How the AUA can support HE professionals to build great careers

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What is the AUA?

The AUA is *the* professional association for

managers and administrators

working in higher education in the UK and

Ireland.

What is the AUA?

- Around 3,500 members (AUA on twitter now has over 3,450 followers)

- Covers the UK and Ireland

- Individual membership (unlike most other HE groupings)

- Members in most UK universities and HE colleges as well as in key decision-making bodies in HE

- Originally formed in 1961

- Run by and for members

- Member Board of Trustees

Key member activities and benefits

⬡ Conferences and seminars, networks, Postgraduate Certificate, professional accreditation, publications: *Perspectives*, Good Practice Guides, CPD Framework of professional behaviours, the Mark of Excellence, voluntary opportunities and much more…

⬡ Professional development

⬡ Networking with colleagues

⬡ Sharing from good practice

⬡ Developing the profession

The dilemma: Is HE management and administration a professional career?

● Do 'professionals' contribute to the core academic purposes of the institution?

   -Student learning outcomes?

   -Research?

   -Other?

Learning and teaching

Research and Innovation

Engagement and Service
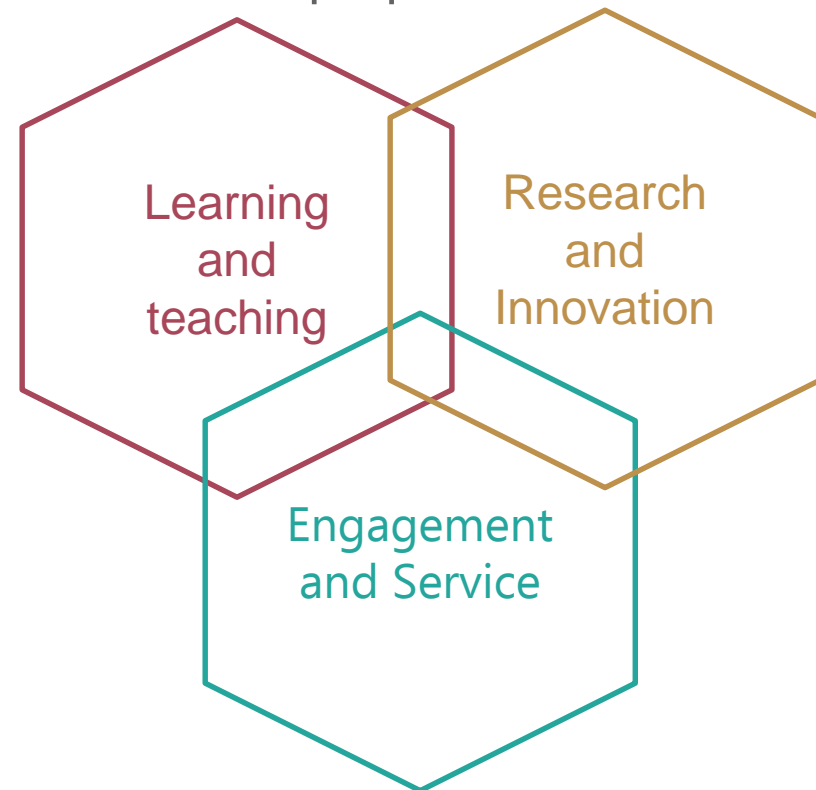
Career Pathways

E.g. finance, estates, technical, HR, marketing

E.g. student administration, secretariat, faculty/school/ department management

Specialist Profession

Research and Innovation

Academic Management

E.g. programme directors, heads of department, associate deans, pro-vice-chancellors

See also Whitchurch, C. (2008). *Professional Managers in UK Higher Education: Preparing for Complex Futures Final Report.* Research and Development Series. London: Leadership Foundation for Higher Education

Wider recognition of HE administration as a career

Before

Few of us ever plan to be a University administrator…

The AUA's professional behaviours

	Self	Others	Organisation
Managing Self and Personal Skills Being aware of own behaviour and mindful of how it impacts on others, enhancing personal skills to adapt professional practice accordingly.	● Being well prepared for meetings and presentations ● Demonstrating an awareness of own values, motivations and emotions ● Keeping up to date with what is happening in professional area ● Having an enthusiastic and positive 'can-do' approach ● Maintaining a healthy life balance ● Speaking and writing by using clear succinct language ● Showing consistency between words and actions ● Being self-motivated ● Accepting and demonstrating personal responsibility for health and safety, data protection and other compliance areas	● Giving and receiving constructive feedback as part of normal day-to-day work activity ● Developing and maintaining personal networks of contacts ● Ensuring own behaviour, words and actions support a commitment to equality of opportunity and diversity ● Chairing meetings effectively, ensuring everyone has an opportunity to contribute ● Getting the best from others through effective communication ● Managing own response when faced with challenging situations ● Ensuring that own behaviours consistently provide a positive role model	● Applying personal skills appropriately to represent the organisation positively ● Recognising personal accountability to the organisation through your work and interactions
Examples of behaviours that may indicate a need for further development in managing self and personal skills.	● Talking or writing at inappropriate length ● Focusing almost exclusively on own job or own department ● Being consistently late for meetings ● Missing deadlines ● Reacting defensively to constructive feedback ● Ignoring the views and suggestions of others		

