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DEVELOPING EXCELLENT PRACTICE AWARD 2017

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APPLICATION FORM

The award is open to individuals and/or teams who have launched an initiative or project, during 2016/17, that has made a **significant and positive impact** to the Learning & Development / Organisational Development environment and shows **evidence of collaboration** both within and external to their own institution.

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1. ABOUT YOU

Name: Yvonne Yelken

Job title: People and Organisational Development Consultant

Department: People and Organisational Development, Human Resources

Institution: University of Birmingham

Project or initiative title: Aditi Leadership Programme

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

The city of Birmingham has a highly diverse demographic with ethnic groups other than white representing 42% of the population. This is not reflected across non-academic, senior roles on campus. This has been identified as a priority area to address in the University's Equality Scheme 2016 – 2020.

In 2016 People and Organisational Development, using funding from the LFHE, developed an internal leadership programme with the aim of supporting the development of BAME Professional Services staff at Grades 6 to 8. The Aditi Leadership programme for aspiring BAME colleagues has now been launched following this very successful pilot.

The aims of the programme are to help talented staff identify their unique leadership qualities and where and how these can be utilised as they progress their careers. The objectives of the programme are to help individuals identify and address any barriers they may encounter, discover ways to bridge the gap between their current skills and abilities and those required to progress into more senior roles and to expand individuals' networks across campus and the city.

A key feature of Aditi is that the content is determined by the participants themselves at the start of the programme. This ensures the inclusion of relevant development topics that link directly to their ability to meet the objectives of the programme, thereby engaging participants in their own learning. Aditi is also the first BAME leadership development programme in the sector for Professional Services staff that has been developed in-house.

The programme is sector leading; we are the first to deliver an in-house programme for BAME Professional Services staff taking their first steps into leadership. The fact that this is internally driven and delivered helps support our colleagues engage with the university through real and pragmatic opportunities that create and support an inclusive environment.



3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

In developing this programme, we consulted with a number of senior figures with relevant expertise from the University's academic and lay communities. This included Professor Una Martin, Deputy Pro-Vice Chancellor of Equality and Diversity, Kiran Trehan Professor of Leadership and Enterprise Development, Professor Monder Ram OBE Director of the Centre for Research in Ethnic Minority and Entrepreneurship (CREME) and Dr Ranjit Sondhi CBE, a lay member of University's governing Council. The University's HR Policy and Strategy department was also involved and provided valuable support to the programme.

The pilot programme also engaged with Citizens UK through the College of Social Sciences. The aim was to broaden the participant's understanding of the strong ties the university has with the wider community and create opportunities for volunteering. As a result, three of the participants are actively involved in supporting events throughout Birmingham.

Long term measurable outcomes will be through successfully achieving a higher representation of BAME staff at Grades 7, 8 & 9 which at this stage in the programmes' implementation it is not reasonable to measure.

Average levels of confidence in leadership abilities were self-reported pre-programme as 5.7 and the level of confidence self-reported post programme increased to 9.1.

The increased confidence levels of individuals who completed the programme indicate that this had a positive effect on their career aspirations. 25% of participants from the pilot have secured promotions as a direct influence of the programme (workshops and coaching).

4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

Qualitative feedback from the pilot has been extremely positive; 'life changing', 'inspiring' and the 'best programme attended', have been words used.

This short video provides more information than this narrative [Short version](#). This was produced entirely by the pilot cohort in response to a request from the programme lead to prepare a presentation, in which they all contributed, to deliver to their line managers and University senior leaders at the end of the programme.

Three of the participants have pro-actively engaged with the Deputy Pro-Vice Chancellor for Equalities and have successfully launched a BAME network on campus.

Two other participants have been in consultation with the Assistant Director of HR, Strategy and Policy and the Recruitment Manager to discuss ways in which the University can actively engage with and recruit from the talent in the BAME population in the city of Birmingham.

An individual on the pilot programme has been selected to act as the secretariat to the Birmingham Partnership Group which involves Aston University, Birmingham City University, Birmingham City Council and voluntary organisations in Birmingham to support each other collectively. The University has allocated one working day per week to perform these duties. This aligns with and supports the University's strategic goal of growing and developing our partnerships.

The pilot has helped identify valuable and genuine talent in the organisation and as this continues this will ensure the University is able to retain knowledge and skills that contribute to its success. In addition, as



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individuals are encouraged and valued, their motivation and engagement increases, this ultimately has a positive impact on their performance.

One individual stated at the end of the programme that; 'I feel as if I now have a voice and it's not an angry one'

5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

The implementation of a positive action programme aimed at a specific protected characteristic group was challenged - mostly from the BAME population - as this was seen as emphasising that there were differences. Line managers expressed feeling a sense of awkwardness in discussing participation in the programme with their team members. Following the pilot, this was addressed by having two members of the pilot group presenting to the Registrar's Leadership Group on the benefits of the programme and offering their advice on having those 'difficult' conversations. The most important aspect - as one of the individuals mentioned in the video - is the fact that the issue of under-representation is now openly discussed.

We believe that the in-house aspect of the programme creates a increased level of engagement between participants and the University compared to external programmes . This also helped build partnerships across campus.

The two day design workshop identifying the programme content from scratch with input from cohort participants is a departure from existing practice in developing leadership programmes at the University . This involved challenging participants on real and perceived barriers then creating space for them to reflect and define their own learning needs. This ensures that the topics and materials are completely relevant for the individuals. This could be done equally effectively if outside resources were employed to deliver a similar programme.

Using 360 feedback and coaching was a valuable approach to embedding learning and changing behaviours.

6. SUBMISSION

Please send your completed form via email to Wendy Mason (wendy.mason@sdf.ac.uk) by **4pm on 11 August 2017**.

Shortlisted entrants will be notified by 8th September 2017 and must submit additional material (poster, video and/or PowerPoint slide show) to the above address by 6th October 2017, to aid the judges' final decision and to promote their project/initiative. Presentation to the winner will be made at the conference dinner on 29th November 2017.

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1. ABOUT YOU

Name: Tracy Ellis (on behalf of NWCIAL Team)
Job title: Organisational Development Advisor
Department: Organisational Development
Institution: University of Liverpool
Project or initiative title: North West Cross Institutional Action Learning (NWCIAL)

2. THE PROJECT OR INITIATIVE (350)

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

This application relates to a cross-institutional action learning programme set up by the North West HE Staff Developers Group (NWHESDG) to enable women from NW institutions to develop relationships, support career progression, build leadership capability; network; broaden knowledge and share practice through exploring differing perspectives; having the opportunity to engage in non-judgemental, confidential conversations with peers across the sector.

The first cohort (October 2015) included 40 participants from eight partner institutions: Liverpool; Liverpool John Moores; Huddersfield; Manchester; Chester; UCLAN; Lancaster and Cumbria, supported by a lead representative in each university. The programme consisted of 4 action learning sets made up of a mix of members from different institutions that met 4 times during an academic year: October; January; April and June. The meetings were held at different universities to enable members to visit other institutions and included a launch and first meeting including scene setting, introductions, overview of approach and contracting, two further meetings and then a final meeting including next steps and evaluation activity.

The intervention was chosen as Aurora programme participants reported that they had found the action learning component invaluable and, as such, the North West universities involved decided to support the continuation of these benefits for Aurora alumni and open up the opportunity to others who had not had the chance to participate in Aurora.

Initial feedback from the participants, gathered via a mid programme evaluation questionnaire for the first cohort, was extremely positive and the lead representatives reported that their universities appreciated having a progression step for those who had engaged in leadership programmes to enable them to continue their personal learning journey.



Following the success of the 2015/16 pilot, we applied for funding for a Leadership Foundation Small Development Project in 2016 to:

Carry out an extensive evaluation of the pilot programme

Develop an online Cross Institutional Action Learning Good Practice Resource Guide

Disseminate the work of the North West network sectorwide to UK regions via: the Good Practice Guide; conference presentations; and a dedicated mini conference for UK SDF regional groups (including some international colleagues) at the University of Liverpool in May 2017.

3. EVIDENCE (350)

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

We set out to develop a methodology to enable a group of universities to deliver sustainable cross-institutional action learning to enhance our network and community of practice to enable greater peer support and challenge via a development opportunity that is bespoke for both our specific community of learners and as practitioners.

Our success indicators were:

- > the growth of cross-institutional action learning as a method of supporting internal and external leadership development activities;
- > development of a good practice approach for organisational/staff development groups, and the Leadership Foundation, to promote and build a sustainable method of professional peer support;
- > development of individual leadership capability, via sector peer groups, leading to capacity building within own organisations.

The measurable achievements included:

A comprehensive evaluation study, development of case studies and learning journeys from feedback by participants and facilitators for cohort 1	24 respondents
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Publication of a Good Practice Guide - ACTION

Access to the published Good Practice Guide at www.highereducationactionlearning.co.uk	Over 500 visits
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Delivery of presentation/workshop at SDF Conference, November 2016	Approx 33 delegates
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Introduction of cross institutional action learning adopting NWCIAL approach North East, South Wales and Scotland	3 regions
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Intended introduction of cross institutional action learning (outcome from the SDF conference)	6 regions
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Presentations to other regions to disseminate the work of the project including international representatives from Germany and Dubai via a mini conference held in May 2017	20 UK institutions represented (45 delegates)
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Number of set members who completed the programme	40 (June 2016)
	36 (June 2017)



4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

(350 words max.)

The following is a brief summary of the extensive qualitative feedback that was gathered via the evaluation process:

In response to the question “Describe how the programme has influenced the way you see things / the way you act”:

It gives you a wider perspective and takes you out of the confines of your own personal work space

Dealing with problems in a logical way and seeing problems from someone else's perspective.

Observing how others are forming strategies from this approach is very revealing and provides practical steps to addressing issues.

Made me think about planning change better and more consideration of communication.

It has made me more confident.

I am very task focussed and now try to be more people focussed

A better approach to problem solving, which reduces stress

Has encouraged me to try and take an objective view of a situation, not to rush in with a rash decision.

I am more aware the higher education in general is in flux so I see things in a wider context

It has improved my listening and questioning skills. I am also more reflective.

Try to step back and take a broader view around problems

I am less likely to give advice and use the techniques of action learning to support others.

The following testimonials were provided from participants of the programme.

It is an objective environment that concentrates on adding value with a non-judgemental focus, it takes away the politics, and enables a clear view of a situation

An insightful and inspiring programme.

I joined the sets with some experience of action learning, so I knew how useful it could be. I'd wholeheartedly recommend this programme. We loved it so much we've carried on meeting.

My participation in the action learning set has given me problem-solving skills that have reduced the stress of the workplace. It was also a lot of fun meeting like-minded women.

Action Learning proved to be a gentle but very powerful tool which helped me in both my personal and professional development, I also made new strong friendships.

This was a much welcomed and positive experience. My set are planning to continue which I think is a sign of success of the initiative



Excellent programme, very supportive, a good opportunity to network and empower women to make changes.

