



**Bournemouth  
University**

## Transformative Career Progression for Academics – Some Early Thoughts on Early Findings

Dr Colleen Harding, Bournemouth University

Dr Sally Worth

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# Purpose

- To share the background to the project and some early findings
- To invite your perspectives on the questions
- To provide an example of an Academic Career Matrix used at Bournemouth University
- To invite your critique and contributions to the 'Career Intervention Tool'

# Background to the Project

- Concept of emerging academics
- Funded by ODHE; Bournemouth and Westminster Universities
- Project Team and Partners across the sector
- Objectives to find out about: career intervention points; how coaching and mentoring support career development; survey; interviews; case studies
- Outputs: model for supporting career development; career intervention tool; resource for academics and HR and OD practitioners

# What we have done so far

- Literature Review
- Career Frameworks
- Special Interest Group at ODHE
- Survey with Academics
- Interviews with Academics; Heads of OD/HR; Coaches/Mentors
- Mid Point Workshop with SW Engagement Network

## **Still to unpack further:**

- *Complete data analysis of different types of data set*
- *Comparisons across data sets, for example to OD practitioners conceptualise an academic career in the same that an academic does? Where do the different groups see the transition points? What support do they think is most appropriate/provided?*

# Academic Career Question

- How do you conceptualise an academic career?
- What is your definition of an academic career?

# Academic Career Question: Selection from the Data so Far

- Different entry points: industry; professions; post doc; practitioner academic; experience of different sectors
- Changing: email; KPI's; outputs; less scope for self definition and self determination
- Areas of practice: education; pedagogy; research; enterprise; professional practice; industry; publications
- Promotion
- Different roles as defined by University frameworks
- Different routes: trajectory to leadership; management roles; professorial
- Discipline focus
- Gender issues
- Need to align with needs of the HEI

# Transition Point Questions

- What would you describe as the main career transition points for an academic in your institution?
- What support do you provide to academics in preparation for, or at, these career transition points?

# Transition Points: Career Frameworks Data

Role and career stages as defined by career frameworks/role grades

Roles with responsibility

Leadership

Opportunities for support; process support; qualifications

Benchmarking (but limited)

*If we have time we will do some more detailed analysis around language;  
mission group; similarities and differences*



# Transition Points: Selection from the Data So Far

- Probation
- Role – title; temporary; permanent
- Moving between grades; moving between sectors
- Qualification – for example, professional or doctorate
- Responsibility: leadership; programme leadership; research centre; editor; faculty boards; being on recruitment panels;
- Sabbatical; Stretch projects
- Development opportunities; being mentored; being coached; spotted my talent
- Changing institution; geography
- National projects; part of national research centre; securing funding; EU projects
- Playing the game; ambition; finding self
- Quality of output

# Coaching and Mentoring Questions

- In what ways is coaching used to support academic career development in your institution?
- In what ways is mentoring used to support academic career development in your institution?
- How are coaches/mentors identified?
- How are coaches/mentors recognised or rewarded?
- What definitions of coaching and mentoring are used in your institution? If there are no institutional definitions, what are your personal definitions?

# Coaching and Mentoring Question

- How are coaching and mentoring used to support academic career development in your institution?

# Coaching and Mentoring from the Data So Far

- Coaching

- Self reflection
- Self management
- Identity; strengths
- Confidence
- Opening mind
- Strategic ability; leadership perspective
- Skills
- Not always sure of the definition
- Not always useful

- Mentoring

- Self awareness
- Confidence
- Overcome fears; overcome isolation
- Deal with poor situations
- Big picture
- Skills
- Collaborations; networks
- Organic process
- Trusted guide
- Not always sure of the definition
- Not always useful

# Other types of Support from the Data So Far

- Internal Sources
- Culture of HEI and levels of support ‘from the top’
- Faculty/Institution Committees
- Competency/Behavioural frameworks
- Role of Buddy
- The role of the Manager (MaC/MaM)
- Appraisal
- External Sources
- Invitations to work with other HEIs or Industry
- External Boards/Committees
- Networks from Programmes – e.g. Aurora
- Athena Swan/WISE
- HEA Fellowships

# Career Intervention Tool Questions

- What would a career intervention tool look like for academics in your institution?

# Career Intervention Tool Ideas from the Data: University Based? Central Resource?

- Purpose

- Succession planning
- Talent pipeline
- Strategic look at whole career
- Build confidence
- CPD Framework

- Topics

- Knowledge - how to move up the ladder
- Leadership development
- Managing people
- Budgets
- Skills and skillsets
- Promotion process

- Type

- Coach
- Mentor
- Interpreter
- Buddy
- Online

- Formats

- Face to Face
- Online; podcast; YouTube
- Interactive matrix
- Case studies
- Flowcharts

# Example of BU Career Intervention Matrix to Critique

- Three stages of evolution:
  - PPDP Tool; titles only version; emerging, emerged, established
  - PPDP Tool; detailed activities under each heading
  - Academic Career Matrix aligned to roles and to pay and promotion and full Academic Career Framework
  - We have also worked with a Career Coach to develop career development resources for coaches, mentors, line managers and academics to use; although their use is in the early stages!



# Questions About the Example Intervention Matrix

- How might you use a tool like this in your institution?
- How might your academics use a tool like this?
- What are the useful elements of this tool that you would like us to keep for an 'intervention matrix' for this project?
- What would you change or add?



## Contact Details

**Dr Colleen Harding, Head of Organisational Development,  
Bournemouth University**

Email: [charding@bournemouth.ac.uk](mailto:charding@bournemouth.ac.uk) Telephone: 01202 965082

Linked In:

<https://www.linkedin.com/in/drcolleenharding?trk=hp-identity-name>

**Dr Sally Worth**

Email: [sallyjackson52@icloud.com](mailto:sallyjackson52@icloud.com) Telephone: 07720 295909