Defining features of the Framework

- Based on the AUA values
- Focus on behaviours:

  - Observable: *what* people actually do
  - Describable: *how* the job needs to be done and the behaviours that underpin effective performance

- Flexible
- Universal
- Strengths as well as areas for development

Components of effective performance

Skills — Aptitudes and competencies appropriate for a particular role
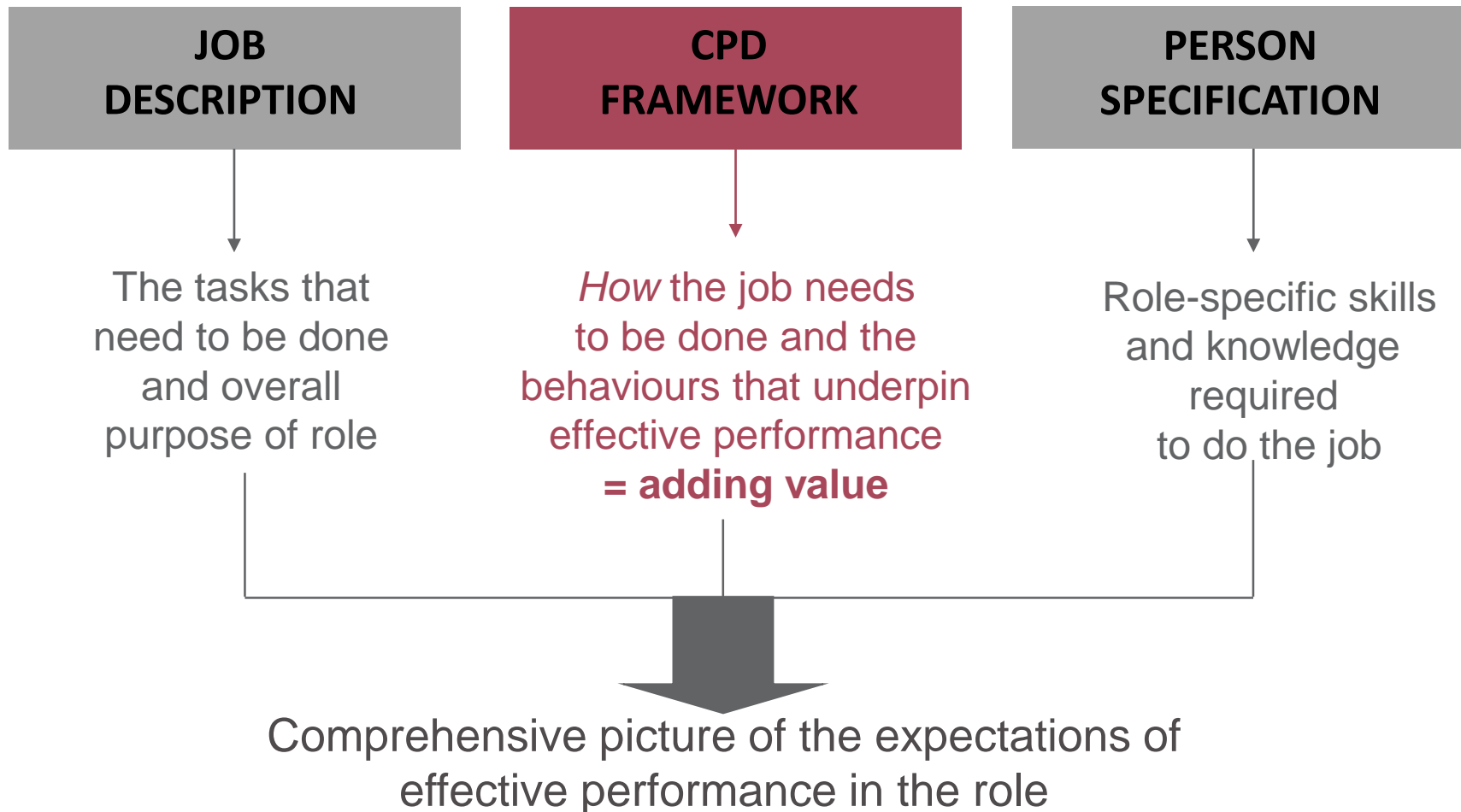
Knowledge — A person's range/breadth of information, e.g. familiarity gained by experience/study/ qualifications/CPD

