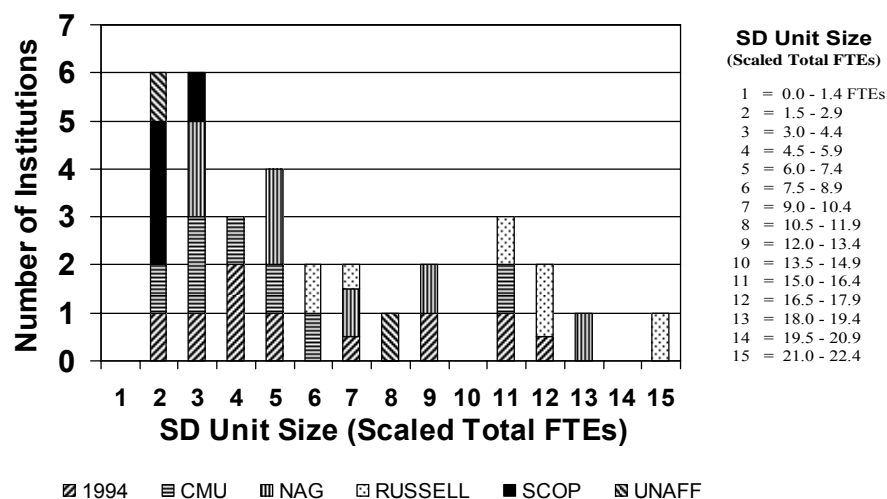


Figure 5: Size range of SD units in terms of total FTEs subdivided by institutional affiliation

The size range of SD units given by the SD leaders responding to the survey is presented in Fig. 5. This indicates the total size of the unit to include all training and support staff in FTEs. Note that the X axis of the graph is scaled, with the FTE blocks represented by the scale given in a table to the right of the graph. For example, the largest groups with six institutional representatives each,

are in the SD unit size blocks labelled 2 and 3 on the X axis. From the table it can be seen that these blocks represent 1.5 – 2.9 FTEs and 3.0 – 4.4 FTEs, respectively. Consequently, these 12 institutions have SD units that are between 1.5 and 4.4 FTEs in total size. It can be clearly seen that the majority of SD units are small scale operations, with 70% of the respondents for this question having SD units with a total staffing of less than 10 FTEs. The average overall ratio between professional trainers and support staff in the SD units is 5.43 trainers : 2.79 support staff. This approximates to a ratio of one support staff for every two professional trainers over the total sample.

If the unit sizes are compared with institutional affiliation (Fig. 5), it can be seen that the larger units tend to belong to Russell group institutions. These range in size from 7.5 FTEs up to the largest unit described, which has a total staff size of 22.2 FTEs. Surprisingly, the 1994 institutions have a wide range of SD unit sizes from <3 FTEs up to >16.5 FTEs. The CMU and NAG units are also widely variable in size. The SD units for the four SCOP institutions that responded are very small and all are less than 4.4 FTEs in total size.

When the size of the SD units is looked at in terms of professional trainer FTEs, the results are presented in Fig. 6. The most frequently encountered size (modal), with 10 representatives, has a trainer FTE size of between 3.0 and 4.4 FTEs. The widest range distribution, when subdivided by institutional affiliation, is demonstrated by the 1994 group institutions. These range from the smallest, with <1.4 trainer FTEs through to the largest unit, with >15.0 trainer FTEs. By necessity, the SCOP institutions must have small trainer numbers and all have fewer than 4.4 FTEs.

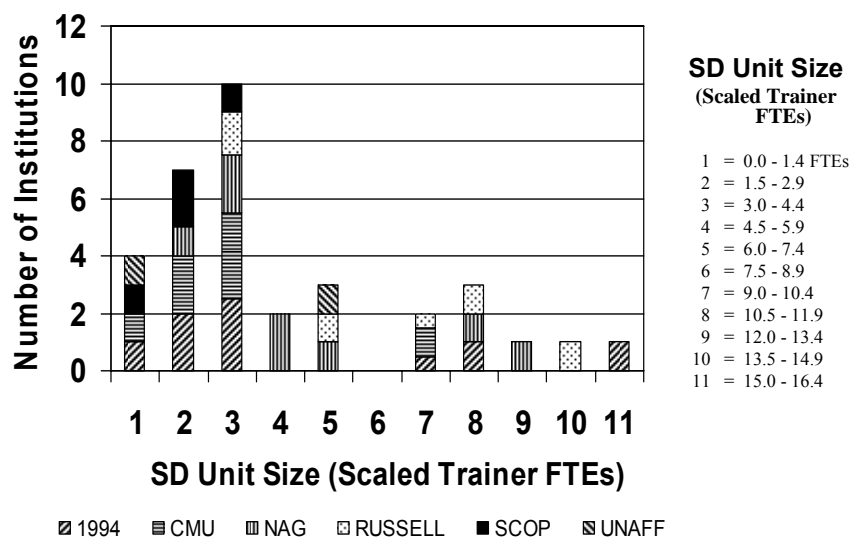


Figure 6: Size range of SD units in terms of professional trainer FTEs subdivided by institutional affiliation

The distribution of pay grades of professional trainers are presented in Fig. 7. The scale most commonly used was the Administrative, Library and Computer staff (ALC) scale and the ALC pay grade data from 13 institutions are represented here. Some institutions have different organisations and pay structures and others did not submit information for this section and so could not be included. The majority of trainers (64%), in the 13 institutions covered, are in the ALC2 and ALC3 grades. Two of the ALC3 grades were in leadership positions, though one was in

an 'acting' capacity, where the leadership grade is normally an ALC5 post. This highlights an interesting aspect of these data, where the leadership grade is often seen to be more than one grade higher than the next most senior staff developer. In the 10 institutions where this could be determined, only three had the leader one grade above subordinate staff, while six leaders were two grades above and one leader was three grades above subordinates. This commonly-encountered hiatus in positional grade between SD leaders and other practitioners must have implications both for leadership succession and for encouraging strategic behaviours at the practitioner level.

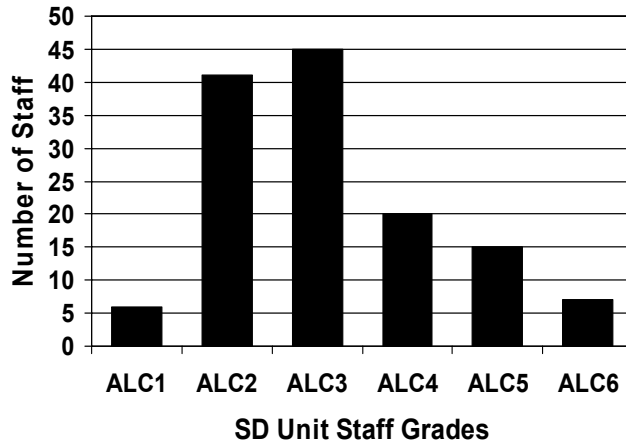


Figure 7: Distribution of grades of professional SD trainers

The total institutional staff sizes with which the SD units have to interact are presented in Fig. 8. It is readily apparent that the largest four institutions are all Russell group, with the largest being one of the two that also belong to the 1994 group. These four institutions all have >6,000 staff. The majority of institutions covered in the survey have staff sizes of <4,000, with the most frequently encountered size being ≤2,000.

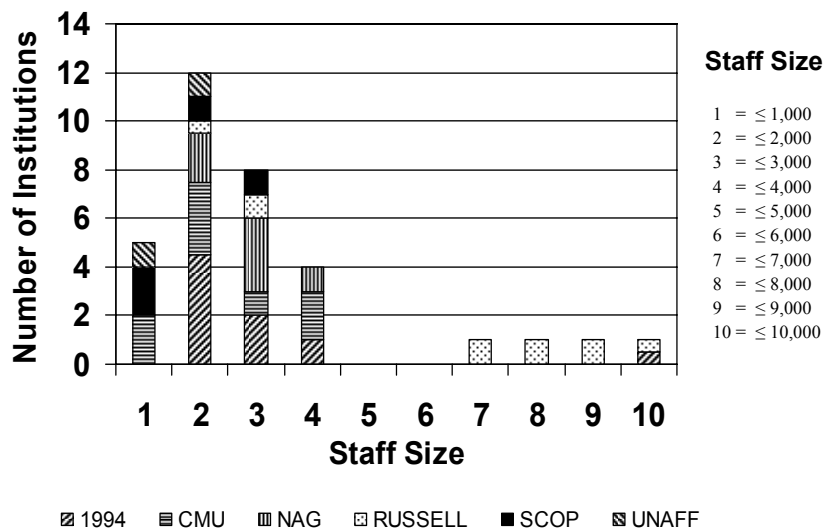


Figure 8: Institutional staff size subdivided by institutional affiliation

When the SD unit size, in terms of professional trainer FTEs, is compared with the institutional staff size (see Fig. 9) it is apparent that there is not a linear correlation between the two statistics. That is to say the smallest institutions do not have the smallest SD units, nor do the largest institutions have the largest SD units, with the exception of some of the Russell group institutions. The lack of a clear linear correlation can best be seen by looking at the modal for SD unit size of 3.0 - 4.4 professional trainer FTEs, as described in Fig. 6, which are indicated again in block 3 of the X axis in Fig. 9. There are 10 institutions involved here, all with professional trainer FTE sizes in this 3.0 – 4.4 FTE category. It can be seen from the graph that these similarly-sized SD units are found within institutions that have total staff sizes ranging from the smallest (~1,000 staff) up to the largest (~10,000 staff). It is possible that this relationship could have a bearing on the strategic behaviour of SD unit leaders. It is conceivable that where there is a ratio of a large SD function to a relatively small institutional staff size, then there would be greater scope for strategic leadership. It would be interesting, perhaps, to compare the strategic activities of the SD unit leaders in the single institutions represented in blocks nine and 11 of the X axis in Fig. 9 that have ratios of:-

1. 12 – 13.4 trainer FTEs : ~3,000 staff (the institution in block 9) and
2. 15 – 16.4 trainer FTEs : ~2,000 staff (the institution in block 11)

with the strategic activities of the SD unit leaders in the institutions that have ratios of:-

3. 3 – 4.4 trainer FTEs : ~9,000 and 10,000 staff (two of the institutions in block 3)!

Are the leaders in 1. and 2. considerably more strategic than those in 3?

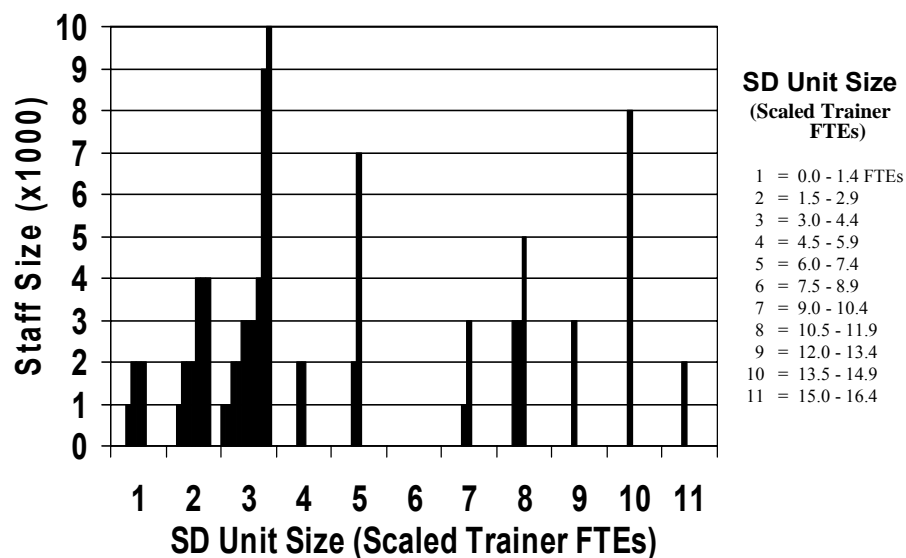


Figure 9: Institutional staff size v SD unit size in terms of professional trainer FTEs

The graph in Fig. 10. displays the areas of responsibility that are covered by the SD units within their institutions. It is interesting, and possibly surprising, that virtually all the SD units covered by the survey are involved in 'Management and Organisational Development'. This could imply that the majority of the SD units are strategically active, as organisational development should be strategic by nature. The other areas that are frequently covered are: 'New lecturers', 'Support staff', 'Diversity', and 'Learning and Teaching'. The least frequently covered are 'IT skills' and

'Learning technologies'. The remaining categories: 'PGRs', 'Research skills', 'Teaching quality' and 'Other' are covered by ~50% of the units surveyed. The textual responses for the 'Other' areas of responsibility are presented in Appendix 2B.