I found working with a set of people who had never met me before helped me to be entirely honest than if I had worked with a set in my own institution.

5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

(350 words max.)

The key learning points from the project have been captured in the good practice guide that is shared on www.highereducationactionlearning.co.uk

This guide provides institutional or regional leads who wish to set up and run a cross institutional action learning programme with details of how to undertake: whole scale project management of the programme; details of the suggested action learning methodology and its implementation; and the methodology to carry out a thorough evaluation.

Through this project, we learned that the success of working cross institutionally is dependent on prior identification of a number of single university leads who are willing to be the key figure in relation to communication and management of the programme in their respective university.

The chance of project success will be enhanced if the leads have:

- > an existing close working relationships with each other
- > shared understanding and agreement of the aims of the collaborative initiative.
- > commitment to the cause including dedicated time to afford to the project
- > shared agreement of the value of action learning as a development intervention
- > shared agreement to use a defined methodology for Action Learning so all those participating have a consistent experience even when different facilitators are used
- > a willingness to adopt a structured 'project management' approach to undertaking the project activities – ie formal plans in respect of: objectives; leadership; communication; timelines; evaluation and dissemination.



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1. ABOUT YOU

Name: Jo Lopes da Silva, Alison Laithwaite, Paul Walsh & Peter Sykes

Job title: L&D Specialists

Department: HRD

Institution: University of Salford, Manchester Metropolitan University, University of Manchester

Project or initiative title: Manchester Coaching Network

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

Coaching enhances the staff experience. Engaged staff impact positively on students, fulfilling a key organisational need to provide an excellent student experience. In an era of considerable challenges, we believe that coaching can contribute significantly, and aim to embed coaching as part of our development cultures to facilitate performance and change.

The Manchester Coaching Network aims to develop a community across the three universities in Manchester, supporting internal coaches qualified, or undertaking, ILM L5/L7 (or equivalent) programmes. It enables a professional approach to coaching that is equal to or better than that available externally and at a fraction of the cost.

L&D Specialists from each university met to discuss collaboration, and agree on approach and methodologies to bring together one powerful Network. Together we established a programme that is built into the university year. Collaboration includes:

- Sharing resources
- Choice of training opportunities
- Robust CPD schedule
- Coaching supervision
- Networking

The universities staggered start dates of ILM coaching programmes through 2016-17, widening participation opportunities. Each cohort comprised colleagues from the other institutions, adding value through giving a wider perspective to programmes, as well as an immediate network.

Alongside the need to train coaches is an obligation to work ethically by providing ongoing support and development for coaches during and post-qualification. Our network equips coaches with the required competence, confidence, professional skills, and ethical practice. The Manchester Coaching Network



provides rigour and good practice in coaching training, supervision, and CPD aligned to EMMC/AC Code of Ethics.

3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

Our 2016-17 Coaching Network programme is interesting and educational. We aimed to address the three main functions of best practice coaching supervision: developmental, qualitative and supportive*. While our key purpose is in service of organisational performance, and colleagues receiving development through coaching, this is achieved through focusing on coaches' performance and wellbeing.

Our programme comprises:

Training: four cohorts: MMU (10/2016), UoS (12/2016), UoM (03/2017; 10/2017)

Resources: coaching strategies, documentation, toolkits, videos, materials

Sharing coaches across institutions: access to coaches who understand the sector but are external to the organisation, at no cost.

Joint CPD events: new tools, knowledge and practices to support coaches in their work. Twice yearly: Emotional Intelligence (02/2017 UoS), Team Coaching (07/2017 UoM)

Peer Supervision: (requirement for all active coaches) Twice yearly peer action learning groups: 10/2016; 04/2017; 10/2017

Networking: events comprise 30 mins networking, strengthening the Network and promoting initiatives such as SDF coaching tweekchat. We also promote and host regional EMCC CPD events.

We aimed to have attendance of around 20 coaches per event, representing each HEI. We developed joint feedback forms to collate views and help us understand further support requirements.

Our CPD and Supervision events allow coaches to reflect upon their practice with the support of peers, share experiences and best practice, discuss in confidence any worries and concerns, and to network with colleagues from other universities with a similar interest in coaching & mentoring.

In 2016-17, the Network delivered two CPD events:

1. Emotional Intelligence for coaching: practical strategies to support coaches/mentors in helping themselves and others to remain resilient and positive in times of increasing change.
2. Team Coaching: insight into the benefits of effective team coaching, differences between team coaching and other forms of team development, and where team coaching fits as part of enhancing effective individual and team performance.

Working as a network enables us to meet coach development needs whilst saving money and managing resources more smartly than would be possible in isolation. All events were delivered by specialist colleagues for free. Each HEI hosts just two events in an 18-month period, yet has access to six events.

*Hawkins, P and Schwenk, G. (2006)

Coaching Supervision: Maximising the Potential of Coaching

<http://www.cipd.co.uk/NR/rdonlyres/5EBC80A0-1279-4301-BFAD-37400BAA4DB4/0/coachsupervca.pdf> (Accessed 01/10/16) CIPD, London



4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

All events are evaluated to inform future events and the direction of the Network. Feedback has been very positive and this success built momentum quickly: we were pleased that attendance exceeded expectations, at c.30 coaches per session representing each university. This represents a significant increase from our pilot supervision session in spring 2016 which had just 6 attendees. This increase is driven by a coordinated approach to marketing the events, as well as word-of-mouth from satisfied attendees. We are confident that this level of participation will enable the Network to self-sustain, increasing the interest and diversity of the network.

ILM training

"Attending with Salford staff has had the extra benefit of increasing my network in HE and discussing how work-related things can be done differently opening up new ideas" (ST,UoM)

CPD, Emotional Intelligence for Coaching (feedback was anonymous):

"Really useful models/concepts"

"It's great to look at these subjects in a group with other coaches"

"Lovely to meet different colleagues and discuss important issues"

CPD, Team Coaching (feedback was anonymous):

"The session gave me a real insight into what team coaching is"

"I now understand that team coaching is about moving teams from good to great (not fixing dysfunctional teams)"

"I found the activity of drawing a picture to indicate where my own team was really insightful."

Supervision:

"I found the structure of the session extremely useful/powerful and I like that I had the post-its to take away with me to do further insight into the issue presented in my own time" (KG,UoM)

"I greatly enjoyed the opportunity to participate and observe the coaching practice of others and reflect upon the challenges that are often faced by coaches" (HB,UoS)

"...really useful to see how others are doing and how they work through their challenges" (TH,UoS)

The success of this first year has left the Manchester Coaching Network in a strong position, building a pool of internal coaches across the three institutions who are working confidently and ethically to support the performance of our institutions. Our work is supporting a shift in the culture of each organisation towards a coaching ethos.

5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

The three participating universities recognise the importance of their people in driving performance and success. We believe that a coaching approach enables L&D functions to support colleagues to perform at their best and drive the success of our institutions. Building and enabling an extended network of internal coaches ensures a firm focus on building internal capability, and the project has therefore enjoyed the support of each HR division. While many HEIs have coaches, we believe that other institutions can learn from the focus given through the Network to drive performance through coaching. We recommend that gaining the support of senior HR leaders in participating institutions is important for success.

Through the Network, the L&D Specialists have gained personal development from working with different approaches and contexts, learning from best practice in each institution. The opportunities to maximise the impact of our coaching programmes has multiplied through collaboration, allowing us to progress at speed



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with individual objectives. We believe that collaboration on projects and sharing learning supports the development of L&D professionals.

We suggest that this is a model that could be replicated in other organisations in close geographical proximity. Other HEIs could gain the following benefits from establishing similar coaching networks:

- benefits of scale through cutting workload involved for each institution: each University organises two events in 18 months, yet has access to six interesting and educational events for coaches
- the rich developmental experience provided for internal coaches through working with coaches from other HEIs, learning from best practice and approaches elsewhere to drive confidence in coaching practice
- participating Universities achieve a multiplier effect through investing in internal coaching since the beneficiaries are the coachee, the coach, the coach's team, the coachee's team, and the organisation more widely
- the coaching community play a pivotal role in the development and embedding of a coaching culture.

The Manchester Coaching Network team shared their approach with L&D peers at the NWSDF Cross Institutional Coaching meeting (06/2017). In particular, colleagues were interested in our focus on coach training and support, commenting that this is a manageable and sustainable approach that they could replicate.

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1. ABOUT YOU

Name: Dr Lisa Anderson and Lorna Prince

Job title: Head of Organisational and Professional Development and Organisation Development Partner

Department: HR & OD

Institution: Universities of Dundee and Stirling

Project or initiative title: HE Scotland Today

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

(250 words max.) **249 words**

New Higher Education sector employees in Scotland previously had the opportunity to attend a tailored, two-day Introduction to Higher Education (HE) event. This event gave an introduction to the sector, enabled networking and was a cost-effective resource for Scottish universities. This event was organised and delivered by the Organisational and Staff Development Scotland (OSD Scotland) network and ran annually until 2010/11 when it ceased due to lack of resource within People and Organisation Development (POD) teams across the OSD network.

Following a fallow year, whilst requests for this event continued to be received, the programme was revitalised as a collaboration between the Universities of Dundee and St Andrews, as a one day event with a networking dinner in 2012/13. Despite excellent feedback and attendance, this event only ran once, again due to lack of resource in POD teams.

Consequently, the only options for an introduction to higher education event that was available to staff in Scottish universities were the LFHE and AUA events, both in England. Feedback from staff who attended these events demonstrated that increased travel time, associated expenses and lack of content tailored for the Scottish sector left a gap in provision.

To meet this identified need and to overcome the obstacle of lack of resource in POD teams, the Co-chairs of OSD Scotland (Universities of Dundee and Stirling) devised a new approach and commissioned a new one day programme HE Scotland Today for 2016/17, with a robust model to accommodate previous management challenges and delivery aspects.



3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

(350 words max.) 348 words

To meet the identified training gap for staff in Scottish universities, a new one-day programme HE Scotland Today was developed and launched in 2016/17 by the Co-chairs of OSD Scotland, commissioning an expert consultant to develop and deliver the programme. This new delivery model removed administrative and delivery burdens from the OSD Scotland network, while revamping the previous programme to meet current needs of Scottish universities.

Input was sought from the OSD network to inform and shape programme content (examples of topics included: The History and Structure of the HE sector in Scotland; University Funding and Income; University Strategies and Universities Scotland, Its Role and Responsibilities and some challenges facing Scottish universities). Networking opportunities were built in as an essential part of the programme and were strongly encouraged throughout the day, a key deliverable being that delegates left the day with actions to take back at their own university (links to look up, people to speak to/meet, information to source).

This programme is now a standalone one day event with the option of booking an overnight stay. The delegate fee was determined to cover venue costs, the facilitator fee for facilitation/administration and to allow continual re-development of the programme to meet the needs of the delegates and their universities. The Co-chairs of OSD Scotland continued to consult with the OSD network who promoted and endorsed the new programme within their own institutions and identified delegates who would benefit from this training opportunity.