Behaviours — Attitudes; approach; settled mode of thinking

How the framework fits with other information about a role

JOB DESCRIPTION	CPD FRAMEWORK	PERSON SPECIFICATION

The tasks that need to be done and overall purpose of role

How the job needs to be done and the behaviours that underpin effective performance
= adding value

Role-specific skills and knowledge required to do the job

Comprehensive picture of the expectations of effective performance in the role

How the Framework supports career pathways

- Behaviours are foundational to professional progress

- Mapping behaviours to grades frames clear expectations at each level

- Structure to support making the implicit explicit

- Make explicit the requirements of other roles

- Structure appraisal conversations

- Support developmental PDPs

- Support career planning

Durham University's Realising Your Potential framework

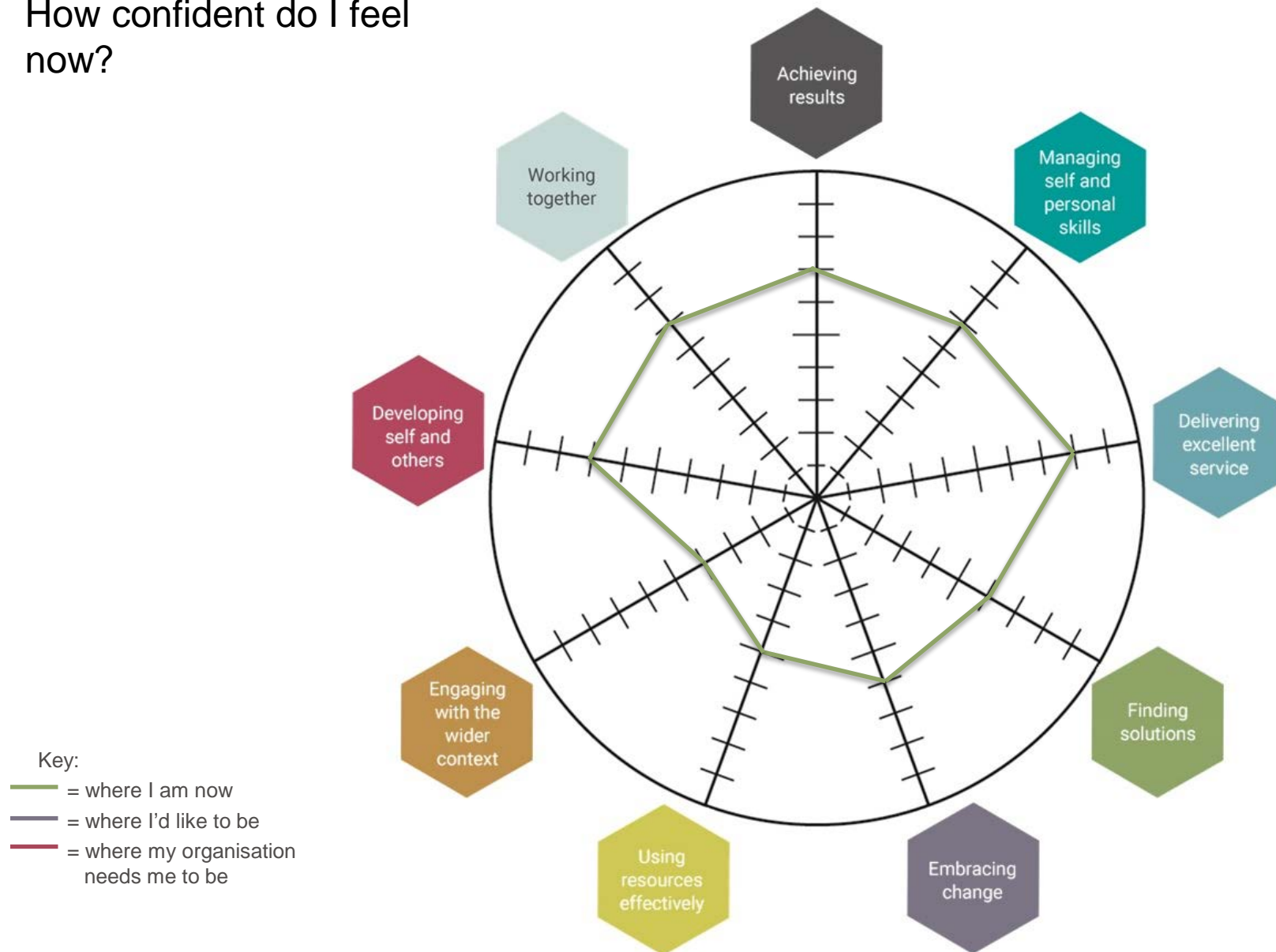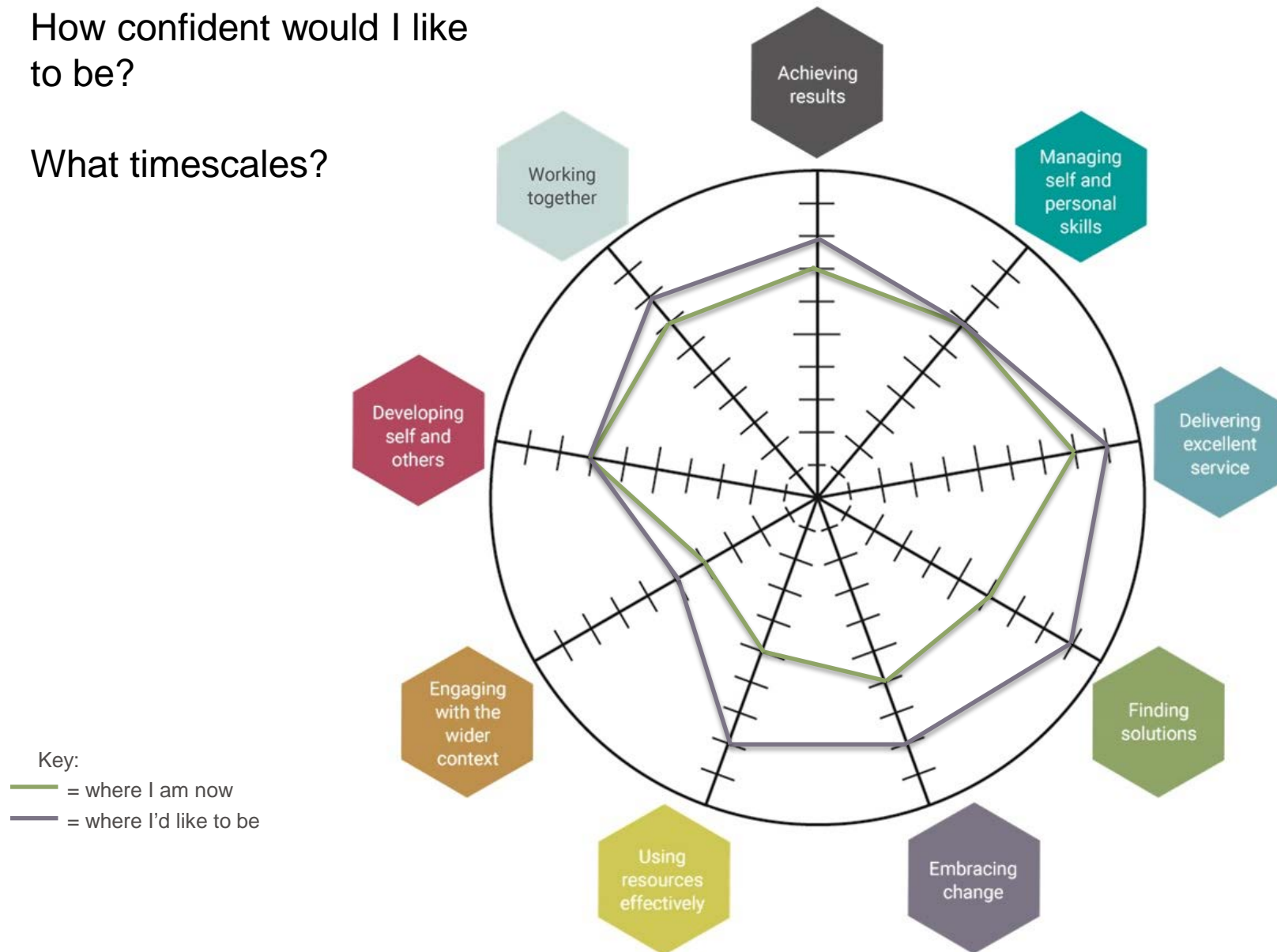| **DEVELOPING MYSELF AND OTHERS** - Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the University.				
Examples of behaviours that demonstrate effective performance				
Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*	Expected behaviours to be demonstrated when working alongside others - *Grades 3-4*	Expected behaviours to be demonstrated when influencing at team level - *Grades 5-6*	Expected behaviours to be demonstrated when influencing at departmental level - *Grades 7-8*	Expected behaviours to be demonstrated when influencing at University level or when representing the University - *Grades 9-10*
1. Demonstrate knowledge of different roles and how they interrelate 2. With support - reflect on work practices, identify learning and development needs and take steps to develop own knowledge and skills as required 3. Effectively demonstrate new/improved knowledge and skills 4. Regularly demonstrate a positive attitude to work 5. Give clear advice or guidance to others on standard information or procedures, sharing knowledge and skills 6. Maintaining a healthy work life balance by working with appropriate University policies (e.g. flexible working)	1. Using all situations as potential learning opportunities 2. Being a role model by devoting time to own development, managing workload and making effective use of time 3. Proactively engaging in formal and informal learning and development activities 4. Engaging positively with appraisal processes by seeking, accepting and acting upon feedback 5. Demonstrate self-motivation 6. Keeping up to date with what is happening in own and/or professional