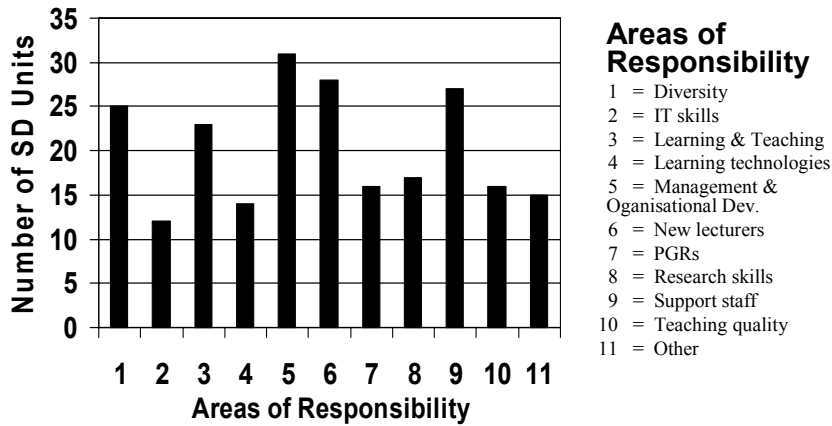


Figure 10: SD Units' areas of responsibility

The gross annual budgets for the SD units in the survey are presented in Fig. 11. Exact amounts were not requested but positions on a scale of value blocks were sought, where each block was at least £100,000. Such block positions were sought for both 'core funds' and funding obtained from 'other sources'. These two values have been combined for each unit for inclusion in Fig. 11. The majority (65%) of units have budgets between £100,000 and £400,000 per year and 76% have annual budgets that are less than £600,000. There are eight units with significantly larger budgets and four of these are Russell group institutions. Interestingly, two of the remaining four larger budget institutions are in the CMU group, with one of these being in the class of four institutions in the final column (11) that have budgets in excess of £1 million per year.

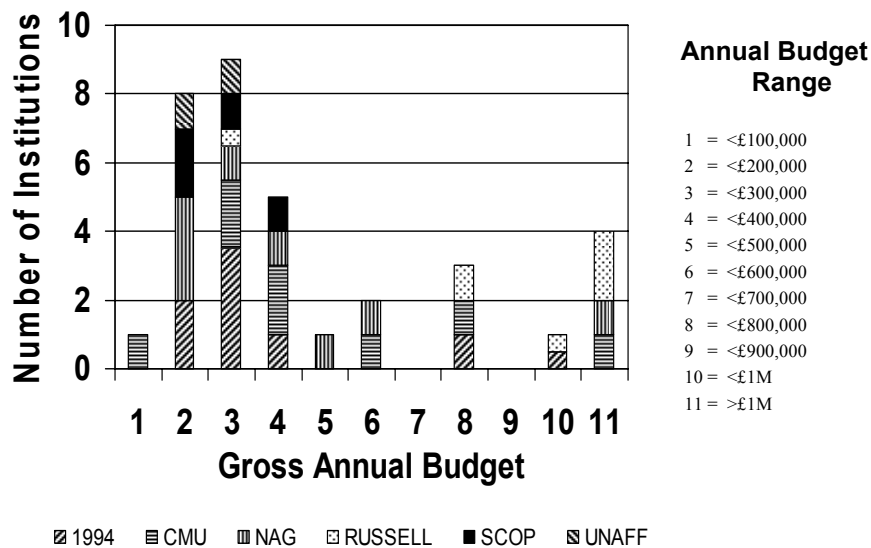


Figure 11: SD unit gross annual budget subdivided by institutional affiliation

When the gross annual budget is divided back into the 'core' and 'other sources' components, there were three units that indicated that all their budget was funded internally. Of the remainder, 27% had a greater income from core sources, while 73% obtained an equal (43%) or greater (30%) proportion of their funding from other sources. In these cases, ensuring the continuity of such external funding must bring additional pressures for those SD leaders, although obtaining external funding may have additional benefits in enhanced reputation within the institution.

In Fig. 12 the SD unit size, in terms of professional trainers, is compared with its annual gross budget. Here again there is no linear relationship between the two statistics, with the largest unit (between 15 and 16.4 FTEs) having only a modest budget of ~£400,000. It is difficult to be too precise here as there was some confusion in the data, as not all respondents included the staff costs for their unit in their budget figures. Even so, it would seem that there is a greater correlation between gross budget for SD and the institutional staff size than there is between SD budget and the SD unit size.

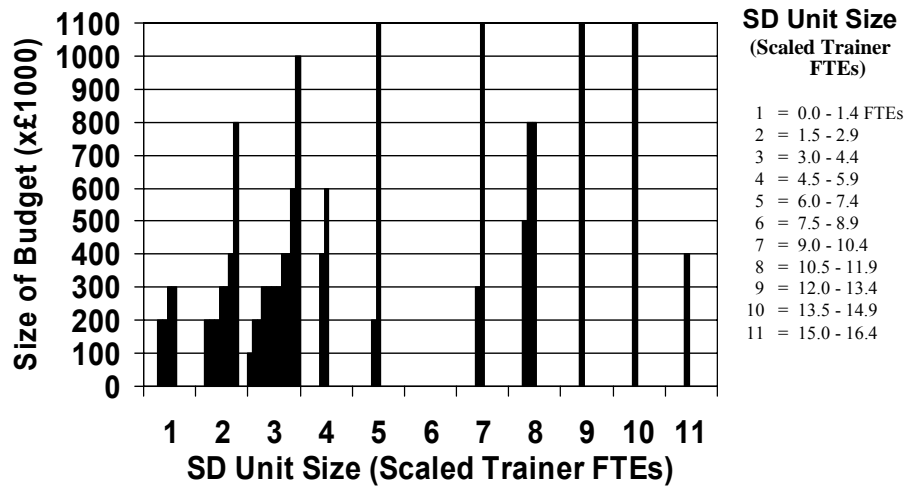


Figure 12: SD budget v SD unit size in terms of professional trainer FTEs

3. Survey section 3: About Your Own Development

Staff development leaders were invited to comment on: "What are your current key leadership issues, concerns and needs?" (Appendix 1, q.39). The unedited responses are presented in Appendix 3A. Some of the commonly encountered comments are concerned with:

- Time issues, particularly in relation to keeping current with new developments in the sector and/or within their institution. Areas mentioned include psychometric testing, 360° appraisal, coaching and mentoring.
- Financial issues, surrounding soft funding and the relationships with staffing and coherent and strategic planning. Also, survival of unit in times of economic hardship for the parent institution.
- Performance issues: of subordinates, of teaching staff, meeting needs, and maintaining morale.
- Networking and communication issues, including influencing throughout the institution.
- Change, ranging from organisational development issues within the institution through to personal focus.
- Conflict, diversity and differing needs.
- Succession.

These would seem to be a mix of both leadership and management issues, concerns and needs, with leadership also involved in how these issues are addressed.

SD leaders were then asked: "What attributes do you consider as key for the staff/educational development leaders?" (Appendix 1 q.40). Also, which of these attributes did they feel they already had and which they considered they needed (Appendix 1 q.41 and q.42, respectively). The unedited compilation of leadership attributes is presented in Appendix 3B and the listing of attributes needed is presented in Appendix 3C. The listing of comments relating to attributes already possessed has not been included as they tended to be relational to the key attributes listing and consequently meaningless in isolation. For example, comments like: "some...", "most...", or "all of them" were common and are totally dependent upon the q.40 responses.

Key leadership attributes (Appendix 3B) included:

- Credibility, experience and knowledge.
- Visibility, enthusiasm and optimism.
- Networking and alliance with key players.
- Knowledge of sector and institution.
- Vision, awareness and strategic thinking.
- Planning and organisation.
- Political astuteness/ 'diplomatic genius'.
- Presentation, influencing and negotiating skills.
- Tenacity, patience and resilience.
- Ability to delegate
- Self belief and ability to cope with a wide range of demands.

Leadership attributes needed (Appendix 3C) included:

- Improved political skills, particularly influencing upwards.
- Strategic planning.
- People managing and guiding skills.
- Increased knowledge of sector and institution.
- Coaching and mentoring skills.
- Wisdom and patience.

The final three questions in the survey questionnaire investigated factors that have helped (Appendix 1 q.43), or would help (q.44), personal development in the leadership role, with a final option (q.45) to provide any additional comments on personal development. The responses received for these questions have been compiled in Appendix 3D.i, 3D.ii, and 3D.iii, respectively.

Factors that have helped (Appendix 3D.i) include:

- Mentors, coaches, role models, support/challenge of managers, advice and guidance.
- Experience on the job and both inside and outside of HE
- Networking, collaboration, sharing ideas and learning from others.
- Action learning.
- Reflective practices and listening to feedback.
- 360° appraisal.

Things that would help further development (Appendix 3D.ii) include:

- Mentors/coaches both within and beyond SD.
- 360° appraisal.
- Action learning.
- Networks including e-networks.
- Secondments.
- Cross-sector working and exposure outside of HE.
- Project work, research and updating theory.
- Leadership programmes.
- Raising profile within institution and understanding the dynamics of influence.
- More time, space and money.

Other comments (Appendix 3D.iii) include:

- Time for reflection on needs.
- One-to-one coaching.
- Personality.
- Time, level and relevance.
- Planning and the time to do it.
- Having externally-recognised status gains internal credibility.

4. What is Strategic Staff Development?

Following on from the leadership survey, 16 staff development leaders were interviewed on what they considered to be strategic staff development and asked to provide examples of where they felt they had acted with strategic leadership. The reported comments are listed in appendices 4A and 4B respectively. Their line managers were also approached to see whether they held similar views on the nature of strategic staff development and its value within their institution. These reported comments are included as appendix 4C.

When defining strategic behaviour most leaders used the key term: 'alignment', with the most frequently encountered definition being: *Strategic staff development is aligned with the strategic needs of the institution as set out in the corporate plan and delivering on those needs.*

This generic definition does not explain the nature of alignment, which would seem to be dependent upon various aspects of positioning, influence and awareness. Of significant importance is positioning and influence relative to the senior management team. At the top end of the scale, if the staff development leader is part of the senior management team then the more involved they can be in actually defining the strategic needs of the institution and, therefore, the greater their strategic influence. One leader made the statement that if the staff development leader is more than two steps away from the senior management team, on their reporting line, then they are unlikely to be able to exert any real influence over institutional strategy. There may be an institutional size issue here, as smaller institutions tend to have closer relationships between their staff development leaders and senior management.