A pilot relaunch of this new programme was delivered in October 2016. The pilot was highly successful in terms of both demand (28 attendees) and feedback (see below) and a second event took place in March 2017 (45 attendees). The event was facilitated by an L&D professional, with the addition of external speakers e.g. Director of Universities Scotland and Quality Enhancement QAA Scotland, to add value and additional perspectives for the delegates.

Following participant feedback and significant changing external factors (such as the impact of TEF, Brexit, the merger of LFHE, ECU and HEA) the programme is being updated and refined for delivery in 2017/18.



4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

(350 words max.) 347 words

The participant feedback following both events has been captured and collated. The response rate was 100% since physical forms were completed at the end of events. Overall, trends in feedback have been highly positive in terms of content, material, delivery and cost benefit. Feedback is now being used to tailor, inform and promote future events.

The feedback was distributed to all colleagues in the OSD Scotland network for review and comments, and subsequently discussed at OSD Scotland meetings and it remains an ongoing agenda topic. The consensus and feedback from the OSD network is extremely supportive of the new approach with ongoing commitment to support this initiative via marketing and promotion within their own institutions.

Following the year on year growth in demand for this nature of event and the highly positive feedback from delegates attending the 2016/17 events, along with the buy in and support from the OSD network, we are currently planning to host two events in 2017/18. We plan to continually review and refine events as we progress to ensure continued suitability.

Participant Quotes:

'The level and pitch was perfect for me, 5 months in I knew a lot but even though I was aware of my own institute, the facilitator had exceptional wealth of knowledge of all institutions and I found this really helpful. I found myself thinking I will send all my team who are also new to HE.'

'Excellent day! Valuable use of time to hear useful insights from experienced speakers. Best conference I've attended in some time – thank you! Great opportunity (and encouragement) to network. Answered all my daft questions... 'Which I've realised weren't so daft after all.'

'Great session, I would say should be a must for any new start within HE in Scotland.'

'This was a fantastic event. We heard about the history and structure of HEI's funding and finance, through to governance and QAA. I hope this keeps running as it's a valuable resource for Scotland.'

'Hugely interesting to hear Alastair Sim, Director of Universities Scotland speak, bringing his role, thoughts and perspectives of HE in Scotland'.



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5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

(350 words max.) **349 words**

For many years the Introduction to Higher Education programme was a popular event with very positive feedback. When it ceased due to insufficient resource capacity within various POD teams across Scottish universities, there was a gap in the market despite the demand for such an event remaining. Accepting that resources did not exist within POD teams, the OSD Co-Chairs set about identifying an achievable yet innovative approach to fill this training and development gap. The core learnings we identified from this process were:

Take time out for insightful out-the-box thinking with positive colleagues who will nurture and build on novel ideas that might not seem feasible at the time - This model has proven to work and may be used by other HEIs empowering collaboration and best use of limited resources. The approach has provided a cost-effective development opportunity tailored for the Scottish HEI sector, creating a singularly positive impact. This collaboration has overcome the challenge of lack of resources to effectively manage, administer, deliver and review such events.

Ensure buy in from the wider community – The success of the programme depends heavily on our colleagues across the OSD network who not only identify delegates, but provide motivation, enthusiasm and commitment to the ongoing success of the programme. Continual, relevant communication ensured they were bought into the concept and were comfortable and happy to endorse the events across their organisations. We have now developed a more formal OSD Steering Group to further support, monitor and advance this activity.

Endless resilience and persistence - We had a successful working model in March 2017 - one that was viable and of excellent quality, as shown in the hugely positive feedback. We remain utterly committed to offering this development opportunity in spite of operational challenges (e.g. sourcing a new facilitator for 2017/18) because we know our effort is worth it. We can see that we are helping staff in Scottish universities with their learning, to be more informed, fully engaged and ready to take on the challenges in their own institutions; contributing to the future success of the whole Higher Education Sector.

6. SUBMISSION

Please send your completed form via email to Wendy Mason (wendy.mason@sdf.ac.uk) by **4pm on 11 August 2017**.

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APPLICATION FORM

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1. ABOUT YOU

Name: Caroline Baynham (On behalf of the OD Team)

Job title: Talent & OD Consultant

Department: People & OD (P&OD)

Institution: University of the West of Scotland

Project or initiative title: Staff & Management Development Programme 2016/2017

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

(250 words max.)

The UWS 'bHeard' employee engagement survey identified a need to equip all managers with leadership and management skills (bHeard is run by Best Companies, an independent workplace engagement specialist).

The OD team formed a UWS action group with staff representatives from each school and department across the university to look at this issue and recommend ways to address it. The group's members sought opinions from their own areas and the OD team consulted with managers and the Deans and Directors of service to identify ways to address the problem.

Collectively, we identified a need to supplement the existing staff development offering with a targeted programme of management development workshops to address and support the needs of managers to ensure they have the knowledge and skills to carry out their role effectively and provide strong leadership across UWS.

One of the challenges of developing a workable programme was time, many people don't have the time to attend a full day workshop. To address this, short intensive 2 hour workshops were designed and developed to address shortfalls in knowledge and skills. This allowed managers to attend whichever 2 hour workshops would support their development.

The original aim of the programme was to address the development need of line managers however what was developed was a programme that would address the original need and also provide development opportunities for aspiring managers and also incorporate general staff development for all staff.



3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

(350 words max.)

Information gathered from consultation with staff and managers identified the content for workshops and the staff and management development programme was initiated.

Many workshops offered in the programme were designed, written and delivered by OD staff, though we identified a need for additional specialist workshops. We influenced colleagues across UWS to support us by designing and delivering workshops within their specialist subject areas, this included colleagues from Finance, Health & Safety, International Department, Court & Senate and our P&OD business partners amongst others. We also provided access to a number of e-learning courses. Where there was no in-house expertise we collaborated with external providers. By using 95% internal expertise and by mapping content from our Good Practice development toolkit to support the workshops and provide pre-course work (questionnaires), pre-reading and or post work materials, the costs of developing the programme were kept to a minimum.

We piloted the workshops with the School of Health, Nursing & Midwifery to test the desired outcome of providing training that would equip managers with leadership and management skills to improve leadership across UWS. We listened to their feedback and adjusted the workshops based on their comments. Next we developed the timetable for the running of the 141 workshops in the programme and advertised and offered it across our 5 UWS campuses. The programme was then placed on our staff intranet in an electronic flipbook format created using '3D Issue' for ease of use and interaction.

The feedback from all workshops offered was extremely positive with courses being scored on a scale of 1-5 (where 1 was not effective – 5 which was deemed excellent). Workshops scored an average 4.77.

Senior managers advised that line managers were implementing their learning and had heard them talking about key models used in the workshops (such as the Bridges change model, circle of influence etc.)

In the second bHeard survey following the implementation of the programme, further evidence of improved management skills was seen by a 3% increase in staff engagement within the category of 'my manager' across all levels of the university management.

4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

(350 words max.)

Across UWS staff and managers have been talking about how useful the training interventions have been and how people are making changes to the way they carry out their role and interact with others. We received over 1600 requests to attend workshops across the range on offer, which was more than we had ever had before.

We also received feedback that people like having a calendar of training so that they can plan in the most suitable time to attend workshops that meet personal development needs.

Examples of feedback as quoted on feedback forms were as follows:

Critical Thinking workshop feedback – “Good pace and engaging presenter, now I know how to work better with my staff.” “Thought provoking, thank you, one of the best sessions I have attended for a while.” “Learnt a lot - now I need to practice.”



Understanding Emotional Intelligence "Now I understand exactly what emotional intelligence is and I recognise my areas of strength and areas that I can now brush up on, thanks" "I really enjoyed the workshop and learned so much, I will recommend this workshops to my colleagues."

Understanding Assertiveness "Wish I had done this weeks ago, the tools and techniques I learned to-day would have helped me" "All staff should be encouraged to attend this" "Good length of course with so many hints and tips"

Understanding Work-place Change "Very enjoyable workshops that helps me understand the process and how people react differently, now as a manager I have a better understanding of how to support my team" "This workshop should be compulsory for all managers" "Excellent overview with good practice tips"

Coaching & Mentoring Skills 2 "Now that we have practiced the skill I have realised I automatically give advice, I will be working on asking questions instead of telling staff what to do." "Great opportunity to practice and never thought 'listening' would be so hard." "I can see how I can help my staff grow and become more independent, very useful and I will be using a coaching approach from now on."

5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

(350 words max.)

The key learning is ensuring any development intervention is designed based on the thoughts and development needs of all staff. The success of the programme has been enhanced because of the initial groundwork by staff on the UWS (bHeard) action group and the consultation with managers including the Deans and Directors of Department, across UWS.

Running pilot workshops also allows you to test how the workshop is received and requesting feedback on what has worked well and where improvements can be made are vital for success.

The programme of workshops being offered supports managers and staff to address gaps in knowledge and skills. This can be identified in numerous ways including through one to one meetings and the annual appraisal discussions.

The two hour workshops are short in time however not short on impact and have proven to be a manageable way for managers to identify time to attend workshops and address their development needs.

It is much more cost effective to utilise your own staff across the various disciplines of the university to develop and deliver training needs identified.

Ensuring ease of access in a visually pleasing format (such as 3D Issue) has also been useful for staff who can see descriptors for the workshops and other development interventions being offered and also the dates and locations for each of the workshops. This allows staff to plan in advance what they want or need to attend on the most appropriate dates for them.

Word of mouth from delegates who have had a great learning experience when attending the workshops is also very useful in promoting the programme across the university. Happy delegates encourage others to attend and help them see that attending a workshop is an investment of two hours that provides numerous benefits, rather than a cost of two hours.

Line managers practice and behaviours can change when they are supported and provided with the knowledge tools and techniques to enhance their leadership styles.



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6. SUBMISSION

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1. ABOUT YOU

Name: Katie Willson, Rebecca Sanderson, Claire Butler

Job title: Organisational Development Advisors

Department: Organisational Development, Human Resources

Institution: University of Lincoln

Project or initiative title: Online Appraisal System/Performance Development Review PDR

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

As a rapidly growing post-92 University, at Lincoln we need to embrace the challenges and opportunities of the ever changing contemporary HE environment. To respond successfully to these changes and challenges our professional service staff need to be supported to develop the skills, attitudes and behaviours that allow them to excel, adapt and innovate in the face of an extremely competitive marketplace.

Appraisal, known at Lincoln as Performance and Development Review (PDR), is a key mechanism for supporting and developing University of Lincoln staff, but existing paper-based appraisals were inconsistently used and no longer fit for purpose given the ongoing challenges facing the sector. A fresh approach was required, but without significant IT investment how could the PDR be transformed? Faced with this problem, the Organisational Development team needed to work creatively and collaboratively- the main outcomes of this work are summarised below:

- An extensive consultation with staff at all levels to identify priorities and improve engagement with the process.
- The development of a behavioural framework 'The Lincoln Way' based on the consultation outcomes.
- Use of an existing platform (Microsoft SharePoint) to provide a cost effective method of delivering improvements, including better PDR reporting facilities to drive engagement.
- Creation of a new online form linked to the HR database enabling eligible staff to be automatically entered onto the online system and enabling pre-population of form fields, providing time efficiencies and shifting focus to reflection and review.
- Enabling integration of team, department and University level strategy documents with the PDR process.