area with a view to improving self	1. Giving and receiving feedback in a constructive manner as part of normal day-to-day work activity 2. Effectively developing and maintaining personal networks of contacts where it assists with the role 3. Ensuring equal access to development opportunities for all 4. Using delegation as an opportunity to develop others 5. Chairing meetings effectively, ensuring everyone has an opportunity to contribute 6. Empowering others by identifying decision makers at the appropriate level 7. Providing creative work opportunities to stretch and develop colleagues 8. Encouraging others to learn from mistakes without blame 9. Encouraging colleagues to take calculated risks 10. Coaching and mentoring others to enhance own skills and those of others 11. Reacting professionally when faced with challenging situations 12. Encouraging the best from others through effective communication 13. Taking an active interest in what is happening more widely in the University and informing others where appropriate	1. Supporting others to undertake alternative duties, such as short-term secondments 2. Encouraging others to contribute to institutional level activity 3. Showing awareness of the changing needs of the University and incorporating these into own and others' development plans 4. Keeping up to date with what is happening in the wider HE environment and communicating this to your team where appropriate	1. Providing constructive feedback to aid the development of the team as a whole 2. Finding ways to improve team performance through learning and development 3. Demonstrating the value of learning by being involved in development activities 4. Ensuring that projects and incidents are evaluated and learning from mistakes and success is used
Interview questions		**Training and development**		
• Give me an example of a time when you recognised that a member of your team had a performance difficulty. What did you do?	• Describe an occasion when you have encouraged others to take initiative and ownership for their learning	• Mentoring and coaching • Recruitment & Selection briefing	• Stress Management • Time Management • E-learning	• Team development • Perfecting presentations
Examples of behaviours that may indicate a need for further development				
• Believing that training and development are the same thing • Thinking that there is no further room for improvement		• Focus solely on own role and tasks • Failure to meet deadlines on a regular basis	• Believing that nothing can be learnt from those less qualified • Intolerance of others' mistakes	