Wherever the staff development leader is located on the hierarchical pecking order, it seems that the influence that can be exerted over those above is extremely important, either within, or outside of, formal committee structures. One line manager stated that upward management is as important, these days, as downward management. Additionally, it is possible to get senior managers to think about what they want from their staff development units.

A further issue seems to be the staff development unit's positioning relative to HR. The majority (25 out of 37) of staff development units in the survey were located under the HR banner, with five maintaining that they functioned independently under that banner. There would seem to be a negative perception of this HR positioning in some quarters and one staff development leader has made a specific point of being associated with quality assurance and enhancement within their institution, rather than with personnel.

Awareness would seem to be important in a number of ways. There needs to be a strong understanding of the institution itself and its priorities. There needs to be environmental awareness of external influences that could have a bearing on the staff of the institution. The staff, including senior management, need to be made aware of the staff development unit and of what staff development can do for them. This profile raising can be achieved by advertising and improved performance in evaluations and audits that could possibly lead to increased influence in higher circles.

An improved, but still generic, definition for strategic staff development and its leadership that fits closer with these views involving positioning, influence and awareness was provided by a line manager:

Strategic staff development requires a good knowledge of the external drivers acting upon the institution and its staff, combined with a very close understanding of the institutional priorities and direction. Leadership then requires knowing how to prioritise the beneficial activities that the staff

development unit can do and aligning these to the dictates of the external pressures and the university's own sense of direction.

This ability to prioritise staff development activities was encapsulated by one leader as: "Knowing what to celebrate and what to improve."

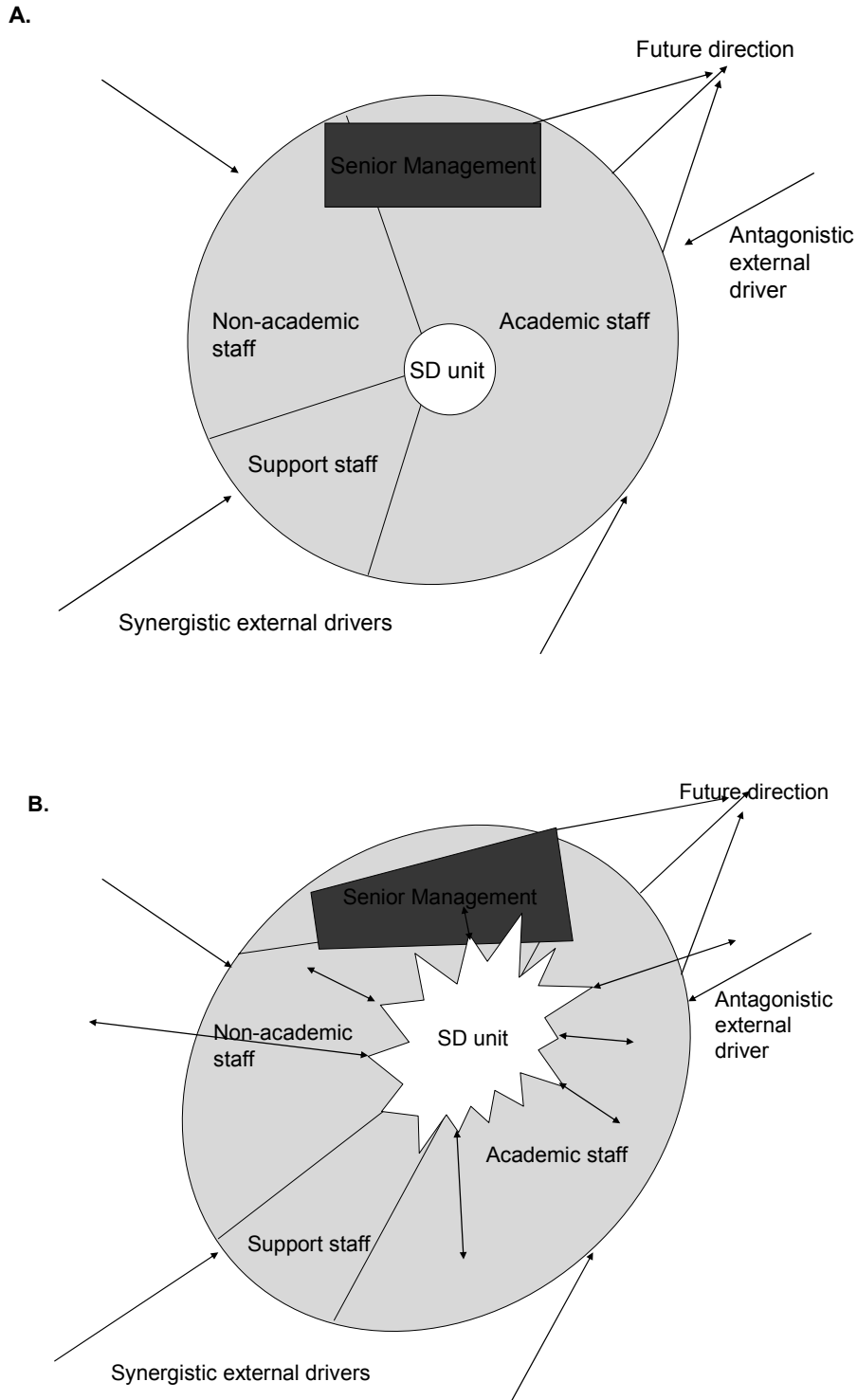


Figure 13: Influence of Staff Development within the institution. A. Traditional arrangement. B. Strategically positioned and environmentally aware!

As depicted in Figure 13A traditional staff development units tended to have limited strategic influence within institutions and be reactive to the dictates of senior management and to requests from staff. A more strategically-aligned arrangement is depicted in Figure 13B where the staff development function is interactive with senior management and aware of internal needs and their relationships with external drivers. The diagram represents the institution as being geared far more effectively towards its chosen direction.

Apart from the term 'alignment', another key word that was regularly mentioned in interviews was 'change': the appreciation of the need for change; the management of change; and the whole move towards organisational development. It is clear that change is bi-directional with respect to strategy. In one direction, change, or the prospect of change, often seems to be the driving force behind new strategic thought processes. Individuals with clear strategic goals and agendas were often from institutions that had just amalgamated, or had just decided not to amalgamate, with another institution. Similarly, there was often strategic re-evaluation when there was a new personality involved. This was either a new leader of a staff development unit, or, more commonly, a new Vice-Chancellor. There seems to be a reasonably high turnover of V-Cs in UK HEIs and this could have major implications for the corresponding heads of staff development.

Looking at the strategy and change relationship from the other direction, strategy driving change, then it would seem that coherent and rational strategic planning could facilitate change, such as re-structuring and realignment. Historically, these processes have not been handled well in HE and those staff development leaders that could smoothly facilitate these processes are likely to be in demand.

Change within staff development itself often involves new initiatives and funding streams. Recently, there has been an initiative to support researchers and contract research staff in particular. Previously, the tactical conventional development approach would have been to provide professional skills so that contract research staff could get a job. Now the strategic approach, and where leadership could be involved, would be in developing ways to change the system so that contract research staff have some form of career progression within their university.

Gaining accreditation for Investors in People and the Institute of Leadership and Management were mentioned by a few leaders. The concept here is that developing individuals advances the university and is therefore strategic.

Support for a host of areas surrounding third stream funding for knowledge transfer is another relatively new area for developmental involvement. Things like identifying and raising the profile of Intellectual Property (IP); enterprise learning; developing support programmes for spin-out company directors, amongst others, are areas that may require staff development involvement. Internationalisation is another new HE bandwagon that may require considerable strategic staff developmental attention.

Dealing with change within the university and with new staff development directives within the unit seems often to be carried out from an uncertain funding basis. Most leaders recognised the need to be scanning the horizon continually for funding opportunities, particularly those that would tie in with the university's strategic plan. The downside of this uncertainty is that it is more difficult to plan without secure knowledge of adequate and continuous funding. The benefit could be that it is possible to 'catch a tide' from external sources and make an impact that could raise the profile of the staff development unit.

5. Examples of strategic leadership

The following are some selected examples of strategic behaviour provided by staff development leaders. These range from very simple, more general examples through to specific, highly strategic examples:

- At the very basic level of information feedback sheets: the data gained should not just be stored. It should be analysed and the results of the analysis fed back through appropriate channels to the right people. Feedback on the content of an event, such as whether the presentation met its objectives and whether those objectives were related to what was expected and wanted, should all be assessed and reported back. Even down to the quality of the catering, which should be passed on to the caterers, as this would be of strategic benefit to them and could limit the need for discussions on catering at future events. Similarly, the comments on whether the venue was adequate should be fed back to the relevant unit.
- 'Good strategic staff development recognises the need to maintain a happy workforce.' One example here was the use of 'Lifelong Learning', making it 'inward facing' and offering it to families. i.e. Developing people *per se*.

Another person developed their university as an accredited centre for the Institute of Leadership and Management (ILM). This was mainly for the benefit of support staff, plus a few academics. The view was that other universities may outsource for these qualification courses but these would be generic. Gaining accreditation for the institution was considered strategic as 'in house' ILM courses could be used to address the specific issues of that institution.

- With regard to advertising one staff development leader displays posters showing 'who we are', 'what we do' and 'who we can support'. This has helped to raise their profile in higher circles. Now the staff development function is in people's minds and they are coming in to request help. The profile is rising and senior management in that institution are now getting good feed-back on their staff development unit.
- One institution recognised the need for improved appraisal training. External experts were recruited to evaluate, redefine and pilot a revised process. They also trained/coached internal staff so that the process could be self-sustaining. This resulted in a shortened but more effective programme.
- Aligning with the corporate plan can be developed to the stage where every course, every output, including slides in presentations, from the staff development unit are specifically tied in to the corporate plan. In one institution the corporate plan is divided into 10 corporate aims and every SD output is linked to one of these. This shows staff where everything they do fits into the overall strategic scheme.
- One institution has pioneered a process that seeks to get three high-level strategic topics onto the 'radar' screens of all staff so that they can be considered, discussed and supported right up to the highest level within the institution. These topics were areas of employee development that the organisation identified from its high-level strategic plan as being fundamentally important to delivering a strategic vision. Initially, a small team within staff development brainstormed a list of what they considered to be the most important S/ED matters for the institution. The list went through an iterative evolutionary process involving discussions with senior personnel. A list of six topics was decided upon and taken to the Senior Management team. They approved the approach but considered six topics to

be too many and requested that it be limited to three. The three topics eventually decided upon were:

- a. Technology assisted learning.
- b. Enhancing researcher performance.
- c. Leadership/Management development.

These are the topics for the 2005/2006 academic year and these will be reviewed annually. Next year it is likely that a topic on 'Enhancing the first year experience for students' may be substituted for one of these three topics.

The next stage involved informing the Heads of Schools and Deans, forewarning them that this process was coming, that they needed to be aware of it, consider it, and discuss it with their staff. Finally, an information package was sent to all staff to raise awareness of the three topics. How the support for these topics is delivered was also considered to be extremely important, as it should be reflective of the type of organisation.

Evaluating whether this planning process is actually working is essential. This will be assessed using an employee commitment survey that runs every 18 months and here some of the question areas will be devoted to determining whether the priority areas for development are having any impact. A second approach will be the extent to which the senior managers are driving it through personal development plans. It is intended to be possible to review senior management performance against deliverables in the plans.