3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

Meetings with Key stakeholders

- Meeting with Vice Chancellor and Senior Leaders Team to agree project proposal, costs and timescales
- Meeting with ICT to agree the best platform to host the appraisal system with desired outcomes
- 4 x Steering groups with Reviewees and Reviewers from across professional services to gauge their reaction to an online system, and their review of the current process and desired changes/improvements

Behaviours Framework

Delivering 36 'Thinking Ahead Workshops' to over 500 members of professional services staff. A 'bottom up' approach whereby the attendees collaboratively created a behaviours framework in support of setting 'future fit' behavioural objectives to embed within the online form. Creating a culture whereby they take ownership of their own performance and development, regularly visiting and updating their ambitions and objectives

Training

- 86% of departments received a briefing, reaching a potential 715 staff members
- 8 Pop up roadshows across The University Campus
- Reviewee and Reviewer workshops, 266 people trained across 24 events
- Full user guides for reviewee, reviewer and heads of service
- Quick bullet point guides to gain proficiency

Anticipated Benefits and our Vision of Success

- Minimum 80% engagement in the appraisal process within given timescale
- Using integrated HR and ICT systems to autofill all relevant information and confirm eligibility.
- Quick and efficient reporting mechanisms to track progress and create reports, including all training requirements
- The ability to embed departmental documents that can support S.M.A.R.T, strategic objective setting
- A system that allows appraisals to take place between remote workers
- System supports a cultural shift with Reviewee led PDR and objectives setting with the support of embedded documents and relevant website links
- A flexible system that can be continually developed and improved through feedback

Actual Benefits

- An online system built on an existing platform creating efficiencies.
- A collaborative approach between IT and OD to provide technical support to users
- Real time accurate measurement of PDR activity, currently 86% engagement
- Efficient reporting facilities, saving time and creating efficiencies.
- All data automated from integrated systems reducing administrative roles
- Ability to monitor and improve quality
- Paperless process that can be revisited at any time and in any location



4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

The initial feedback received is positive and clearly demonstrates improvements in moving the process online and refreshing the content within the process too.

- Individuals have found it extremely useful having departmental objectives embedded into their appraisal form alongside other links to relevant professional networks, which they have told us has made them consider their CPD within their specialist areas differently.
- Direct line managers and Heads of Departments are benefitting from more sophisticated and clear reporting both for overall progress of staff within their area but also for development themes.
- Positive feedback has been received from staff, regarding the Think Lincoln workshops and framework, which provides clear direction and standards for expected behaviours within four key values to the organisation; Collaboration, Future Focused, Customer Focused and Learning. Managers are already noting how useful this can be when managing performance
- Staff feel appraisals have more meaning due to the functionality of the 'End of Year Review' where appraisals cannot be 'forgotten' and enables staff to continually assess their progress against objectives throughout the year. This increases the chances of completing objectives within each appraisal cycle under the following criteria; fully achieved, partially achieved, not achieved or 'no longer applicable' (must be outside of the individual's control).

"I am really impressed with the new online PDR solution, for the first time I have actual progress information for all my direct reports at a click of a button" Matt Cavill Portfolio Manager

"I found the new Behaviours Framework with examples really useful, and it was easy to incorporate this into my PDR." Michael Bratley Information Services Developer

"The option to produce a report that identifies key development themes across the team is very helpful and a more efficient way of collating the data." Liz Bach, College Manager

"The system was easy to access and really intuitive to use. It was great that it automatically transferred between myself and my manager with both of us receiving email updates. It's so much better than the paper system and I feel enthused to keep on top of my PDR now" Emma Hindley, Engagement Officer

5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

- Ensure you have a clear timescale for you project plan, as any delay in the delivery will have an impact on the forthcoming objective setting cycle. Create a clear list of desired outcomes, including all reporting requirements
- Collaboration and feedback mechanisms/buy in – make sure there are regular updates so people know what's happening and how their suggestions were received/utilised. A positive transition from paper to systems



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- For the first year only you may have to make some provision for recording the previous year's objectives and progress report i.e. the ability to attach the previous year's paper appraisal, and a section to record progress
- Ensure IT have the capacity, resource and relevant knowledge to advice on the process and system support as required.
- Offer a blended training approach – this will ensure everyone is comfortable with the system and process to manage the volume of calls for system support. Consider making training mandatory for certain groups, i.e. new reviewees, reviewers to enhance the quality of support.
- User testing – allow a range of stakeholders to pilot the system and process to ensure it meets all requirements
- Engage a broad range of staff in developing an objectives library/examples so they are reviewee driven, enhancing quality and engagement, and reviewer approved
- Personalise appraisal pages for each department, for example links to relevant professional bodies /specific training programmes/departmental strategic objectives
- Ensure you create links to your universities training programme and development opportunities
- Consider how it sits with existing processes, for example probation

6. SUBMISSION

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1. ABOUT YOU

Name: Rachel Herries

Job title: Advisor

Department: Postdoc Development Centre

Institution: Imperial College London

Project or initiative title: Mock Interview Service

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

Postdocs and fellows at Imperial (and globally) are typically early career researchers (ECR) employed on fixed-term contracts on specific projects funded by research grants. These are secured and held by academics (Principal Investigators). ECRs main challenge is progressing their careers in an increasingly competitive and ambiguous environment during a certain timeframe.

Interviews are the barrier between their current position and the next step towards their future goals, whether a new position within academia or outside academia.

Interview preparation is vital. From experience of working with ECRs who have felt that they didn't perform to the best of their ability or don't know what or how to prepare for an interview, the Postdoc Development Centre (PDC) developed the Mock Interview Service. Mock interviews are arranged for ECRs at Imperial who have been shortlisted for fellowships, academic positions and/or positions outside of higher education, e.g. in industry or Government. A real interview experience is simulated and comprehensive feedback is given and discussed with the candidate.

Each mock interview questioning is tailored to the specific job description and the applicant. A panel, initially comprising of ECRs across the institution (approx. 400 volunteers currently), is arranged. However, following feedback from candidates, the PDC are now collaborating with academic and professional services staff from across the institution to participate in the panel. The aim of this new initiative is to increase the rigour of the mock interview to better prepare candidates for the real experience by increasing the level of specific technical questioning and feedback.



3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

Feedback following the initial mock interview structure detailed that the mock interview service prepared candidates well for their real interview. Some interviews, however, are more technically focused. To overcome this, and to significantly improve the learning of the participating ECRs (candidates and panellists), the PDC invited academic and professional services staff (e.g. Research Office) to contribute as panellists. Thus allowing each tailored mock interview to be built on the expertise of the PDC and technical experts.

ECRs success in their real interview is the primary desired outcome from the mock interviews. The expected success from this new initiative is for the candidate to feel better prepared addressing technical and non-technical questions.

Regarding collaboration, the expected success is that the staff contributing at mock interviews continue as experts, and share their positive experiences with colleagues in their departments.

Measurable achievements:

- Success Rate of candidates – candidates offered the position
- Database of Panellists – increased numbers of volunteer ECRs, academic and professional staff
- Requests for mock interviews – increased number of requests for mock interviews

The benefits to:

The candidate – a new style of questioning. The previous style of questioning by the PDC and ECR volunteers is extremely daunting, but having a Professor (especially someone you admire) interrogating you is potentially even more stressful and realistic i.e. a lectureship interview.

ECR Panellists – the ECRs on the panel learn from each other. This new dynamic enables them to learn from a senior member of staff and get a different perspective.

Academic and Professional staff Panellists – a new opportunity to support ECRs. They observe some of the common mistakes made at interviews, thus can incorporate advice on interview style into their mentoring of ECRs in their departments.

The PDC - the inclusion of academic and professional services staff introduces a different style of questioning and brings a new source of experience and expertise to the process. Positive feedback from these staff also promotes the reputation of the PDC across the institute. The aim is to increase the number of mock interview requests and the number of ECRs and staff volunteers on the programme.



4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

The PDC have held 158 mock interviews in 2016-2017. Candidates are asked to give feedback following their interview via an online survey.

From the survey responses:

- 46% - successful in securing their job or fellowship
- 25% - unsuccessful
- 26% - at the time of completing the survey had not heard the outcome of their interview
- 1% - turned down the job offer
- 1% - offered a fellowship rather than a lectureship

The candidates are asked six statements about their mock interviews, their opinions are captured using the Likert scale. Figures 1 and 2 detail the responses to two of the questions with the data split as successful, unsuccessful or other in their real interview.

Candidates are asked what they did differently in their real interview following their mock. The following responses are a selection of the feedback:

'I was more confident'

'I focused on specific examples and anecdotes that highlighted my skills and personality, rather than relying on stock answers (which I didn't realize I was doing). My attitude was completely different as a result.'

'Changed my presentation and gave focused answers'

'I put my research into context rather than going straight into the research plan – this was a particularly valuable suggestion from the mock interview'

Panellists are asked for feedback on the process and why it is beneficial for them to attend.

'Great opportunity to be put in environment and mind-set that they will experience in a real interview'

'Value to the postdoc includes the benefit of being in an environment that replicates, as much as possible, the tone and nature of a formal panel'

'Value to the panellists - insight into the closed discussion, an opportunity to witness and appreciate different panellist styles and interpretations of the candidate and answers, a sense of contribution to the development of others and community involvement'

'As a postdoc on the panel it is really beneficial as I can see the weakness and the strength from the candidate; I can think through and reflect back on what I've heard and what I could answer if I have the same question.'