AUA
Est 1961

How confident do I feel now?

Achieving results

Managing self and personal skills

Working together

Developing self and others

Delivering excellent service

Engaging with the wider context

Finding solutions

Using resources effectively

Embracing change

Key:

= where I am now

= where I'd like to be

= where my organisation needs me to be

How confident would I like to be?

What timescales?

Key:
= where I am now
= where I'd like to be

What does my next role
need me to be?

How do I know?

Key:
= where I am now
= where I'd like to be
= where my organisation
   needs me to be
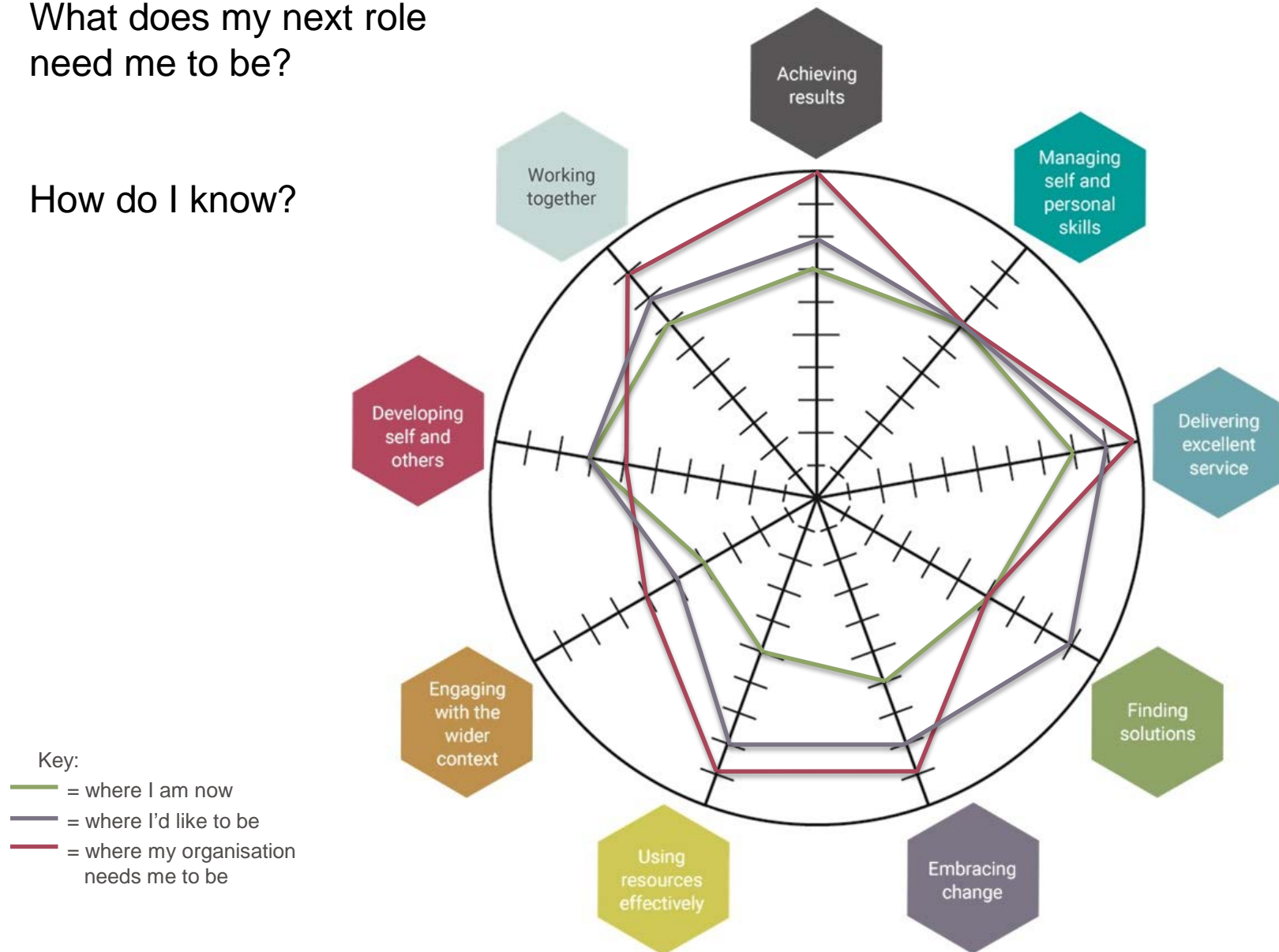
Reflections on self-assessment