Overall, this is a cyclical process, aligned with the institutional planning cycle, it has consensus support within the institution, and it encourages thinking at the highest strategic level.

Conclusions

From a survey aimed at the leaders of 83 SD units in HE and FE institutions in the UK and Ireland, 37 responses were received covering 32 institutions. Despite receiving no returns from Irish institutions, this response was considered sufficient to provide a view of current SD arrangements and leadership in UK institutions.

In the sample, leadership was equally spread across gender, although the 1994 group institutions were predominately male led. Most SD leaders (86%) were aged between 40 and 60, with those over 50 being mainly males and those under 50 being mainly females. This could indicate a swing to a female led sector in the future, though it is apparent that a majority of recent SD leadership appointments are from outside of HE. If that trend continues, any gender bias amongst senior SD leaders in the future would depend on the nature of new appointments rather than the maturation of existing younger leaders.

There would seem to be no recognisable career path into SD leadership at the present time, with nearly half of the respondents having migrated into SD leadership from academic posts in a variety of disciplines. It would seem to have been beneficial to have had professional occupations outside of HE as three-quarters of the respondents had gained this experience at some point in their career and one-third of these had moved directly into a SD leadership position.

SD units tend to be located under the HR umbrella with reporting lines through the Director of HR. Most are represented on HR committees and a significant proportion were represented on senior committees, particularly for Learning and Teaching (38% of respondents). All leaders maintained that their units were in contact with members of the senior management within their institution. It is likely that the nature of these interactions have an important bearing on the strategic impact of SD leaders.

The sizes of SD units are relatively small compared to academic departments. Greater than 50% of the units described by the survey had total sizes of fewer than 7.5 FTEs and, in terms of professional trainers, fewer than 4.5 FTEs. Russell group institutions tend to have larger, better resourced SD units, though they tend to be the larger-sized institutions.

The main areas of responsibility of the SD units covered were 'management and organisational development', 'new lecturers', 'support staff', 'diversity', and 'learning and teaching'. Other categories, such as 'research skills', 'teaching quality' and 'PGRs' were addressed by approximately 50% of the responding units. 'IT skills' and 'learning technologies' were the least frequently covered areas but still addressed by at least a third of the units.

The grades of SD practitioners were not always supplied, or on comparable scales. Where they were on the ALC scale it was seen that the majority of practitioners were at the ALC2 and ALC3 grades and also tended to be at least 2 grades below the level of the unit leader. This would have implications for leadership succession and strategic activities of practitioners.

With the exception of some of the Russell group institutions, there is not a linear relationship observed between the size of the SD unit and the total staff size of its parent institution. A similar observation is made for the comparison between SD unit size and gross annual budget. It is highly likely that those institutions with average total staff numbers, yet with a relatively large, well-resourced SD unit, can facilitate the strategic capabilities of their SD leaders. The gross budgets of SD units tend to be in the range between £100,000 and £400,000 per year, with 73% of units indicating that at least 50% of their funding was from sources other than core funding. Maintaining these funding levels would provide additional pressure for SD leaders, while successful capture of external funding could be reputation enhancing.

Current leadership issues, concerns and needs as listed by the leaders themselves concentrated on management issues mainly relating to time, resources, performance, communication, change, conflict and succession. Key leadership attributes were recorded and those indicated as still needed by some leaders included improved political skills, strategic planning, people managing and guiding skills, increased knowledge of sector and institution, coaching and mentoring skills. The factors that have helped, and could help further development, of SD leaders included mentoring and coaching, 360° appraisal, action learning, networking, leadership programmes, and profile raising. These largely echo the responses obtained from other consultation activities throughout this project.

From follow-up interviews with both SD leaders and their line managers on what constituted strategic SD, most indicated that this was SD that was aligned with the strategic needs of the institution and then delivering upon those needs. This ability to be aligned would seem to be dependent upon position, influence and awareness. Positioning closer to senior management would be likely to increase strategic influence. Size could be important here as smaller institutions tend to have more intimate relationships with senior management and, as mentioned above, the staffing ratio between the SD unit and the institution could also be meaningful. Awareness would seem to be important for the SD leader in terms of understanding both the institution and its priorities and the external drivers acting upon it. There is also a requirement that the institution is aware of the SD unit and what it can do.

SD leaders need to appreciate the need for change and be able to manage change. Coherent and rational strategic planning can facilitate the change processes, such as restructuring and realignment, of organisational development. In the opposite direction, change, or the prospect of change, is often the catalyst for new strategic thinking.

The recognition of changing priorities is also crucial to strategic planning. Recently, new developments in supporting research staff, in areas surrounding third stream funding and knowledge transfer, and in the process of internationalisation have all become important issues.

A number of examples of strategic leadership activities have been collected, ranging from simple, general examples through to specific, highly strategic ones. The most strategic example described, involves an iterative process to define three high-level strategic SD topics that were considered essential for all staff of the institution. The process is aligned with the institutional planning cycle and has gained consensus support from all levels within the institution. Evaluation within employee commitment surveys and through personal development plans of senior managers will be used to assess impact and performance respectively.

Many of the points highlighted in this report, such as: the lack of an identifiable career path; the appointment of people to SD leadership roles with no, or limited, experience of working in HE; the grading hiatus between leaders and practitioners; the institutional location of SD units and the influence that SD leaders can exert over senior management; the lack of full and guaranteed funding; and the general evolution towards organisational development, are issues that are likely to have a bearing on engendering support for the strategic leadership role. Leaders themselves have indicated that leadership attributes needed include an increased knowledge of the sector and the institution; strategic planning; and enhanced political skills, particularly influencing. Leadership development in these areas could be helped by leadership programmes; networking; action learning; 360° appraisal; coaching and mentoring.

Appendices

Appendix 1: Survey questionnaire

A. About You:

1. Name	2. Phone Number	
3. E-mail Address	4. Age	
	20 – 29 <input type="checkbox"/>	30 – 39 <input type="checkbox"/>
	40 – 49 <input type="checkbox"/>	50 – 59 <input type="checkbox"/>
	≥ 60 <input type="checkbox"/>	
5. Gender	6. Nationality	
Male <input type="checkbox"/>	Female <input type="checkbox"/>	
7. Ethnicity – (Classifications are based on those used in the 2001 UK National Census)		
White-British <input type="checkbox"/>	White-Irish <input type="checkbox"/>	
White-Scottish <input type="checkbox"/>	Other white background <input type="checkbox"/>	
Black or Black British-Caribbean <input type="checkbox"/>	Black or Black British-African <input type="checkbox"/>	
Other Black background <input type="checkbox"/>	Asian or Asian British-Indian <input type="checkbox"/>	
Asian or Asian British-Pakistani <input type="checkbox"/>	Asian or Asian British-Bangladeshi <input type="checkbox"/>	
Chinese <input type="checkbox"/>	Other Asian Background <input type="checkbox"/>	
Mixed-White and Black Caribbean <input type="checkbox"/>	Mixed-White and Black African <input type="checkbox"/>	
Mixed-White and Asian <input type="checkbox"/>	Other Mixed Background <input type="checkbox"/>	
Other Ethnic Background <input type="checkbox"/>		
8. Disability – Do you consider that you have any form of disability?		
No known disability <input type="checkbox"/>	Dyslexia <input type="checkbox"/>	
Blind/partially sighted <input type="checkbox"/>	Deaf/hearing impairment <input type="checkbox"/>	
Physical disability <input type="checkbox"/>	Requiring personal care support <input type="checkbox"/>	
Wheelchair user/mobility difficulties <input type="checkbox"/>	An unseen disability (eg diabetes, epilepsy, asthma) <input type="checkbox"/>	
Mental health difficulties <input type="checkbox"/>	Any other disability (Please specify below if you would like to.) <input type="checkbox"/>	
Multiple disabilities <input type="checkbox"/>		
9. Career		
a. What are your qualifications?	b. List your membership of Learned Societies and Professional Bodies	
9. Career (Continued) What main professional roles have you had prior to moving to your current development role.....		
c.in Higher Education? (eg Academic, learning technologist, personnel etc)	d.outside Higher Education? (eg Personnel, training and development etc)	

10. How long have you been in staff development in HE?	11. How long have you been in your current post?
< 1 year <input type="checkbox"/> 1 – 4 years <input type="checkbox"/> 5 – 9 years <input type="checkbox"/> 10 – 14 years <input type="checkbox"/> 15 – 19 years <input type="checkbox"/> > 20 years <input type="checkbox"/>	< 1 year <input type="checkbox"/> 1 – 4 years <input type="checkbox"/> 5 – 9 years <input type="checkbox"/> 10 – 14 years <input type="checkbox"/> 15 – 19 years <input type="checkbox"/> > 20 years <input type="checkbox"/>
12. What is your current role/title?	13. To whom do you report?
14. What is your salary grade?	15. List any External Groups to which you belong. (eg ALT, HEA, LF, M1/M69, SEDA, SDF etc)
16. Describe any major External Projects/Roles. (eg CETLs, consultancies, FDTLs etc)	

B. About Your Unit:

17. What is the name of your institution?	18. What is the name of your unit?
19. Please provide a one-sentence summary of your unit's function.	
20. What is your unit's organisational location? (eg Within HR, independent unit etc)	21. For which sections of your institution does your unit have responsibility? (eg Whole institution, specific faculties, administration etc)
22. For which staff groups does your unit have a responsibility? (eg Academic, technical etc)	
23. What are your unit's areas of responsibility? (Please check all that apply)	
Diversity <input type="checkbox"/>	Learning and teaching skills <input type="checkbox"/>
IT skills <input type="checkbox"/>	Learning technologies <input type="checkbox"/>
New lecturers <input type="checkbox"/>	Management and organisational development <input type="checkbox"/>
PGR students training <input type="checkbox"/>	Research skills <input type="checkbox"/>
Teaching quality <input type="checkbox"/>	Other (Please specify below) <input type="checkbox"/>
Support staff <input type="checkbox"/>	

24. Please indicate the numbers for whom your unit has a staff/educational development responsibility...		25. What are the number (and FTEs) of staff in your unit?	
...a. staff	...b. students	(FTEs)	
26. What are the number (and FTEs) of staff, in your unit, whose main role is to develop/train/ support the staff of your institution?		27. What are the number (and FTEs) of staff, in your unit, whose main role is to provide administrative/ clerical support for the staff defined in q. 26?	
(FTEs)		(FTEs)	
28. What is your unit's annual spend on staff pay?		29. Using your institution's system (eg ALC, Hay, HERA etc), what is the distribution of your unit's staff across the various pay grades?	
30. What is your unit's annual spend from core institutional allocation?		29. Using your institution's system (eg ALC, Hay, HERA etc), what is the distribution of your unit's staff across the various pay grades?	
£0 - £99k <input type="checkbox"/> £100k - £199k <input type="checkbox"/> £200k - £299k <input type="checkbox"/> £300k - £399k <input type="checkbox"/> £400k - £499k <input type="checkbox"/> £500k - £749k <input type="checkbox"/> £750k - £1M <input type="checkbox"/> > £1M <input type="checkbox"/>			
31. What is your unit's annual spend from other sources? (eg Funding Councils, Special initiatives, TQEF etc)			
£0 - £99k <input type="checkbox"/> £100k - £199k <input type="checkbox"/> £200k - £299k <input type="checkbox"/> £300k - £399k <input type="checkbox"/> £400k - £499k <input type="checkbox"/> £500k - £749k <input type="checkbox"/> £750k - £1M <input type="checkbox"/> > £1M <input type="checkbox"/>			
32. Please specify the members of your institution's senior management team with whom your unit has regular contact?			
_____ _____ _____			
33. Please specify the major committees, within your institution, on which your unit has membership?			
_____ _____ _____			
34. Please specify other support units in your institution with which your unit has frequent contact?			
_____ _____ _____			

35. Please name any other units, within your institution, that have a significant staff or educational development function. Please provide contact details for their heads.
36. Please define the main deliverables of your unit and quantify these where possible (eg Numbers and types of skills sessions with numbers of attendees etc)
37. Does your unit have a website? (If it does please provide the URL)
Yes <input type="checkbox"/> No <input type="checkbox"/> URL: _____
38. Are there any further comments you would like to make about your unit?