Figure 1 - Q: I received constructive feedback from the mock interview panel

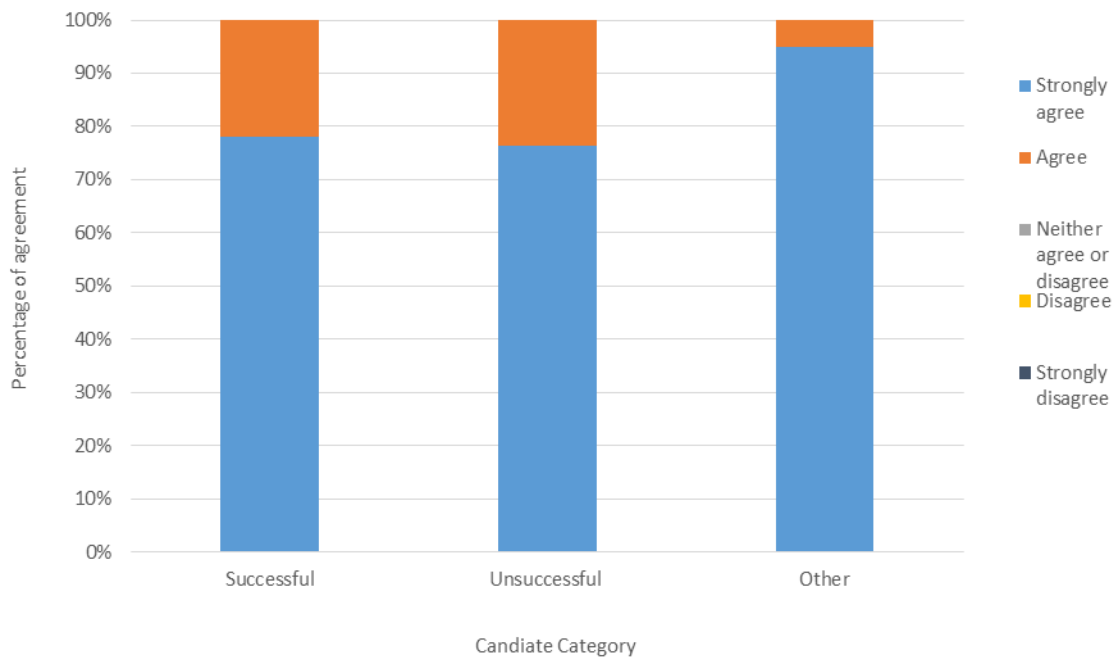
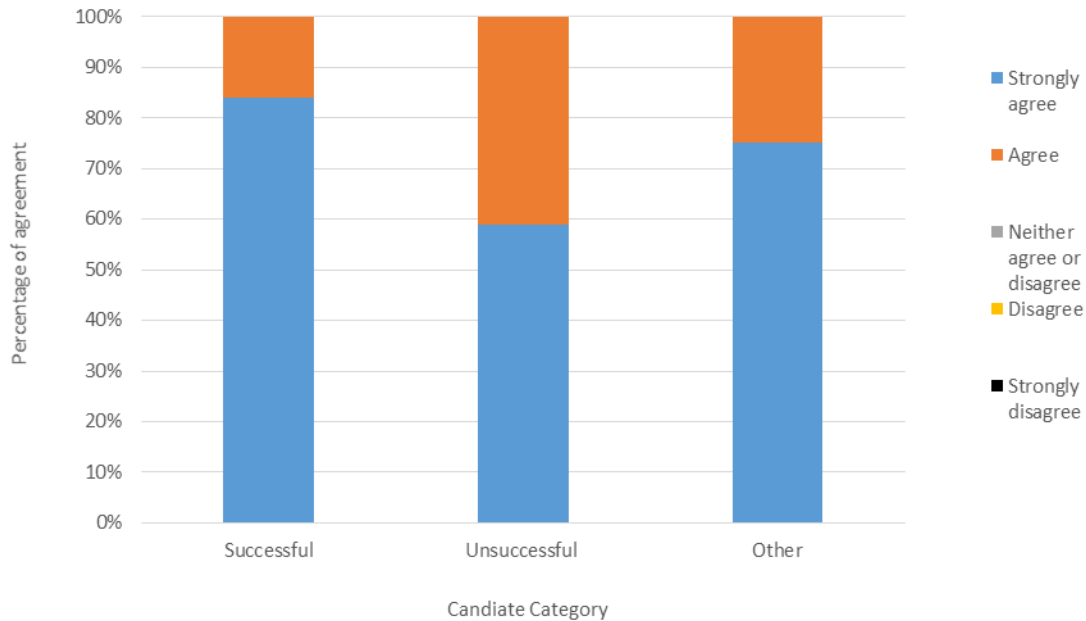




Figure 2 - Q: I was more prepared for my interview as a result of the mock interview





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5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

Early career researchers (ECRs) are valuable members of any academic community. A service specifically designed to support them achieve success is vital and helps shape future research leaders and industry frontrunners.

The feedback from the candidates following their real interview helps populate the advice and feedback delivered to other ECRs. Therefore helping the PDC deliver credible, accurate advice and feedback. This full circle process enables a database of information to be collated, refreshed and maintained.

The mock interviews work on a basis of trust and equal respect – this is essential to ensure there is no conflict of interest. These are important traits for any individual to learn.

The collaboration between the PDC with academic and professional staff is a key learning point as it shows how a service can be developed through volunteering, knowledge exchange and evaluation.

Suggestions on how the learning from the mock interview initiative can be shared with others:

- A best practice guide – information can be shared to advise researcher developers from other institutions of the feedback and learning from running mock interviews
- One to One meetings between institutes to share best practice
- Videos of mock interviews and staged interviews to be shared online as a visual aid
- Shadowing – researcher developers from other institutions could visit Imperial and observe/take part in a series of mock interviews at Imperial to understand how they are run
- Sharing the database of questions – the questions database could be shared online - however having suggested questions isn't sufficient – the mock interview scenario and feedback are required as an important learning opportunity for the candidate.

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1. ABOUT YOU

Name: Mark Ricketts

Job title: Director of Process Improvement (DPI)

Department: Office of the Vice President (Implementation)

Institution: University of Bath

Project or initiative title: Process Champions Network

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

(250 words max.)

The Process Champions Network was created and first met in March 2017.

The idea originated from collaborative work with Staff Development, Computing Services and other stakeholders following on from the University's Change Management Toolkit where it was identified that a Community of Practice would be beneficial.

This was reinforced in 2016/17 by the University's Working Group on Process Improvement (WGPI), a cross-cutting group (both hierarchically as well as cross-department) which oversees process improvement and OD work in order to meet its objective: *"To be a catalyst for enabling and engaging departments/functions to implement effective process improvement"*. The WGPI is working to build the internal capacity and capability in order to respond to a 2015 staff survey concern that processes were too bureaucratic and too difficult to change.

The first phase was to develop staff with a basic understanding of process improvement and to encourage staff to think about what they do, why they do it and how it could be improved. This put the role of people at the centre of process improvement. Over 300 staff have been trained in process improvement.

The second phase was to develop a cohort of staff, the **Process Champions Network**, to be able to deliver process improvement activities 'bottom up', but also to be able to assist with relevant 'top down' strategic process change. The target was to set this network up in 2016/17 and to have had two meetings by the end of 2016/17. This was carried out on schedule.



3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

(350 words max.)

The first step was to build a cohort of sufficient critical mass. The target was for 40 members.

In January 2017 the DPI contacted all heads of professional services and faculties/schools with the 'Local Process Improvement Approach' to invite nominations for process champions from their areas. At the same time a survey was sent to everyone who had attended the basic process training, inviting feedback and also advertising the opportunity to be a Process Champion. For everyone who expressed an interest approval was gained from the person's Head of Department and Line Manager. The unions were also consulted in January, this was positively received and encouraged by the union reps.

As at the end of July 2017 the Network has 77 members. All faculties/schools and 16 Professional Services are represented. Nobody has dropped out, other than leavers from the University. Two staff have moved between departments and have requested to stay as Process Champions.

The Network will meet 3-4 times a year. The early meetings have provided tools and techniques for undertaking process change and members with the opportunity for networking across departments. The Network is supported by a wiki and online materials.

Future target: that 6 active self-generated process projects are completed with measurable benefits (including RoI) by end of 2017/18. This will commence at the Network's November 2017 meeting. However in June 2017 a Process Champion from the Library requested help via the wiki, which was taken up by other Process Champions and a resulting process review is underway demonstrating that needs are arising and being met by the Community of Practice. There are two other examples that have also commenced.

There is a natural time lag so the RoI of the Network is not yet available. However to illustrate the potential of the Network, following process training an IT Manager contacted the DPI to set up the Guest Accommodation process review. This led to a project that delivered a new process that directly increased net income in 2016/17 by £400k p.a. This is one of the in-house case studies shared with the network and is proving inspirational.





4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

(350 words max.)

The institutional driver is to make processes work more efficiently and effectively to meet customer need and the university to meet its strategic aims. The Network receives case studies, and this includes a demonstration of benefits. For example, a process that went live in 2017 was Hourly Paid Workers which included a significant change management/ communications piece of work. 85% of staff who replied to the survey confirmed the resulting process was an improvement and 100% understood the new process and the changes. This way of gaining feedback on process change has evolved with the Champions Network to evidence the benefits.

Regarding the Network itself, Process Champions have been surveyed to see what they would like from the Network and future meetings. Feedback is they are very happy with the Network's start to date. They wish to see more case studies and would like to practice further with more hands on examples. This has led us to develop some additional bespoke training sessions for the Autumn 2017.

The largest benefit will be the empowerment of staff to look at what they do, to question it if it doesn't make sense, and to be able to talk it through with someone else either within their department or via the Process Champions. The Library example above is an example of that, and we had not anticipated that would happen so quickly.

The Champions are also developing as spokespeople for process change and change management across the organisation much more rapidly than expected. Another unanticipated consequence of Process Champions has been that recent organisational changes have built in process improvement into job descriptions embedding process improvement in the new organisation, for example the creation of a Doctoral College Data and Process Improvement Officer, who has also joined the Network. This would not have happened without the perceived value of local Process Champions and the Network.

5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

(350 words max.)

The main learning point of this initiative has been to build the Community of Practice sustainably so that it is a natural evolutionary progression for OD, cascading good practice throughout the organisation. It is not a standalone piece of work to rush into establishing a Process Champions Network. It is part of a wider programme of work to introduce an effective process improvement capability into the organisation. Setting up the foundations to build an institutional understanding of what the process improvement activity is and gaining trust of stakeholders has been vital to set the network up. As a result the majority of conversations with Line Managers and Heads of Department have been fairly straightforward and so it is genuinely university-wide. For those areas that haven't participated (a small minority) the door is open and as other departments demonstrate successes, it is envisaged that these areas will observe the benefits and also participate.



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Managing expectations takes time, and varies throughout the organisation. Senior Management want to see a return on investment, staff want to see barriers to change taken down, but such things take time. The Process Champions Network is part of a bigger picture of Process Change Management with real case studies of successes that help inspire staff and demonstrate the worth to Senior Management. The timing of the Network was key – if we had set it up earlier it would have not had the case studies or the buy-in and so would have faltered.

6. SUBMISSION

Please send your completed form via email to Wendy Mason (wendy.mason@sdf.ac.uk) by **4pm on 11 August 2017**.

Shortlisted entrants will be notified by 8th September 2017 and must submit additional material (poster, video and/or PowerPoint slide show) to the above address by 6th October 2017, to aid the judges' final decision and to promote their project/initiative. Presentation to the winner will be made at the conference dinner on 29th November 2017.

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DEVELOPING EXCELLENT PRACTICE AWARD 2017

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APPLICATION FORM

The award is open to individuals and/or teams who have launched an initiative or project, during 2016/17, that has made a **significant and positive impact** to the Learning & Development / Organisational Development environment and shows **evidence of collaboration** both within and external to their own institution.