- Which are high confidence? (7-10)

- Which are less high? (5 or less)

- Where are the mismatches between the organisation's perceived needs and the self-assessment?

- How do strengths relate to the requirements of the role?

- Were there any surprises?
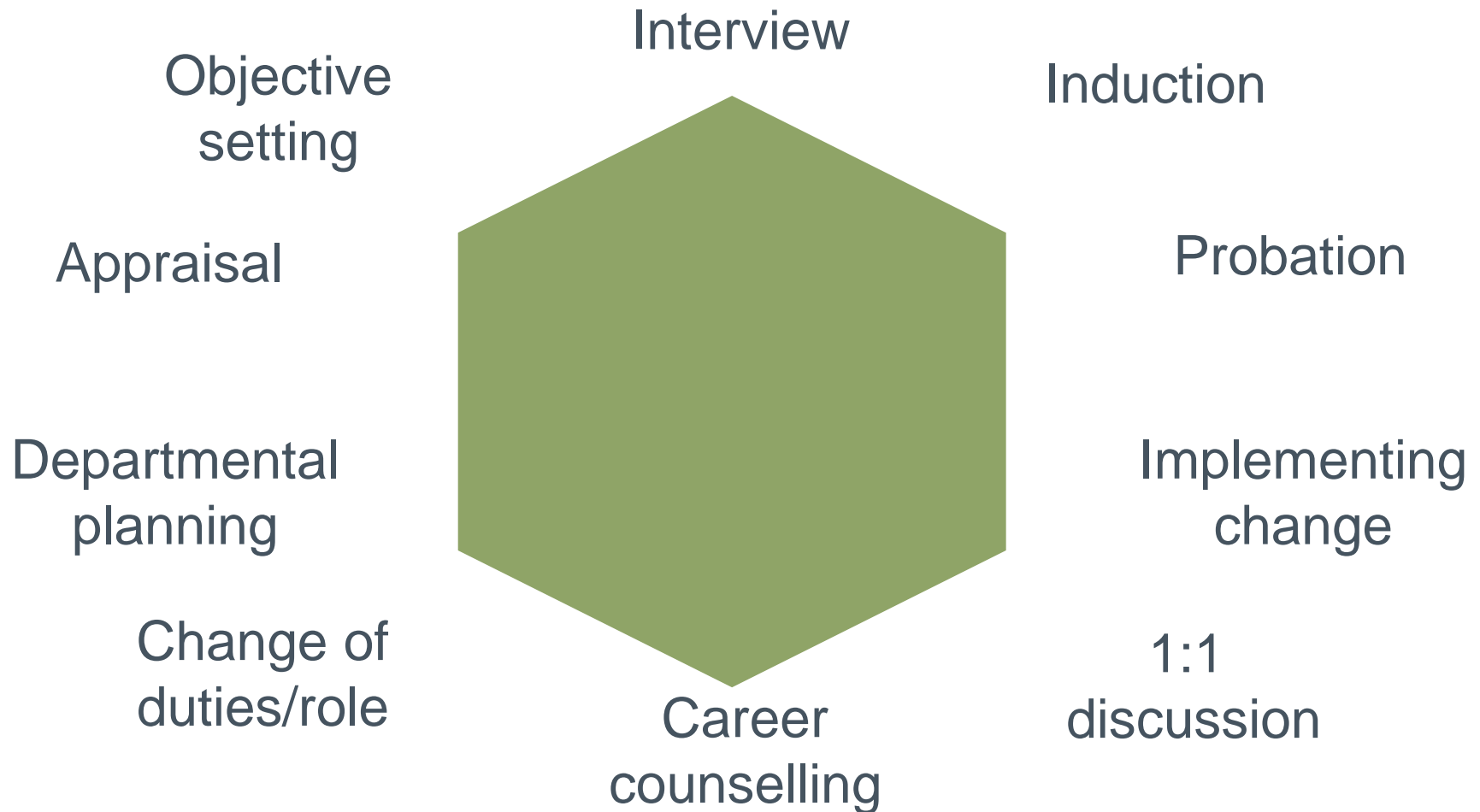
Using the professional behaviours within appraisal