C. About Your Own Development:

39. What are your current key leadership issues, concerns and development needs?
40. What attributes do you consider as key for the staff/educational development leader?
41. What attributes described in your answer to q. 40 do you feel you already have?
42. What attributes described in your answer to q. 40 do you consider you need?
43. What things have helped you to develop in your leadership role?
44. What things would help you to develop further in your leadership role?
45. Are there any other comments you would like to make about your development?

If you would prefer not to be contacted further, check this box..... <input type="checkbox"/>
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Thank you very much for completing the questionnaire. Your responses are very much appreciated.

Appendix 2: About the SD Unit

2A. Summary description of unit's function

(Responses to q.19, Appendix 1)

- To support the university strategic plan by providing development opportunities for academic staff and contract research staff
- Provision of management, leadership and soft skills development for staff within the University, plus the management of a Modern Apprenticeship Scheme.
- Provide training and development opportunities for all University staff, to enhance individual, team and organisational effectiveness.
- To provide a complete and comprehensive staff and educational development service to the University's staff and research postgraduates.
- Co-ordination and delivery of key Institutional training and development programme for all staff
- To manage and develop the staff training and development activities, policies and strategies on behalf of the University for all members of staff
- Our team aims to provide excellent support for the personal & professional development of all university staff.
- The unit exists to support and plan the University's investment in its people at the individual, team and institutional levels - it aims to achieve this by the meeting of specific learning and development objectives that not only equip all staff to meet their current needs, but also prepare them for future changes by promoting the enhancement of University capability.
- To develop and facilitate a planned programme of corporate staff development activity that supports our Human Resources Strategy and equips both academic and support staff with the necessary skills, knowledge and attributes to effectively achieve the Universities strategic and operational aims and objectives.
- To enhance the quality of learning and teaching through a strategic analysis of need and through academic staff development and support.
- We provide a strategic steer for staff development and provide an internal consultancy service.
- To provide training and development for all groups of staff within the organisation regardless of contract, age etc. which includes the production of an annual staff development programme.
- To design, facilitate and deliver the corporate training programme for all categories of staff to underpin the achievement of the aims and objectives of the organisation's corporate plan.
- To improve the quality of teaching (and learning) across the university
- Supporting the development of the necessary organisational capability to achieve the long term strategic objectives of the university.
- To support the assurance and enhancement of the quality of the University's provision for diverse students who are seeking a quality learning experience and career progression.
- To provide overarching strategic leadership and direction for staff development, maximising University performance through developing and realising our people potential.
- Lead and co-ordinate organisation and staff and development activities within Human Resources.
- Responsible for the planning, policies, operational implementation and institutional reporting of all aspects of HR Department work related to Human Resource Development for all staff groups across the University, including Rewarding and Developing Staff Initiative.
- To provide a development and training function for all categories of staff
- Providing development opportunities and mechanisms that support colleagues to achieve university goals and to demonstrate university values.
- Provide generic training and development opportunities to all staff

- Working in partnership – development of all staff
- To enhance the quality of institutional provision by promoting the development of staff in line with institutional strategic priorities.
- Provide training & development in academic, management and personal roles
- Staff and educational development for all staff
- To provide the University with a proactive staff and organisational development team service to enhance staff and organisational effectiveness and facilitate continuous personal development
- To provide comprehensive staff development opportunities for all staff
- To support the personal and professional development of all staff across the University & Colleges
- Aims to enhance the capability and competence of University staff, postgraduate research students and departments by providing a top quality, innovative and comprehensive portfolio of training, development, education and advice
- Research-informed support for professional development of all staff, particularly in relation to teaching
- Provide range of training and development services to support Individual, School/Faculty and University Goals
- To support academic development
- To support delivery of the institutional strategic plan by ensuring provision of the necessary personal and professional development to prepare staff, teams and departments for current and future responsibilities.
- To enhance the quality of learning and teaching for our students.
- To provide staff development and training in support of the Corporate Plan.
- To manage (design, deliver or procure) a suite of staff development programmes and interventions that meets individual, team and organisational needs.

2B. Other areas of responsibility for your unit

(Responses to q.23 'Other', Appendix 1)

- induction
- Team Development events
- Support and link for all providers
- We have an oversight and involvement in all of the above, but delivery of each is dispersed across the institution.
- All of the above
- We also handle non-academic development of all staff
- CPD for all academic staff, including pro rata and casual staff, linked to career frameworks.; Staff 'home page' web work
- Talent/succession management; Values, behaviours and attributes (culture change); Internal Communications; Strategic Plans for people development; CPD for all staff i.e. skills development and linkage to career frameworks.; Staff 'home page' web work
- Short, medium and long term planning, strategy, co-ordination and resourcing of all SD activity.; Associated management reporting.; Development & implementation of HR Strategy (Rewarding & Developing Staff Project); Initiating and supporting change initiatives (new systems mainly); Delivery and evaluation of generic SD programme.; Development and implementation of Appraisal system.; Capability procedures support.; Project planning and support for Investor in People achievement; Planning and co-ordination for self-assessment implementation in 2007/8; Bidding for additional resources.
- List above can't be exhaustive list so where to stop? Just to add a couple – support for those involved in income generation, Career & personal development for researchers
- Post-docs training and dev
- Knowledge transfer and enterprise skills
- Generic skills training – eg. manual handling, health and safety

Appendix 3: About the SD Leader

3A. Key leadership issues, concerns and needs

(Responses to q. 39, Appendix 1)

- None
- I need to find time to keep up to date with sector developments as well as current thinking with respect to management and leadership development.
- 1) Gradually taking on a leadership role – no clear beginning and induction to the job, especially in view of: 2) Lack of line management and strategic direction from the institution; 3) Management of morale during uncertain times
- Managing and leading a group in a time of real financial difficulty for the institution. Managing seriously conflicting priorities for our current and future direction.
- Knowledge and expertise on evaluation, ROI and business planning, Being seen and used as an OD consultant, Need to broaden by experience of working in HE – secondment to line management role in a School
- Consolidating rewards for teaching which have become many but small when compared to the rewards for research.; Making the appraisal system more relevant to the career development aspirations of staff in the context of a greater move towards performance management within the institution.; My immediate need is to know more about 360° feedback tools for development purposes
- Influencing senior managers to view staff training as more than a 'nice to have' in the list of wider institutional priorities.; Influencing the organisational culture to be more open to creativity & different ways of doing things
- The Higher Education environment has changed rapidly over the last decade, with moves towards the principles of Lifelong Learning and making education accessible to everyone in the community. In his Independent Review of Higher Education, Pay and Conditions (published 23 June 1999) Sir Michael Bett recommended that all HE colleges and universities should seek IIP accreditation, that there should be more investment in the training and development of staff, that the management of people needs to be given greater priority, and that there should be effective appraisal systems and equal opportunities policies. These recommendations continue to be supported by the Welsh Assembly Government (Reaching Higher, Higher Education and the Learning Country – A strategy for the higher education sector in Wales March 2002) and all HEI's have subsequently been tasked with developing appropriate Human Resource Strategies and taking action to tackle poor performance.
- Balancing the needs of different Schools; Allowing diversity whilst maintaining strategic coherence
- The need to stay focused in a job which has myriad demands and in which the internal role is a small part.
- My needs at the moment are more about time and space to keep up to date with sector developments than specific development needs. Most recently I attended a 10 day training programme to enable me to use and feedback on psychometric tests which has given me full level B status with the British Psychological society.; My main interest at the moment is researching different models of leadership development.
- Continuing professional development. Would like to participate in action learning sets of other staff developers in other institutions.
- Possibly having to make a member of staff redundant due to funding issues., Maintaining good communication within the unit (can be difficult because people tend to work on their own projects most of the time.)
- Coaching capability, change advice
- 1. Need coherent, pragmatic L & M development programme (commence Sept 05).; 2. Embedding and using our Values and L & M Attributes. These have been defined and are being introduced now.; 3. Succession and talent management – recognising and utilising potential. Focus for Leadership and Management Development (LMD): Building leadership

and management capability; Developing and embedding values and behavioural indicators; Supporting new/new in post managers and providing preparation for promotion; Developing and implementing core competencies, with supporting skills-development activities; Developing a robust performance culture. Key issues for development: Organisational culture change (incorporates leadership style); Managing and leading people (selection, recruitment and retention/ Health & Safety); Managing performance – including strong emphasis on coaching; Communications; Business planning - including financial management; Business skills; Managing and leading change; Developing 'customer first'; Project management; New manager' induction – supporting new in post managers

- Strategic Development, Knowledge of University wide issues, Influencing
- Managing two members of staff who are under performing.; Concerns – none really; Development needs – more networking
- Stepping/back & up a gear to act more strategically. (From historical roots & small size of team, I've had to be very 'hands on').; Finding time to keep up-to-date with latest models etc; Develop a more challenging facilitation style. Extend comfort zone & techniques for conflict situations; Don't always communicate in meetings as succinctly & effectively as I ought.
- Keeping up with university strategy and planning. Balancing operational HR and staff development roles. Need to keep CPD up to date for CIPD
- Consultancy skills; Organisational development
- Managing a diverse group; managing the university; succession planning.
- Marketing; Online staff development; Senior management training.
- Psychometrics
- Leading a new team and since the team has only been together since April to quickly develop credibility and buy-in from the institution.
- With growth of unit I need to shift my focus. Want to develop eg. coaching skills but cost is a problem. Spend a lot of time negotiating up and down the hierarchy which I find difficult.
- Funding: how to convince the University that established posts are needed; How to pull the team together
- Issues - Ensuring that skill development fits exactly with University and faculty strategic objectives and priorities. – Ensuring that my unit is seen to be useful and to be providing value for money. – Working with faculties and schools to help them to understand the unit's new strategy and to develop their own strategies. - Developing high level leadership skills in Deans and heads of schools and helping them to promote a culture of good leadership and management throughout the University.
- Not pushing too far too fast, and exhausting my staff with new initiatives. Keeping in touch with the culture and values and not running too far ahead of what people believe in. Getting a realistic perspective on the rate of change possible and the timescales involved
- Mainly personal coping strategies and overcoming personal frustration
- Activities: Revising the teaching accreditation programme on an academic practice basis; Cohering the non-accredited educational development provision and increasing its impact; Extending the leadership and management development programme; Extending research support. - Leadership concerns: Managing a centre that is expanding in several directions; Ensuring that resources, including staff, keep pace with work; Allocating roles appropriately within the unit; Ensuring co-ordination across all activities within the unit; Working effectively with other providers; Ensuring that "customers" have needs met. - Development needs
- My current role is re-focusing as joint responsibility for the unit is moving from a job share to sole responsibility (me). There is also a change agenda within the institution as we recognise organisational development as a function and now have an OD role. I think the whole unit will become OD. We are also moving to devolved resource allocation and a greater emphasis on the role of the manager so there is a big challenge for us to work to

this agenda.; I need: To understand what OD is and how it should work; Development aligned to this; Understanding of devolved resource allocation models; A mentor to help me focus during this time of change