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1. ABOUT YOU

Name: Joy Levesley
Job title: Head of Organisational Development
Department: Human Resources (Tracey Hulme – HRD)
Institution: The University of Wolverhampton
Project or initiative title: The KASHbox and DAS (Directorate of Academic Support)

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

The DAS KASHbox

The University of Wolverhampton's over-arching purpose is to deliver an excellent educational experience to all its students. The sector faces key challenges and we have responded to these with a Strategic Plan which is built around three key pillars of activity:

- Students First
- Skills and Knowledge for Economic and Social Transformation
- Significant Influence and Impact

This entry focuses on how we are supporting the first pillar 'Students First' within DAS.

In 2016 we restructured our then 'Staff Development Unit' to a new 'Organisational Development' (OD) unit – tasked with **Shaping our Culture** to:

- Support Directorates and Faculties to draw the golden thread from the Strategic and Operational Plans, through to the people who will make it all happen.
- Support Deans and Directors to scope out and define the knowledge, skills and behaviours which are required by their people to take them forward to 2020.

One key Directorate we engaged with very early on was the DAS – a newly formed Directorate (October 2013) tasked with enhancing academic support across the University. It brought together IT services, Learning and Information Services and the College of Learning and Teaching. These three areas are key to our first strategic pillar of Student First.



This development work aims at:

- defining the culture and “ways of working” which are appropriate for this still relatively new Directorate.
- aligning objectives to the culture to be able to measure progress clearly.
- managing the culture change.
- producing a set of culture shaping tools which can be leveraged for use by other Directorates and Faculties.

(260 words)

3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

1 – **DATA** - COLLABORATION WITH SENIOR LEADERS . We met with the DAS Board from July 2016 onwards to understand their challenges faced and map out the journey required.

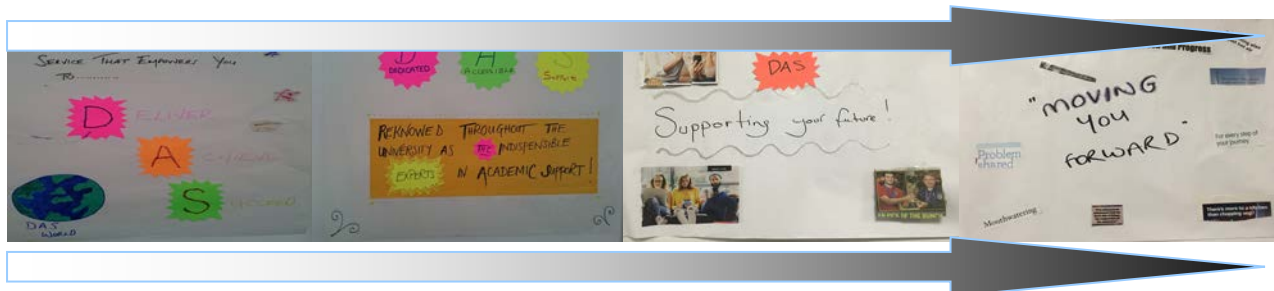
2 – **DEFINING**

A) THE KASHBOX OF THE FUTURE (LEADERSHIP TEAM) - A half day “KASHbox” workshop was delivered to 25+ members of the Senior Leadership team 4/11/16.



We defined the knowledge and skills gaps which existed in striving to fulfil their Strategic Plan 2021 and also the culture (attitudes and habits) required.

B) THE KASHBOX OF THE FUTURE (ALL STAFF) – A key finding from the Leadership KASHbox was that there was a lack of collaboration. We needed to role model collaboration and asked all staff to get involved in defining the KASHbox of the future. The OD team wrote a 2 hour ‘Ways of Working Workshop’ and delivered this to 10 facilitators –volunteers from DAS. This group Delivered these workshops to 89 people. A Panopto recording was made for those who could not attend or who preferred an online version of engagement.



A closing meeting to analyse comments from the workshop has happened and facilitators continue to engage in driving this work forward.

B) THE KASHBOX OF THE PRESENT – survey monkey questionnaires were designed and were open to all to define the current KASHbox. This allowed us to see the gap between current and future.



3 – ALIGNING – SETTING BEHAVIOURAL OBJECTIVES

We are now moving to support managers through an objective setting workshop helping them to translate the 'ways of working' in their area/team into key objectives and then apply them. A project group is being set up within DAS, including OD, to ensure that the momentum is not lost.

The KASHbox has now become part of the Directorate's 'Workforce Plan' and is thereby clearly linked to their strategic objectives and through this up to the University Strategic plan.

4 – MANAGING – COMMUNICATE LIKE NEVER BEFORE.

A communication platform has been created within DAS. The purpose of this platform is to keep momentum going, to shout about the successes that are tangible outcomes of the ways of working.

(344 words)

4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

FEEDBACK FROM THE ASSISTANT DIRECTOR OF DAS

For the first time the Directorate has engaged the expertise of the newly created University's Organisational Development Unit (ODU) to adhere to sector best practice principals which the ODU have been highly visible across the University in championing. The unit have tactfully developed the thinking of the Directorate by engaging with its Executive and Leadership Team to prioritise immediate remedial areas and roadmap a longer term view.

The immediate outputs of the ODU's engagement have been to develop a full training menu of requirements to meet the short term needs of its diverse teams and aligning it to the University's overarching five year strategic plan. They are also leading us through a process of staff engagement – which is not just about our skills and knowledge but also focussing on our ways of working and how we want to work in the future. We feel this holistic approach is a marked step change to how we previously approached workforce development which had been to this point, reactive, sporadic and short term.

FEEDBACK FROM WAYS OF WORKING WORKSHOP DELEGATES

- Exceeded expectations; fun but instructive. Thought provoking.
- It felt almost palpable in the room that staff felt positive towards being consulted and providing their contributions to the future of DAS.
- It helped that there was a good mix of staff from different areas, who were all willing to engage.

QUANTITATIVE MEASURES

- Over 50% (100+ people) from within the Directorate have voluntarily attended the Ways of Working and KASHbox workshops.
- Of the feedback sheets received –
 - 96% of delegates enjoyed the workshop, felt it was a safe space to share their views and would like to participate in similar future events.
 - 92% of delegates felt that the level of collaboration (a key cultural change that we are trying to drive) was excellent or very good.

We recognise that there is much yet to be done – however, this feedback shows the level of engagement that we now have within DAS which enables us to push at an open door to continue with the cultural change which is required and desired.

(353 words)



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5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

We have taken the lessons from the DAS experience of the KASHbox and started to use this with other Directorates university wide. Feedback on this collaborative, partnering approach has been very good.

PROJECT SUPPORT OFFICE

Being able to work closely with University HR managers on Workforce Plans and KASHboxes for my department has been and continues to be, invaluable. We are able to plan for future delivery as a result, and adopt a relationship approach with HR rather than one that seeks process compliance.

We are more confident that our approach is correct and activity in my department has resulted in a doubling of engagement with researchers. We have trained 600 academics rather than 500 last year, and in 6 months from August 1st, won over £12M EU funded projects

EXTERNAL RELATIONS

The strategic and structured way in which HR are approaching workforce plans is both refreshing and extremely useful. Stepping back and planning with the Head of Organisational Development using the KASHboxes methodology meant we quickly plotted the staff's needs against a framework identifying trends for the team and individual development requirements. We then identified interventions to gain maximum impact – those plans are now in implementation and already reaping positive rewards. Without this type of expedient, professional and pragmatic approach the team would not be delivering the results they are or being as rewarded in their own personal development growth.

REGISTRY

The Registry Directorate at the University of Wolverhampton is undergoing a major re-organisational restructure. The aim is not only to change processes and posts but to enact major cultural change that will put the student first [...]. The Registry management team have commissioned colleagues in Organisational Development to undertake a significant programme of work with several objectives. This will help Registry staff through the change curve as they adapt to new roles and requirements. A comprehensive plan has been devised for all staff whether they are staying post and working with new colleagues or moving to a different role/grade.

Evidence shows that implementing a Partnering model within the HE sector has not been widely adopted. This work could be used as a case study to show partnering in action.

(363 words)

6. SUBMISSION

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DEVELOPING EXCELLENT PRACTICE AWARD 2017

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1. ABOUT YOU

Name: AMANDA WYLIE
Job title: STAFF DEVELOPMENT MANAGER
Department: WORKFORCE DEVELOPMENT
Institution: UNIVERSITY OF BATH
Project or initiative title: DEVELOPING AN OUTSTANDING INTERNAL COACHING NETWORK

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

I joined the University of Bath in Sept 2015 and inherited a small group (5) of internal staff who had recently completed the ILM Level 5 Coaching & Mentoring. This in itself is noteworthy as this was the work of Angie Alcock, who had initiated their training, supported them through training, and had set up some good baseline standards of how coaching should happen in the University of Bath.

I was able to build on this.

The service now has 13 coaches. 2 of these are to complete their ILM Level 5 in December – they receive support and supervision during this. The remainder are coaching regularly. The service has seen a huge increase in requests during this time and the need for external coaching has reduced. Most of the coaching network, and HR Business Partners* have trained additionally in Strengthscope – an assessment tool that identifies individual's top 7 signature strengths at work - invaluable in individual work and to underpin a new leadership programme, Developing Leaders. The coaching network and HRBPs delivered feedback, 1:1, to all 34 'pilot' participants and Cohort 1 will launch on 19th September. Again, the coaching network will be central to this pre-work using Strengthscope.

The coaching network continue to have quarterly supervision –plus additionally 'brown bag' lunches where they are given CPD in certain tools or techniques, or can ask questions about their coaching practice.

The coaches are vital to our support and development of our staff. They link to other supportive opportunities for staff, e.g. EAP**; development toolkit; HRBP support around supporting with (structural) change in their department, resilience and well being.

*HR Business Partner

**Employee Assistance Programme



3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

The plan was to solidify their training but attracting more internal 'clients' for them to work with. Care had to be taken that any marketing did not increase demand to a point that the coaching network could not deliver, so word of mouth became the vehicle of choice to promote this service initially. On average there are 26 staff receiving coaching each year.

Typical coaching flow:

Initial enquiry → triage to identify need → line manager involvement is required → coach is allocated → coaching agreement is: chemistry meeting; either 3, 4, or 6 coaching sessions; review. Sometimes 'clients' will be pointed to other mechanisms of support additionally/instead (notably the EAP** service for counselling or specific stress management).

Assuming 26 clients have an average of 4 sessions each, at an average cost of external coaching (£400 per 2 hour session), this has saved an estimated ROI of £41,600 per year. Plus a cost saving in terms of Strengthscope feedback to 34 participants over cohort of Developing Leaders (estimate $34 \times £200 = £6,800$ over cohort).

Previously, when external coaching was required (for complexity of issue or the need for external support for particularly tricky situations) Staff Development used to meet the charge for this. Now, if external coaching is required, the requesting department pays. This enables the small (£12,000) budget for coaching to be used to support the training and development of the existing coaching network, pay for supervision and enable more people to become internal coaches. Additionally, if Strengthscope is used as a tool, we buy this in at £35 per assessment, and cross charge the requesting department £50. This pays for the tool and enables a small income to filter in to support the growing internal coaching network.

The coaching network has built significantly in the last 18 months. It has increased its reach in the organisation and is a valued support service.