Reviewees

- identifying behaviours relevant to their role
- assessing which are of highest importance in their role
- identifying development needs to develop those behaviours and improve performance
- identifying ways to build upon and maximise existing strengths
- increasing motivation
- facilitating structured feedback from others
- promoting meaningful conversations

Reviewers

- clarifying what is needed to meet the organisational objectives
- recognising achievements that may otherwise be overlooked
- identifying individual strengths and development needs
- identifying team strengths and development needs
- providing structured feedback to colleagues
- identifying where best to concentrate staff development resources

Using the framework throughout the career journey

Interview

Objective setting

Induction

Appraisal

Probation

Departmental planning

Implementing change

Change of duties/role

1:1 discussion

Career counselling

Applying the framework at institutional level

Organisational development
- Restructuring
- Mapping existing skills, knowledge, behaviours to future strategy
- Providing clarity about the future needs of the organisation
- Organisational definition of excellence in professional services
- Supporting culture change

Learning & Development
- Mapping existing staff development provision
- Aligning provision, filling gaps
- Institution-wide CPD strategy
- Equity of opportunities
- Providing structure to ongoing performance review

Recruitment & Selection
- Job descriptions and person specifications
- Applicant information
- Selection processes
- Clear articulation of expectations of PSS
- Enhancing probation processes

Succession planning
- 'Growing your own'
- Talent management
- Identify high performers
- Attracting and retaining valued staff
- Reinforcing line manager's role as developers of others

Professional recognition
- Professional identity akin to other groups
- AUA accredited membership
- AUA PgCert
- Mark of Excellence

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AUA Member Progression

Member

- MAUA
- Work connected with higher education in the UK or Ireland

Accredited Member

- AMAUA
- Level 4 Qualification
- 25 hours CPD in 2 years
- Reflective statement
- 1 reference
- Lasts for 5 years

Fellow

- FAUA
- Level 4 Qualification
- 30 hours CPD in 3 years
- Reflective statement
- Development of others
- 2 references
- Lasts for 5 years

Connecting
and developing
HE professionals

AUA

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Postgraduate Certificate in Higher Education Administration, Management and Leadership

What does the PgCert offer?

- a balance between professional development and academic inquiry

- a broader understanding of the sector

- a recognised qualification

- evidence of professionalism

- a progression route to further academic study

Content

Compulsory modules:

Module 1: Higher Education in Context (30 credits)

Module 2: Professional Practice in Higher Education (30 credits)