- Keeping up to date on new approaches and techniques; Level and extent of influence in a devolved structure

3B. Leadership attributes

(Responses to q. 40, Appendix 1)

- International and national credibility, experience as a lecturer, substantial record of research and publications, wisdom of Solomon, patience of Job
- Sector knowledge, Up-to-date knowledge on trends, practices and methods etc., Influencing and negotiation skills, Presentation skills, IT Skills, Assertiveness, Emotional Intelligence, Situational Leadership
- 1) Credibility – ability to speak the language while also bringing a credible and applicable external expertise (eg. Up-to-date thinking in the training and development world); 2) Team and people management; 3) Politics: ability to work the system by the right combination of official channels and personal contacts; 4) Visibility
- Political skills, institutional awareness, good radar, empathy with staff, genuine care and enthusiasm, tenacity and self-belief in the face of hostility and incomprehension.
- Organisational Awareness, Communication, Analytical Skills, Openness, and Integrity.
- A vision; integrity; values; ability to communicate with staff at all levels; empathy; drive; sense of humour; resilience; political awareness; good networks; able to give constructive feedback; financial awareness; self-awareness; organisational ability; a great team; able to see the 'big picture'; 'can do' attitude.
- Strong team leadership; Influencing/Negotiation Skills; Facilitation/Training skills (role modelling for others); Tenacity/Persistence; Networking & Relationship Building; Design & Delivery skills; Coaching & Mentoring; Awareness of marketing; Sourcing good ideas from the external context; Creativity
- Ability to make a significant contribution to the universities corporate strategic planning; Vision and ability to think and act strategically; Ability to provide effective leadership; Excellent planning and organisational skills; Excellent interpersonal and communication skills; Readiness to identify opportunities and develop initiatives which will help to develop staff within the university
- Good knowledge of HE issues in learning and teaching (across disciplines); Presentation skills; Good management/organisational ability; Ability to undertake training needs analysis; Negotiation skills; Awareness of different orientations of diverse group of staff; Creative curricula design.
- Strategic overview of the organisation; Up-to-date knowledge of the sector and of organisational development; OD capability/ consultancy skills; Negotiating skills; Flexible personal style; Credibility - capacity to communicate effectively with people working at all levels and in all functions.
- Influencing skills, networking (internal and external) skills, research and report writing skills;; Ability to guide and advise senior colleagues in way which is listened to.
- Need to understand the nature of the core business ie teaching, learning and assessment and welfare of students as well as being able to communicate with all groups of staff and appreciate their training needs.
- Credibility, capability, humility, genuinely respected, good communication skills, academic respectability, leadership.
- Credibility, capability, humility, genuinely respected
- Enthusiastic, can-do attitude.; Networking – internal and external to organisation - including project work; Advanced facilitation skills – assisting others to develop solutions; maximising group working with high pressure on utilising time efficiently.; Action Learning –

- facilitation; Coaching – senior managers; Strategic acumen; Understanding of organisation development theory/practice e.g. whole organisation change management,
- Persuasion skills!, Good understanding of HE Issues
 - Absolute belief in the value of learning for all staff and students; Persistence (in the face of indifference) and an ability to 'bounce back'; Self-starter, self-belief and confidence (to be a champion or advocate); Influencing and persuasion skills (because we usually have no authority); Resourcefulness/entrepreneurial abilities (for making best use of scarce resources); Thick skin (in the face of ignorance); Ability to handle ambiguity and change (especially in the HE Sector); Empathy with audiences; Excellent communication skills; Diplomatic genius!!; Moral courage (especially in the HE Sector)
 - Credibility and experience; Ability to motivate; Confidence to give the staff you're managing scope to develop their job; Being able to seize opportunities and having the vision to provide alternative approaches to things
 - Ability to communicate across all levels of staff and lend support to staff who actively wish to develop their roles within the HE context; Ability to act as coach and mentor to staff who need support
 - Personal values – commitment to development (self and others); Political astuteness; Influencing skills; Understanding of the 'business'
 - Understanding of institutional values; political astuteness, good networks; interpersonal skills.
 - Energy; Client focus; Strategic thinking; Quality orientation; Innovation; Networking skills; Resilience; Optimism.
 - Knowing the HE landscape, HE developments, Political skills, Informed about Professional Standards developments, Networking, Know about funding opps
 - Strategic vision and understanding of the field to ensure credibility, ability to communicate effectively with all levels of staff and the ability to make things happen.
 - Tenacity, patience, resilience, ability to communicate effectively at all levels, ability to be creative even when pressures for 'compliance' and number-crunching are mounting, sense of humour, ability to network, ability to manage self and time
 - Strategic thinking; Alliances with key players; Not getting bogged down with day:day work eg signing holiday forms; Driving the function to ensure it is both aligned with the strategic aims of the University/Departments & Colleges, and provides added value
 - Having credibility with the academic community. – Ability to lead and manage change. – Vision. – Persistence. – Influencing skills. – Resilience. – Strategic development and planning. – Determination. – Networking skills. – Intra- and entrepreneurialism – Leadership. – Motivating others. – Management of people and resources – Being an ambassador for skill development. - Attention to detail as well as to the big picture.
 - Profound expertise and knowledge in the topic areas you are working on – I used to rely on facilitation skills, consultancy skill and my wits, but things have got a lot more sophisticated – enough expertise in the specialist areas of your own staff to understand what they are doing so as to be a useful colleague – and knowing more than the people you are trying to influence about what you are trying to influence them about. I now have much more respect for knowledge and expertise (and rely less on the kind of process skills I started out with)., Flexibility and almost a chameleon personality – you cannot impose your own values and attitudes for long without discovering that you have been marginalised in all kinds of ways. Tolerance of ambiguity – you are serving several different masters with differing goals and with no clear solutions., Sensitivity to local cultures and values and an understanding of how change happens on the particular contexts you are working in. A kind of empathy with local values and ways of seeing things – like a 'barefoot anthropologist'., A focus on strategy and tactics, policy and implementation of policy, and not just on developing isolated individuals., Good old fashioned management skills: managing budgets, managing staff, planning, setting negotiated goals, tracking progress on the basis of plans supported by data etc etc, Networking – knowing people, building allies, knowing how to make progress through people rather than at your desk.

- Tenacity; Ability to relate to wide audience; Ability to deal with ambiguity; Creativity; Appreciation and sensitivity to value of HE Institution; Reflexivity and personal insight
- Ability to make sense and to articulate ideas; Political awareness; Strategic sense; Ability to encourage / enable others to perform well; Capacity to cope with large number of wide-ranging demands; Ability to allocate work and to delegate appropriately
- Patience and Perseverance!!; Excellent influencing and negotiating skills; Good understanding of strategic management; Foresight, vision and enthusiasm; Good communication skills, particularly report writing
- Understanding of staff needs. Understanding of Corporate Plan targets.
- (a) Facilitative role – engaging with others to explore/understand development needs; (b) Influencing skills; (c) Creativity and innovation – to maximise engagement on learning and development

3C. Leadership attributes needed

(Responses to q. 42, Appendix 1)

- Greater wisdom and patience
- As a staff developer I feel that I can always improve in all attributes/skills listed in Q40
- Need more work / practice on the people management side.; Politics is a mixed picture – I have a very good awareness of what's going on, and can work the bureaucracy pretty well, but lack a very good personal network at the right (higher) level
- More tenacity and self –belief.
- Always need more – newer way of seeing things
- The thing that is most on my mind is language and how the use of terms which I use every day can be a barrier between me and academic colleagues in particular. I'd also like to get better at analytical approaches to identifying and resolving problems. I am thinking particularly of facilitating a difficult group situation and trying to help move things forward.
- Perhaps more on thinking and acting strategically
- Management and negotiation skills could be further developed
- All of them can always be improved and there is always the need to stay fresh.
- I think my guidance skills need some work as some senior colleagues are not yet listening!!!!
- More management training delivery experience.
- Can always get better!
- Capability needs to be broader
- Priority Development areas: Coaching skills; OD development; Strategic Planning – and measuring added value (developing and using OD metrics, etc)
- Better understanding of HE issues
- One can never have enough skill in influencing and persuasion but I believe in the need to continue to build and maintain all of these attributes and seek to do so.
- Mentoring skills
- Political skills – creating winning situations for the Centre, particularly with regard to positioning and recognition
- ..could be more assertive in some circumstances
- None. But innovation is always with us as a further need.
- Funding opportunities
- Greater understanding of the University sector and certainly academic development issues,
- More patience, better time management, dealing with stress when operating among very senior managers.
- Sponsorship by a key/influential player who I can trust
- I need all of them for my role.
- Coping with ambiguity – can generally cope with this but it is overcoming sense of frustration when all the bits of the jigsaw do not come together
- I would always welcome the opportunity to review my expertise in all the above areas.

3D. Personal leadership development

3D.i. Things that have helped development in a leadership role

(Responses to q. 43, Appendix 1)

- Bruising challenges with senior managers and academic staff.
- Practice and reflection
- Opportunity! Without my boss going off sick, it would have been very difficult to get any leadership / line management experience within current job structures.; CIPD development programme has been useful in widening my appreciation of leadership and management, and of what happens in different organisations.; Attending senior management development events (1994 Group) as a facilitator / observer, has provided very useful insight; I've sat on many working / steering groups and committees, internally and externally, which has hugely increased my knowledge of who's who and what's what in the institution and the sector (compared to some of my staff development colleagues)
- Networks, mentors, action learning, understanding colleagues, supportive managers, secondments.
- Experience outside HE and hand on line management experience – so that I can appreciate Leadership/Management dilemmas
- Having an academic mentor; Experience; My boss; Working with and learning from other people
- Experience; Seeing good managers as role models in previous organisations; Using 360° feedback to understand how my style comes across
- I am always willing to take on new challenges / projects. I also undertake continuous professional development as part of my membership of the Chartered Institute of Personnel and Development.
- Mainly prior experience and a wide range of development programmes. Most recently: 2 days 'Persuasive presentation skills'; And (currently) EdD in HE Policy and Management
- The superb support/challenge of my immediate boss – the Vice Chancellor.; Having had the opportunity to undertake some research in this area.; Having a role which provides the constant challenge of shifting contexts - working in other HEIs and elsewhere.; Feedback and coaching from other trusted colleagues in the sector.
- Having regular one to ones with senior management team (at least once a year following performance reviews).
- I have undertaken reflective practices eg portfolio building and learning diaries to develop my skills and change my behaviour. I have also attended a pattern breaking course.
- Having one-to-one coaching from a senior manager within BP. Exposure to all senior managers regularly.
- Working as a mentor through SLF; opportunity to be part of the leadership team for HR, not just organisational development. Exposure to all senior managers regularly.
- Action Learning; Internal Man Dev programme- space for self-reflection (and some peer feedback); Buddy mentoring (from within institution and external); External Mentor; Having a challenging line-manager; Opportunities afforded by VC/HRD with same principles and enthusiasm to progress shared agenda.
- My line manager, My peers
- Listening to feedback from colleagues and staff and doing something about it if I can.; I have had the opportunity to work with some fantastic practitioners.; I have had some very good, and a lot of very bad leaders and managers and I learned from them.; Taking on some really tough assignments and being allowed/allowing myself to get it wrong sometimes.; Practicing what I used to teach (Business Studies and Entrepreneurship).
- Experience in other types of role within HE. I've been a researcher, a lecturer and an administrator!; Being credible – having a PhD helps (even if it's not in education).; Being seen as someone who gets things done, and who is flexible. This being seen positively by others (my managers) and then allowed to develop into the leadership role. Being trusted. Being rewarded and praised.