When staff are faced with such change in the external and internal environment in HE, it is essential that staff, both academics and professional services, are able to access confidential support. The coaching network act independently of HR – meaning that using the coaching service is confidential and is not registered on an individual's HR record. Coaching at the University is now seen as a 'supportive, helping intervention, enabling a confidential space to explore issues and enable individuals to reach their goals'.



4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

We have specifically not issued an online survey eliciting feedback as we have wished for individuals to know that their work with the coaching network is confidential. This is one element that we will wish to explore in the next year. Instead, the coach focuses on developing a professional relationship with their internal client where the client can give feedback at the end of each coaching session in relation to what worked well, less well and what advice they might give their coach for next time. This enables a very free conversation, and using the words 'worked well, and less well' enables a space for useful feedback. Directors of Administration and Department managers (2 Deans, Heads of Department and line managers) have reported to the Staff Development Manager how internal coaching really helped their staff colleague.

Institutionally, this provides a real difference in how staff feel supported. This is run by staff for staff. It is valued by the Senior Management Team and throughout the University. The coaching service is discussed with new staff at the Introduction to the University of Bath and it is a 'first line response' if staff are feeling under pressure at work or wishing to set new goals and aspirations for themselves. Managers know about the coaching service and use the 'staffcoaching@...' email address to request coaching support and individuals can request coaching for themselves also.

The coaching network are benefitting by being able to use coaching skills with clients – many say that this enables them to also use coaching skills to underpin their day to day work, and we now have 15 people (coaches and HR Business Partners) trained as Strengthscope Practitioners, and so we have been able to launch another cohort of Developing Leaders.

Unexpected outcomes: one member of academic staff reported: "coaching 'saved' me when I really needed it. I was told about the EAP service, which I am now using, and I have received 6 valuable coaching sessions. This support has been essential in enabling me to make some difficult decisions, say no-politely and perform whilst under extreme pressure. Thank you". [*'Saved' here refers to this person feeling like they were drowning at work and being unable to perform due to overwhelm*].

5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

After training staff (approx £1600 for an ILM qualification) it is possible to set up an internal coaching network with little financial outlay. Quarterly supervision is key, and we use an external coach to undertake this role, to reduce bias and to enable challenge and support in equal measure in relation to deepening the coaching service impact through its coaching practise. The £4000 charge for this is worth every penny.

That confidentiality is key – always tricky with an internal coaching network – but this is vital to building trust. And the support of the HR Director and HR Business Partners is essential, both to 'publicise' and inform managers and individuals about the service, but also for them to become part of it in relation to them training in Strengthscope. Staff Development and the HRBP team now work more closely together as



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a result, and joint projects around service redesign have been on the increase. This gives rise to where coaching can be suggested for individuals who might be finding change difficult.

A provision of external coaching is still important to maintain, but I have capped the cost of this as previously this was both random and very expensive, providing a question mark on return on investment. We have reduced the number of external coaches that we use and have instilled some boundaries around cost and how coaching will be implemented. All external coaches go through NESA before being instructed.

Recognition of this valuable service through achieving an SDF Award would be an honour for the coaches involved, and would enable us to publicise further the excellent work of the Coaching Network at the University of Bath.

6. SUBMISSION

Please send your completed form via email to Wendy Mason (wendy.mason@sdf.ac.uk) by **4pm on 11 August 2017**.

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1. ABOUT YOU

Name: Chloe Milano

Job title: Organisational Development Manager

Department: Organisational Development Team, Human Resources Department

Institution: City, University of London

Project or initiative title: Develop@City

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

Following staff survey responses requesting greater visibility around professional development opportunities and a need to feel valued for work regardless of job role or grade, Develop@City, the brainchild of the Organisational Development team (OD) was created as a gateway to Staff and Organisational Development activity at the institution. Simultaneously, it assisted senior management to demonstrate investment in staff regardless of their role/department.

Develop@City has developed into an overarching brand with which City staff associate personal and professional development, wellbeing and a sense of community. It will also: become a central communication channel to promote what is available to staff; provide an opportunity to repackaging existing development opportunities; evolve over time, according to needs analysis; be utilised to strengthen OD's partners internally and externally; and to provide staff networking opportunities.

[Develop@City](#) launched on 27 July 2017. Focusing on four themes – Develop, Wellbeing, Community and Creative – it was billed as a thank you to staff for their contribution as well as a developmental event.

A large market place ran throughout the day, with stallholders from teams across the University, showcasing support available in innovative ways. Space was set aside for wellbeing activities e.g. massages, health checks. Sessions ran concurrently, covering numerous of topics including Assertiveness, Creative Thinking, Photography. 'Fringe' activities included Tai Chi, local history walking tours. Refreshments (including themed food stalls) were provided and the day closed with a BBQ and band performance. Attendees received a 'goody bag' containing City branded items showcasing innovative, entrepreneurial work of City students.

(248 words)



3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

The OD team collaborated with City's Marketing and Communications team to create a Develop@City brand, intranet page and utilise all available channels to publicise the event including Yammer (City's online message board). They also collaborated with numerous University Departments including Sustainability, Learning Enhancement & Development, IT, Health and Safety, Occupational Health and CitySport who all delivered activities. A number of external training providers delivered sessions. Since, these relationships have strengthened and internal stakeholders actively encouraged to run and participate in development activities.

Although in the early stages, increased participation in development activity linked to the brand and levels of partnership and collaborative working internally and externally to the institution are being monitored. Increased activity examples include: Lunchtime walking tours; a series of two hour masterclasses; a mindfulness initiative available to all staff and students; and staff development webinars.

It was planned to develop a series of initiatives based on staff feedback. This resulted in the launch of discounts for staff with local businesses; a weekly segment in CityWire (City's online magazine) detailing courses available; improving and amending City's induction process for new staff (including a welcome pack for new staff including information about Develop@City); rebranding and review of existing course offering.

A similar flagship took place in July 2017 as a response to overwhelmingly positive feedback from staff. More related 'fringe' events were arranged leading up to the day, newly built venues were utilised (to allow staff to experience the new learning facilities available) and attendance significantly increased.

Given the timing of Develop@City's launch and that much of the outputs were intangible matters of feeling or culture, it is difficult to provide in depth empirical data on impact. However, results around employee engagement scores from our latest Staff Survey (conducted in November 2016, 4 months following Develop@City's launch) show increases in:

- Staff commitment to providing excellent support and customer services to students and staff. (97% rise from 42%(2009)).
- Staff members who would recommend City as a great place to work (22% rise)
- Confidence in Executive Committee leadership (17% rise)
- Sense of pride in working for City (16%)

(347 words)

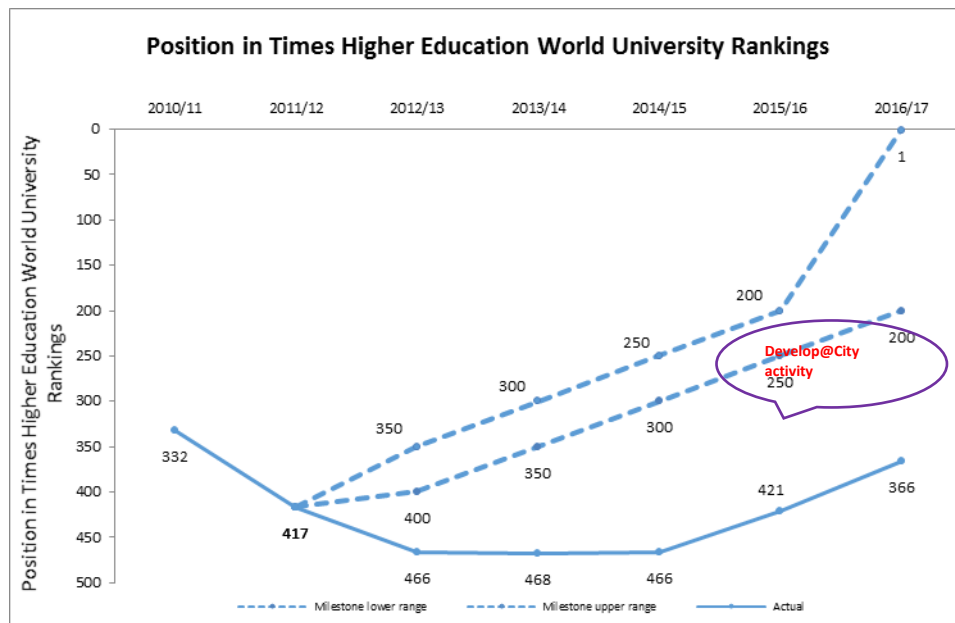


4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

Develop@City was the OD team's most well attended event ever (500 plus attendees, 25% of the University's staff) and the only event mentioned by staff survey respondents in a positive series of comments. *'There are some great improvements and activities in past year, including the adjusted working hours, the Develop@City day. Good work!'* (Nov 2016 staff survey employee response)

The Guardian University Guide 2017 analyses institutional performance using 8 metrics. City was ranked 18th nationally out of 119 institutions, up 19 places from 37th in 2016. These results make City amongst the most improved UK institutions and 4th in London. The increases in the Guardian University Guide and Times Higher Education World University Rankings (from 421st in 2016 to 366th) coincide with ODF (Organisational Development Framework) investment (December 2015), of which Develop@City was a key part.



Attendee feedback from the first Develop@City event in 2016 was outstanding. 200+ positive comments highlighted enhanced staff experience and sense of community:

- 82% felt it was a good use of their time
- 75% said attendance contributed to their wellbeing
- 80% said it fostered a greater sense of community at City
- Of the 17% of attendees who have changed role or been promoted since July 2016, 57% considered Develop@City as a contributing factor.

Example comments:

- *Thank you so much for organising this, it's clear how much thought and work has been put into this. I know budgets are always restricted but really I think you will see the value of this in increased engagement and morale.*
- *This event has really galvanised the team who have been through some difficult times recently.*
- *The event was really well organised everything flowed well-it probably the best event I've been to at City. I also really liked the fact halal food was taken into consideration as that has not been done on many occasions, lunch and bbq was really well catered for*

(313 words)



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5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

Develop@City was a new concept for the University focused on collaborative learning with academic and professional services staff groups and a focus on investing in people. Its content aimed to be inclusive answering feedback requesting development opportunities for all staff categories.

As the OD team's largest ever event, the organisation and ongoing activity associated was a complex and ambitious undertaking. The use of drop-in, short sessions aimed to reframe staff perceptions of development as traditional training courses requiring extensive time away from their job roles.

Innovative communication methods were utilised to facilitate networking e.g. live community boards on the day- responses later shared on Yammer for staff to view and discuss; a CommuniTree – as attendees departed they were encouraged to "leaf their feedback" paper shape and hang it on a tree (later collated for the use of the OD team).

A recognisable brand emerged alongside and the reputation of the OD team strengthened. Develop@City was the only single event that was specifically mentioned in staff survey feedback demonstrating its impact and positive feeling around it.

Four of the eight members of the OD team (including two leading the initiative) joined the University less than six months prior to the event launch so had very little time to develop their personal network and contacts, making the achievement even more notable

Other institutions can learn about the power and potential of a flagship event to act as an overarching gateway for staff to research and undertake development opportunities at their institutions. Alongside this primary aim, such an initiative creates a number of opportunities to partner with internal and external stakeholders, strengthen employer and event branding and contribute to facilitating a strong sense of community, networking potential amongst employees and an improvement in morale. As Develop@City was aimed at making all University staff feel valued, it supported the University inclusivity and equality of diversity agenda and 'One-City' ambition. It also acted as a vehicle to seek and act upon employee feedback and answer particular development needs. The ongoing impact is clear as masterclasses, linked to the event, continue throughout the year.

(347 words max.)

6. SUBMISSION

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Shortlisted entrants will be notified by 8th September 2017 and must submit additional material (poster, video and/or PowerPoint slide show) to the above address by 6th October 2017, to aid the judges' final decision and to promote their project/initiative. Presentation to the winner will be made at the conference dinner on 29th November 2017.

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DEVELOPING EXCELLENT PRACTICE AWARD 2017

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APPLICATION FORM

The award is open to individuals and/or teams who have launched an initiative or project, during 2016/17, that has made a **significant and positive impact** to the Learning & Development / Organisational Development environment and shows **evidence of collaboration** both within and external to their own institution.

Judges will assess each entry on the basis of the evidence provided in each section of this form alone, (appendices will not be considered) and up to the specified word limit for each section. Before applying, please make sure you have read the rules of entry and judging criteria at www.sdf.ac.uk/news-events

1. ABOUT YOU

Name: Dr Emma Gillaspy

Job title: Digital Teaching & Learning Manager

Department: School of Health & Society

Institution: University of Salford

Project or initiative title: Developing an online community of coaching practice using a tweetchat

Please note whilst I am submitting this project, this is a collaborative effort across the tweetchat organising committee:

- Rossana Espinoza, Communications Officer, Staff Development Forum
- Emma Gillaspy, Digital Teaching & Learning Manager, University of Salford
- Juliet Flynn, Organisational and Staff Development Advisor, Canterbury Christ Church University
- Peter Sykes, Learning and Development Partner, The University of Manchester
- Dee-Ann Johnson, Researcher Development Communications Officer, The University of Manchester
- Alistair Boot, Senior Lecturer, Harper Adams University
- Louise Rees, Senior Academic Developer, Swansea University
- Marc Adams, Organisational Development Consultant, University of Birmingham
- Paul Compton, Organisational Development Consultant, University of Birmingham

2. THE PROJECT OR INITIATIVE

Description, contexts and background, including outline approach and the identified staff and/or organisational needs that the project/initiative sought to address.

(250 words max.)

We have built a sustainable community of coaching practice using tweetchats. #coachingHE #SDFcoaching brings together individuals with academic, professional support or independent roles who have an interest in coaching in Higher Education (HE). Tweetchats have been used very successfully in the education and others sectors in order to stimulate discussion, share practice and build connections between like-minded professionals. It is increasingly difficult to facilitate cross-institutional learning therefore this initiative provides free, informal development for individuals to access from anywhere.

A Tweetchat is a facilitated one-hour online Twitter discussion. The discussion is associated with a specific hashtag. The project committee use #coachingHE and #SDFcoaching to encourage inclusion from both current SDF members and those in the wider academic community. The #coachingHE chat, launched in April 2017 has run on the first Friday of the month at lunchtime. To date, this tweetchat has covered three topics: *Developing a network of coaches*; *To coach or not to coach, coachability is the question* and *Evidencing the impact of coaching*.



This project has created an active network of colleagues who are interested in developing coaching cultures within and beyond their organisations. The initiative has developed the capacity amongst HE professionals to embrace social media as an effective approach to learning. The tweetchat has also proved helpful in disseminating the work of the SDF and the Leadership Foundation and increasing awareness of these organisations.

Next academic year, we plan to build the initiative further through inviting guests, writing blogs and producing an online coaching toolkit.

3. EVIDENCE

Description of the approach to collaboration and evaluation; what did you plan to do? How did you expect to know what success would look like? Details of the measurable achievements, anticipated and actual benefits, including any cost benefits/return on investment.

(350 words max.)

In the short time since the initiative was established, the membership of the Coaching Tweetchat organising committee has grown from the original three to nine, representing a wide geographical reach and UK HE institution type. A community of over 50 participants representing a range of locations in the UK, US, Australia and Europe are involved in the coaching tweetchat. This is evidenced through an increasing number of SDF Twitter followers, number of tweetchat participants and the reach of their tweets. The tweetchat participants have expanded their professional learning network by connecting with people whom we would not normally connect due to distance or role.

The tweetchat has attracted coaches working in other sectors. For example, another smaller tweetchat inspired by this project aims to create discussion amongst independent freelance and business coaches. Two of the active participants from this group have committed to write for the SDF on a voluntary basis.

Tweetchats are a cost-effective method to facilitate learning as there is no investment in transport, venue or facilities. Members of the organising committee each take responsibility to augment the learning through championing the tweetchat with their network, writing blog posts and creating online stories. Four committee members now are able to use Storify to consolidate the learning produced by the interactions and participation during the tweetchat. The SDF communications officer designs promotional campaigns to disseminate the initiative across networks and produces the automatic tweetchat feeds to guarantee a great conversation. Tweetchats offer a positive medium to share information and resources with other professionals and the team is building an online coaching toolkit to further disseminate the resources shared during and beyond the tweetchats.

The organising committee refines the themes and questions for the tweetchat using an iterative and participative process on a monthly basis. The themes and questions have been well received by the participants and the online conversations have been energetic and positive. Committee members also support others in learning how to use Twitter and participate in tweetchats, building capacity amongst colleagues to embrace social learning and knowledge co-creation.



4. FEEDBACK

Include a summary of the feedback or other qualitative evidence of the difference made to individuals, teams, groups or institution(s), anticipated or unexpected outcomes.

(350 words max.)

This exploration helped the host, organising committee and participants learn a form of facilitation that is based on social learning, in which participants co-create knowledge. This mode of learning is more attuned with current times, as the push for learning design in HE to be focused on inclusive, active, blended and participative learning.

The results confirmed there was a niche waiting for the SDF. Twitter analytics offer a wealth of information i.e. tweets produce more impressions and engagements. This tweetchat has resulted in an increased public awareness of the SDF. Analytics from the tweetchats ran in April, May and June 2017 are:

MARCH Tweets = 6 Tweet impressions = 2,858 Profile visits = 412 Mentions = 17 New followers = 5

APRIL Tweets = 133 Tweet impressions = 37.7K Profile visits = 1,963 Mentions = 167 New followers = 83

MAY Tweets = 140 Tweet impressions = 35.6K Profile visits = 1,863 Mentions = 162 New followers = 54

JUNE Tweets = 127 Tweet impressions = 22.7K Profile visits = 1,077 Mentions = 147 New followers = 31

JULY Tweets = 10 Tweet impressions = 4,782 Profile visits = 347 Mentions = 14 New followers = 5

Feedback from tweetchat participants has been overwhelmingly positive, including:

- Fascinating thoughts shared today, looking forward to joining in next time
- My first foray into Tweetchat! Thanks for bearing with me; loved this Tweetchat; great to meet you all. V useful.

There is curiosity amongst professionals working in staff development for sharing their knowledge, learning from others, trying new learning approaches and exploring new technologies. Members of the tweetchat organising committee have trained or facilitated other participants so these are able to take part in the tweetchat.

There is an appetite for this type of initiative, as the tweetchat has attracted not only coaches working in HE, but coaches working in HE in Australia and independent coaches working in other sectors. The idea inspired others within and outside the SDF. The tweetchat have been approached by other twitter communities and we are currently investigating the potential of working more closely with the very popular #LTHEchat.

5. WIDER LEARNING

Identify potential key learning points for other institutions and suggestions on how that learning could be shared.

(350 words max.)

Tweetchats create informal developmental opportunities by experimenting with new ways of facilitating learning that encourage co-creation, active learning and reflection. This practice could be extended further into the staff development community in other topics and could positively impact the development and delivery of organisational development initiatives.

Tweetchats enable professionals to optimise their use of social media to enhance their work and champion the advantages of social media in enhancing organisational development, teaching, research and academic practice.

Tweetchats may be powerful when they nurture meaningful conversations amongst participants. This helps generate deeper learning for the individuals involved.



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Due to the interactions of participants during tweetchats, participants become aware of others' ideas, reflections or experiences. People are more likely to collaborate with others after meeting in a tweetchat.

Tweetchats facilitate the creation of a community of practice formed by like-minded professionals who are passionate about a specific topic such as coaching.

Tweetchats are an example of an engaging and cost-effective learning technology that can enhance the delivery of an institution's learning and development programme.

Tweetchats help professionals in HE become aware of practices in learning and development beyond the HE sector. Liaison with professionals in other industries has created opportunities for collaboration.

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Staff Development Impact Awards Overview 2016

	Contact	Institution	Project Title	Comment - Score
1	Yvonne Yelken Yvonne Yelken <Y.Yelken@bham.ac.uk>	Birmingham	Aditi Leadership Programme	
2	Ellis, Tracy <T.Ellis@liverpool.ac.uk>	Liverpool	North West Cross Institutional Action Learning (NWCIAL)	
3	Carol Steed Carol Steed <Carol.Steed@nottingham.ac.uk>	Nottingham	Development and launch of the UoN Leadership and Management Academy	
4	Lopes Da Silva Jo <J.D.LopesDaSilva@salford.ac.uk>	Manchester Metropolitan University, Manchester University.	Manchester Coaching Network	
5	Lisa Anderson (Staff) <l.a.anderson@dundee.ac.uk>	Universities of Dundee and Stirling	HE Scotland Today	
6	Caroline Baynham <Caroline.Baynham@uws.ac.uk>	University of the West of Scotland	Staff & Management Development Programme 2016/2017	
7	Claire Butler CIButler@lincoln.ac.uk Katie Willson, Rebecca Sanderson, Claire Butler	University of Lincoln	Online Appraisal System/Performance Development Review PDR	
8	Herries, Rachel L <r.herries@imperial.ac.uk>	Imperial College London	Mock Interview Service	
9	Mark Ricketts Mark Ricketts <M.Ricketts@bath.ac.uk>	University of Bath	Process Champions Network	
10	Joy Levesley Levesley, Joy <J.Levesley@wlv.ac.uk>	The University of Wolverhampton	The KASHbox and DAS (Directorate of Academic Support)	
11	Amanda Wylie <A.J.Wylie@bath.ac.uk>	University of Bath	DEVELOPING AN OUTSTANDING INTERNAL COACHING NETWORK	
12	Milano, Chloe <Chloe.Milano@city.ac.uk>	City, University of London	Develop@City	
13	Gillaspy Emma <E.E.Gillaspy@salford.ac.uk>	University of Salford	Developing an online community of coaching practice using a tweetchat	