- Learning from others (colleagues internally & via cross-university projects such as DALEK), new work/projects, networking, support from senior colleagues, 360 degree feedback
- On the job experience and the Scottish network of Staff Developers. We do tend to share ideas and experiences in an informal manner
- Having a mentor (external to the organisation); Having a coach – this has proved helpful this year as part of my own personal development; Reflecting on practice; Networking within and outside HE
- Project work; overseas work; close co-operation with key colleagues; action learning.
- Working in several faculties and several HE institutions. Wide professional training, Ed Tech, biochemistry research, teaching.
- Networking, (unofficial) boss as mentor, hard graft, getting through some difficult situations on funding!(no money)
- Talking with all departments and academics.
- Experience, role models, various learning activities, staff development and other colleagues
- External activities; Being able to support very able staff and then encourage them to be successful
- Having someone on the University's senior management team to champion staff development. - Cultivating people at all levels – PVCs, VC, Deans, Heads of Schools and staff at all levels to grow reputation of unit and hence grow the unit. – Interaction with professionals outside the sector. - Being competitive and persistent by nature. - Willingness to learn from critical feedback and to bounce back.
- Experience of being a head of a unit since 1980 in very different contexts (and working with very different staff – I could not have coped well with my current institution when I was 30!), and hundreds of consultancies in very varied institutions., Listening to my staff and their advice., SEDA staff development conferences over the years, ICED meetings (especially the Council meetings where people shared current concerns and developments), Growing self confidence to cope with almost anything that is thrown at me (without being combative)., Ascribed status (due to role, professorship, honours etc) that mean people take me more seriously than they otherwise might given what I actually know or have to say., Having very competent people working with me that I can trust to do their work well with minimal guidance from me, and who I can learn from (this is more rare than it ought to be in sd – there are a lot of mediocre staff developers out there who it is difficult to learn from.
- Experience, talking with staff who work for me, talking with others, occasional injection of Management Development to stimulate re-thinking, personal reflection, tutoring on Certificate and Diploma in Management courses, study at various levels
- The fact that it has grown over a fairly long period. Advice and guidance from several experienced colleagues in other institutions. Reviewing other institutions' provision, which always provides food for thought. Scholarship and writing for publication are very useful as a means of synthesising and clarifying ideas (my main areas of interest are in conceptions of professional expertise and in staff development strategy, both of which are highly relevant). The feedback of colleagues, whether something has gone well or otherwise.
- Working with an excellent and professional partner who is supportive, gives good feedback on a regular basis; Managers who have encouraged creativity and forward thinking; The chance to try things out so helping with confidence
- Mentoring
- Collaboration – with peers in other HEI's and with external trainers/partners; Clear direction on work priorities – Human Resource Strategy/Personnel Work Programme; Support of my line manager

3D.ii. Things that would help further development in a leadership role

(Responses to q. 44, Appendix 1)

- Knowing better when to back off

- More time to reflect, Opportunities to network, Mentoring and coaching
- A mentor
- Easier access to secondments and changes of role.
- Secondment to other departments/ Schools at the University/ out side the University (but in HE)
- Advanced facilitation skills in an HE context
- Attending conferences/seminars; Sitting in on leadership programmes (e.g. having to facilitate action-learning sets where managers/leaders describe their approach to problems); More feedback and/or diagnostics
- Possibly being able to team up with / shadow other staff / educational development leaders
- Not sure. I have a portfolio which requires a little work before being presented to the CIPD to up grade my membership – however the portfolio has been in this partially completed state for nearly 2 years!!!!!!
- To continue to get away from knowledge based outcomes to behavioural.
- Experience.
- More cross-sector working, exposure outside of HE again.
- Making time for reflective practice - planning and considering lessons learnt.; More Advisors in my direct team – I am having to do a high proportion of 'hands-on' operational work and leading/implementing multiple major projects i.e. I am the lead for Man Dev, values and behaviours work, internal comms, etc.; Cross university working on projects i.e. how many of us are producing man dev programmes in isolation, and so recreating the wheel.; Completion of 360 feedback to focus development priorities.
- Strategic development
- Listening to feedback from colleagues and staff and doing something about it if I can.; CPD support funding and enthusiasm.; Time to do outside consultancy (it's great development and I get real respect).; It would be great if the Senior Academic staff didn't treat me like some overpaid administrator or stand up trainer because the unit is situated in HR. My response is sometimes a development need!; Competent and supportive line and senior managers.; A shift in attitudes towards the value of learning and development within the University (but we'll get there).; An HR Director post that is really about HRM and not Personnel.; Maintaining links with colleagues outside the HE Sector (inspiration/up to date practice).; Maintaining links with colleagues inside the Sector (inspiration/understanding and support).; Taking on other assignments and being allowed/allowing myself to get it wrong sometimes.
- More networking with other staff developers (this is the purpose of the regional group I convene); More direct management development for me (just coming online)
- Visits to other institutions or organisations. Maybe a period of secondment or job shadow
- Opportunities for research – action research
- Project work; peer mentoring; action learning.
- Advanced facilitator training; Mentoring/coaching training.
- Short updating seminars/ briefings
- Hoping to attend Staff Development Conference and AUA conferences over next nine months to talk to other practitioners and gain greater knowledge about development issues and priorities in the sector.
- Updating on theory, (probably through formal training), opportunity to review skills/style, maybe through coaching
- Have more established posts then I won't need to be running around trying to get small amounts of money from lots of little pots; Not to be excluded from major decision-making committees and bodies
- Probably a high level leadership programme, eg at Harvard. I would not be interested in something like the new programme for public sector leaders that was advertised by the LFHE a couple of days ago.; A coach probably.
- I'm learning a lot by meeting heads of other such units in our benchmark institutions (e.g. Stanford, MIT, Utrecht – I've visited 12 in the last year) – I'd no longer learn a lot from

heads in e.g. Plymouth or Brookes. So I want to keep those encounters live and ongoing., Within my institution I need to be brought in more to where decisions get made outside of committees to understand the dynamics of influence.

- Really around institutional support for staff development
- An occasional opportunity to review my work with an experienced colleague who has had an equivalent leading / managing role (not necessarily in staff and educational development but certainly in higher education). An opportunity to offer advice and guidance to other colleagues. Space for scholarship and to write.
- Key thing really is a mentor as for me I have had the chance to do plenty of formal development and now need to get some personal insights to self and my future and how I can perform better in this role. I would also welcome an 'e' environment to share and collaborate with colleagues, with opportunities for reflection and perhaps linked to a formal qualification.
- Good networking, up-to-date case studies
- Time for 'development'; Proactive identification of needs by faculties, services and senior management

3D.iii Any other comments about personal development

(Responses to q. 45, Appendix 1)

- This has been both a sudden, unexpected elevation and also a frustratingly slow shift of role, which has made systematic development difficult.
- I recently upgraded my CIPD membership to FCIPD status. It's helpful to have an externally recognised status like this, helps with credibility issues in the eyes of academics !
- It has been and will continue to be self-managed and that's how I like it – if we are professionals in development we should be expert, within a context of feedback, at recognising and seizing development opportunities that suit us. For me challenge and change are central to professional learning.
- I would value some "time out" to reflect on my development needs – NESD used to have an annual "retreat" for 2 days which was invaluable for personal reflection and personal development – sadly this hasn't happened for a couple of years now.
- Although expensive, one-to-one coaching was the best staff development I have ever experienced in 30+ years in education. In contrast, I thought the 360 experience was a waste of resources, time and effort.
- The old adage that Staff Developers look after everyone else's development but leave their own to last is very true. My personal approach is that I learn from everything I do – but do not allow myself time to really plan ahead to focus and prioritise real needs.
- It would be good to be in touch with others who understand that HRD and organisational development has a strategic role and is as much an art as a science.; I learn by doing and reflecting in equal measure.; I have tried and rejected elearning in any form (especially chat rooms and discussion forums).; I have reached the point in my career/life where my development doesn't seem to be as important to the organisation as it used to be. That bothers me.
- A lot is about personality
- Currently participating in the ULEP Programme, which is excellent.
- It has been totally unplanned and therefore I would not consider myself to be a good role model. - I have a background in research and in HR, which has helped to give me credibility at a range of levels. – I do not have experience of working outside HE, which doesn't really matter but, I think, would have been good for me.
- I'm learning a lot by meeting heads of other such units in our benchmark institutions (e.g. Stanford, MIT, Utrecht).
- The issue for us is as with all managers i.e. time, level and relevance and we sometimes forget that we are one of them too!

Appendix 4: Views on Strategic SD and its Leadership

4A. Leaders' views on strategic SD

The following comments were taken from interviews with 16 staff development leaders, when asked to define what they considered to be strategic staff development:

- Strategic SD is systemic in action to tackle a pervasive or widespread issue somewhere in the institution. Senior management will tend to appreciate that the issue needs addressing and strategic leadership may involve persuading people that these development needs exist and that resources should be used to address them so that a real difference can be made. This is not just a sticking plaster approach.
- Strategic SD is SD that is aligned with the strategic needs of the institution, as set out in the corporate plan.)....and delivering on those needs. In one case, all staff are made aware of the corporate plan. This notion can be developed where every course, output etc from the SD unit is specifically related to the corporate plan and in one eg everything is linked to one of the 10 corporate aims. In another eg a well thought-out vision statement has been worked up that is a very useful document, whereby staff can look up their role, see what is expected of them and how that fits into the corporate plan. A more strategic leadership approach is shown by the process described above whereby all staff are made aware of three key areas. Annual reporting can mean that SD unit survival is dependent on showing that activities are tied into the institution's strategy.
- Having a 'heads-up', environmentally aware, radar-scanning approach to source new initiatives and approaches that tie in with the institutional aims as set out in the corporate plan. Successful work in this area raises profile of the unit.
- Providing effective leadership and leadership management.
- Realisation of the need for a happy workforce..therefore develop staff *per se*
- HEFCE can be effective in providing a strong steer to institutions on what is needed particularly for SD.
- Several leaders mentioned involvement with internationalisation agendas.
- Implementing new initiatives eg VC awards for excellence in research supervision support.
- Working towards having a key institutional role that is recognised in audits in ~5 years time that is on par with the success that AW has had at L'boro!
- Influencing senior managers as well as getting them to think about what they want from the SD units.
- Not being part of HR as this would not be good for academic staff. Made it a condition of employment that it would form part of quality assurance and quality enhancement within the university and not linked to the hirers and firers of personnel ("Not encumbered by the dead hand of personnel").
- Personal and professional development of all staff groups. Employment practices. In this area has involvement, influence and, in some cases, leadership. E.g. Has developed the professional and probationary standards for new teachers. This has affected the engagement of staff.
- Qualifications and vehicles for achieving these.
- Management practice. This is across the institution and is a key area of influence for training and interacting with HoDs through to the VC.
- Teaching and Learning. Several areas of leadership here, including setting the agenda. Developing a community of practice in T & L. Involved with others in identifying National Fellowship candidates.
- Codes of practice for researchers and their career development.
- CPD for all staff groups. Leadership role here and convene subcommittees of our SD committee.
- Engagement in all University processes at an influential level.
- Influential with senior management but not always involved at a senior level (maybe a size issue...as tended to be more involved at senior level in a previous position in a smaller

institution. Eg. In previous post was clearly seen as the leader in L & T. This is not the case now, where it is lead by the Academic Registry and sits with the PVC (T & L). So not a leadership role in L & T. More of an influential and leadership role with support for research, working with the Dean of the Graduate School. Much broader role, equally influential but leadership role is more narrowly defined.)

- Engaged on most of the main committees except the research committee. Advice is often sought by senior management. Eg. On appraisal.
- Staff development counts as strategic staff development, if it has a long-term aim.
- Need to get to the more difficult issues of people management. These issues are easy to specify but what is more difficult is to get the university to have a debate about the issues. The strategic approach here would be to gather support and to work the issues out even if it doesn't get to the desired result of the SD leader.
- Strategic Staff Development (SD) is a case of enthusing and influencing the staff and managers to engage with SD and have these engagements aligned with organisational directives.
- Feels that informal routes of influencing colleagues work better than formal committee structures, particularly if not formally involved with the strategic planning of the university. Can get committees to 'rubber stamp' proposals.
- We provide development and part of our job is overseeing the staff development provision across the university and ensuring that it meets criteria such as equity and transparency etc.
- To provide a framework for allowing appropriate development opportunities that are designed to improve knowledge, skills and attitudes of staff which will enhance personal growth and the effectiveness of individuals, teams and the University in the pursuit of excellence in all of its activities and strategies.
- To facilitate the organisational development of the University in responding to external and internal challenges and to promote a developmental ethos.
- To outline various staff development support plans for each institutional strategy.
- Ensure academic staff are equipped with abilities to handle new technology.
- All staff made aware of corporate plan of institution.
- Helping senior administrative staff and managers of support sections in personal and leadership development. Developing individuals advances the university and is therefore strategic.
- Need to have a good handle on what the university is doing at a higher level.
- Need to have a handle on what impact the unit is having on the organisation.
- Knowing what to celebrate and what to improve.
- Interpret what is happening in the university and inform staff. Conversely, inform the university leadership what staff are concerned about.
- Impact measures and evaluation. Tracking what people have done can develop 'tomorrow's leaders.'

4B. Examples of strategic leadership

The leaders of staff development units, interviewed above, were also asked to provide examples of where they felt they had demonstrated strategic leadership:

- A need for improved appraisal training was recognised. External experts were recruited to evaluate, redefine and pilot a revised process. They also trained/coached internal staff so that the process could be self-sustaining. Resulted in a shortened but more effective programme.
- At the very basic level of information feedback (happy) sheets: are the data just stored? Or are the data analysed? If the latter, are the results of the analysis fed back? For example: is feedback on the quality of the catering passed on to the caterers, as this would be of strategic benefit to them and could limit the need for discussions on catering at future

events. Similarly, the comments on whether the venue was adequate should be fed back to the relevant unit. More importantly, with regard to feedback on the content of an event: did the presentation meet its objectives? Did it meet the presenter's own objectives and were these objectives related to what was expected and wanted?

- Some good strategic S/ED recognises the need to maintain a happy workforce. An example here could be the use of 'Lifelong Learning' but making it 'inward facing' and offering it to families. i.e. Developing people *per se*. Fundamentally, there is no difference between development and management.
- Continually 'scanning the horizon' for funding opportunities that would tie in with the University's strategic plan.
- Part of the strategic-level activities has been involvement in the expanding international mission to China. The PVC (Academic) has been heavily involved here and required the development of Administrative and T&L strategy versions specifically for China, as well as the making of bids to China's Scholastic funding systems. The leadership role has required the development of actions and operations in these areas. One scheme has involved the identification of cohorts of 25 (Chinese) people who have had positive experiences with the institution and want to continue their association with the institution and are willing to assist in furthering its ambitions in China.
- Implementing a novel process that seeks to get three high-level strategic topics onto the 'radar' screens of all staff so that they can be considered and discussed right up to the highest level within the institution. Initially, a small team (within HR?) brainstormed a list of what they considered to be the most important S/ED matters for the institution. The list went through an iterative evolutionary process, to include previously omitted topics and eliminating aspects that were considered less important, following discussions with senior personnel and further team meetings. A list of six topics was decided upon and taken to the Senior Management team. They liked the approach but considered six topics to be too many and requested that it be limited to three. The three topics eventually decided upon were:
 - a. Technology assisted learning.
 - b. Enhancing researcher performance.
 - c. Leadership/Management development.

These are the topics for this year and will be reviewed annually. Next year it is likely that a topic on 'Enhancing the first year experience for students' may be substituted for one of the above.

The next stage involves Heads of Schools and Deans forewarning them that this process is coming, they need to be aware of it and to consider it. Have they considered these three topics – if not, why not? Gives them the opportunity to discuss with their staff. Finally, a package is sent to all staff to raise awareness of the three topics. It is a cyclical process, aligned with the institutional planning cycle, and encourages thinking at the highest strategic level.

- Restructuring/realignment. How to manage this in a way that fits with HE. It is a very different process to the business sector. It is slower in HE with lots more issues to overcome. A business model can not just be transplanted into HE. Tries to get as much experience and knowledge into planning the change process. The commercial end of the university was reconstructed last year and was involved as a change consultant. HEs have difficulty with the concept of change and provided help to managers to develop the best route.
- Doing a lot of team development work including with Heads of Schools and the senior team. Running sessions where makes it uncomfortable and asks what they are really trying to do. They find it difficult to work in teams and this has to change. A whole new approach is needed in getting a team going. There is a big nursing school within the institution and nurses work well in teams. Watching them work in teams is greatly different from an engineering group. More 'teamness' required in HE.

- Teaching and Learning (T & L) strategies of departments have been aligned with the main university strategy. Has done a lot of work with departments to derive these T & L strategies. Also, has developed and disseminated good practice codes.
- New Quality Assurance Agency for HE (QAA) code of practice on research degree programmes. Has had the job of formulating and operationalising the code of practice by reviewing and consultation with departments. This has required an ability to get departments to change policies and procedures. Again, has involved disseminating good practice across departments.
- Implementing the Vice-Chancellor's award for excellence in research supervision/ support.
- An example where strategic staff development is required is with research staff to deal with the personal, professional and career development of research staff and dealing with aspects of short-term contracts and how careers are managed so that short-term contract research staff are not disadvantaged. The tactical conventional development approach here would be to provide professional skills so that contract research staff could get a job. Whereas the strategic approach, and where leadership could be involved in the strategic approach, would be developing ways to change the system so that contract research staff had some form of career progression within the university. So these systemic approaches for strategic staff development lead to real differences being made, whereas with tactical approaches you can just provide training aspects, so for example, there is a need within the University for fire marshals. Training can be provided to produce fire marshals and the problem is solved. Has developed a working group for contract research staff. He convenes this group but has a senior academic to chair the committee. The committee looks at the status and rights of contract research staff within departments. Currently, they are low status but they should be involved more in departments. There has been a code of practice developed by the working group to look at how contract research staff are dealt with by departments.
- Has produced a management skills development programme and rolled this out to managers throughout the university. Also, is designing a senior management skills development programme.
- Developing HoDs. New programme devised in collaboration with other institutions. Leadership capability being improved. Need the right format/vehicle to engage academics. Programme running from April 2006, involving 360° appraisal, coaching and core workshops with 'big names' being brought in to run them. LFHE support for the programme. (HoDs want to be developed in half a day!) Initially, the Registrar asked that a leadership programme be formulated. Brought in external consultants..but it became apparent that there was no clear idea on what was wanted. "What are we expecting to develop?" Eg. Internationalisation and widening participation etc. are not leadership issues. Universally, we are not good at what we mean by leadership, therefore lack strategic focus at the higher levels.
- Developed the university as an 'accredited centre for the Institute of Leadership and Management.' This is mainly for support staff, plus a few academics. Other universities may outsource for these qualification courses but these would be generic. In house ILM courses can address the issues of the specific institution and are therefore strategic.
- Organised a 'visioning' exercise as requested by the Dean of the School to assess where they wanted to be in three years' time. A follow-up was required to see what they wanted/needed now to achieve the vision.
- Put in place a new virtual L & T environment. Combined the educational development and L & T strands in this VLE.
- Working strategically with the Graduate School developing a new approach with CRS. Looking at how we develop CRS checking against the European charter etc.
- Display posters about who we are, what we do and who we can support. Helps to raise our profile in higher circles as senior managers didn't know who we were. Now in people's minds and people coming in to request help..so profile is rising. Now offering Meyers-

Briggs' testing as another way in...will use any approach to get into other people's doors!
Senior management now getting good feed-back about us.

- Developing a dispersed network of Teaching Fellows working with faculties.
- Identifying and raising profile of Intellectual Property. Developing university programmes for spin-out company directors. Enterprise learning and knowledge transfer.

4C. Comments from line managers

The immediate line managers of the leaders of staff development units were asked for their views on strategic staff development, its alignment with institutional requirements, and its value:

- Strategic SD leadership requires a view of the bigger picture...a knowledge of the drivers outside one's own institution bearing down on the university and the staff to be developed, combined with a very close knowledge of the university's own direction and priorities. SD leadership then requires knowing how to prioritise the myriad good things that a SD unit can do and aligning these to the dictates of the external pressures and the university's own sense of direction.
- The particular challenge is providing the hinge that works between SD enterprise and the academic/academic-related staff...moving towards the ideal leader is someone who has the authority and the state-of-the-art knowledge of the drivers to make prospective clients for SD bite. The quality of leadership can be observed by who takes up voluntary SD activities.
- On the SD leader having to compete for funding pots with other senior managers (Deans and HoDs) in the university: The downside is that it is more difficult to plan without secure knowledge of adequate and continuity of funding. The upside is that can catch a 'tide' from external sources and make an exciting impact.
- Strategic SD are those areas of employee development that the organisation identifies from its high-level strategic plan as being fundamentally important to delivering a strategic vision. In any one period would number no more than three or four significant areas of development, for which we say, "Without this we cannot succeed." It is the 'must do'..without which you can't deliver your organisational strategy. These are the 'What' but also important is the 'How'...How you deliver those priorities very much has to reflect the type of organisation you are. Then need to see how these development areas appear in plans within the faculties and schools so that ultimately can chart progress against plans.
- HE is more equipped now to cope with a more business-like approach..but it depends what type of university. This would be particularly true for those institutions engaged in more applied research..so more comfortable with the interface with business.
- Have to be able to 'upward manage'! These days upward managing is as important as downward managing.
- Previously it had been hard to get joined-up thinking within the institution. Have been working at this in a more systematic way in the last three to four years. Getting much better at it now for three reasons: 1. Have engaged the organisation in debate about what the priorities should be. Have got consensus around these. This has led to a policy document that indicates what our SD strategy is and how it relates to the 2010 plan. 2. Now have a SD leader that can develop that focus. 3. Realisation across the institution that unless we do something structured it is going to just be hit-and-miss. This renewed focus has all come about through the breakdown of merger discussions with another institution.
- On the academic side it has been more difficult. It is not about running courses at the centre...it is about getting ownership..and that means having joined-up, grown-up conversations with people that gets them to take up ownership of the strategic SD agenda in their own areas. There are some things that are driven by the centre and some things they take ownership for. Need the right people at the centre to forge relationships with the right people in the faculties. Need people with credibility and the right interpersonal skills.
- Proof of the pudding is in the eating...is there any evidence that our planning process is actually working? This can be assessed by an employee commitment survey (every 18

months) and here some of the question areas will be used to assess whether the priority areas for development are having any impact. A second approach will be the extent to which our senior managers are driving it through personal development plans...will be able to review senior management performance against deliverables in the plans.