60 masters level credits
Indicative learning time = 600 hours

Case studies of successful implementation/adaptation of the AUA's CPD framework

The University of Bath adapted the AUA's professional behaviours to develop a knowledge, skills and behaviours framework for all PSS staff
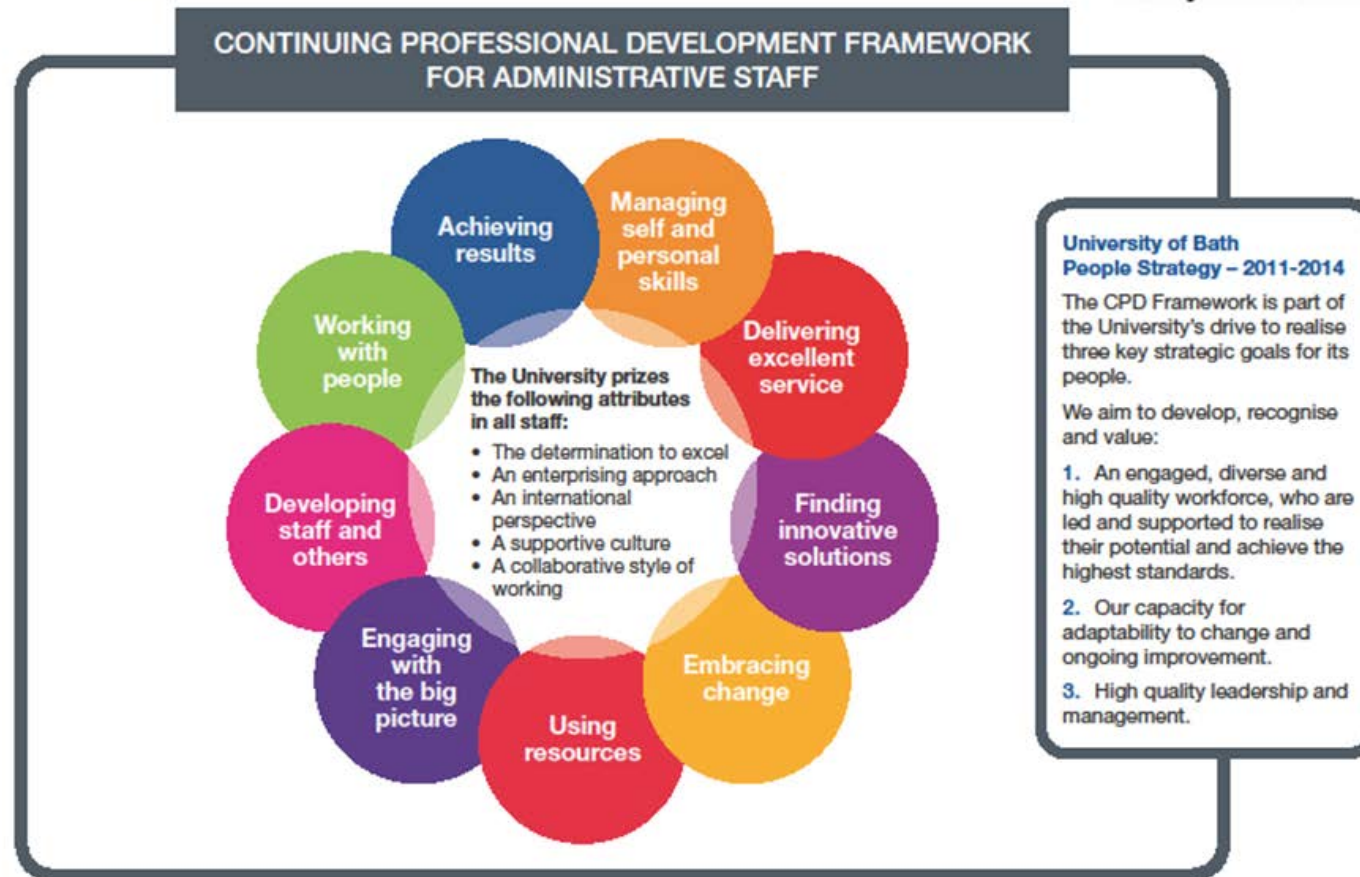
The University of Bath's framework

MANAGING SELF AND PERSONAL SKILLS

Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.

Behaviours that demonstrate effective performance

Self	Others	Organisation
• Managing workload, making effective use of time • Being well prepared for meetings and presentations • Demonstrating an awareness of own values, motivations, emotions and limitations. • Keeping up to date with what is happening in professional area • Having an enthusiastic and positive 'can-do' approach • Maintaining a healthy life balance • Speaking and writing by using clear succinct language • Showing consistency between words and actions • Being self motivated • Accepting and demonstrating personal responsibility for health and safety, data protection and other compliance areas	• Giving and receiving constructive feedback as part of normal day-to-day work activity • Developing and maintaining personal networks of contacts • Ensuring own behaviour, words and actions support a commitment to equality of opportunity and diversity • Getting the best from others through effective communication • Managing own response when faced with challenging situations • Influencing through own behaviour • Seeking exposure to new people/ environments	• Taking an active interest in what is happening more widely in the University • Keeping up to date with what is happening in wider HE environment

Indicative skills and attributes / Underpinning knowledge

Indicative skills and attributes		Underpinning knowledge	
• Organisational skills • Listening skills • Self-awareness	• Communication skills • Reflective practice • Time management skills	• HE environment • Policies and procedures relevant to own role/department	• Self assessment tools/models and their application • University of Bath

Examples of behaviours that may indicate a need for further development

|	
• Talking or writing at inappropriate length • Focusing almost exclusively on own job or own department • Being consistently late for meetings	• Missing deadlines • Reacting defensively to constructive criticism • Hiding behind excuses

Your Space:

3

Durham University adapted the AUA Professional Behaviours to develop their Realising Your Potential approach for all PSS staff

Realising Your Potential Approach impact

Mark of Excellence
Whole institution
September 2016
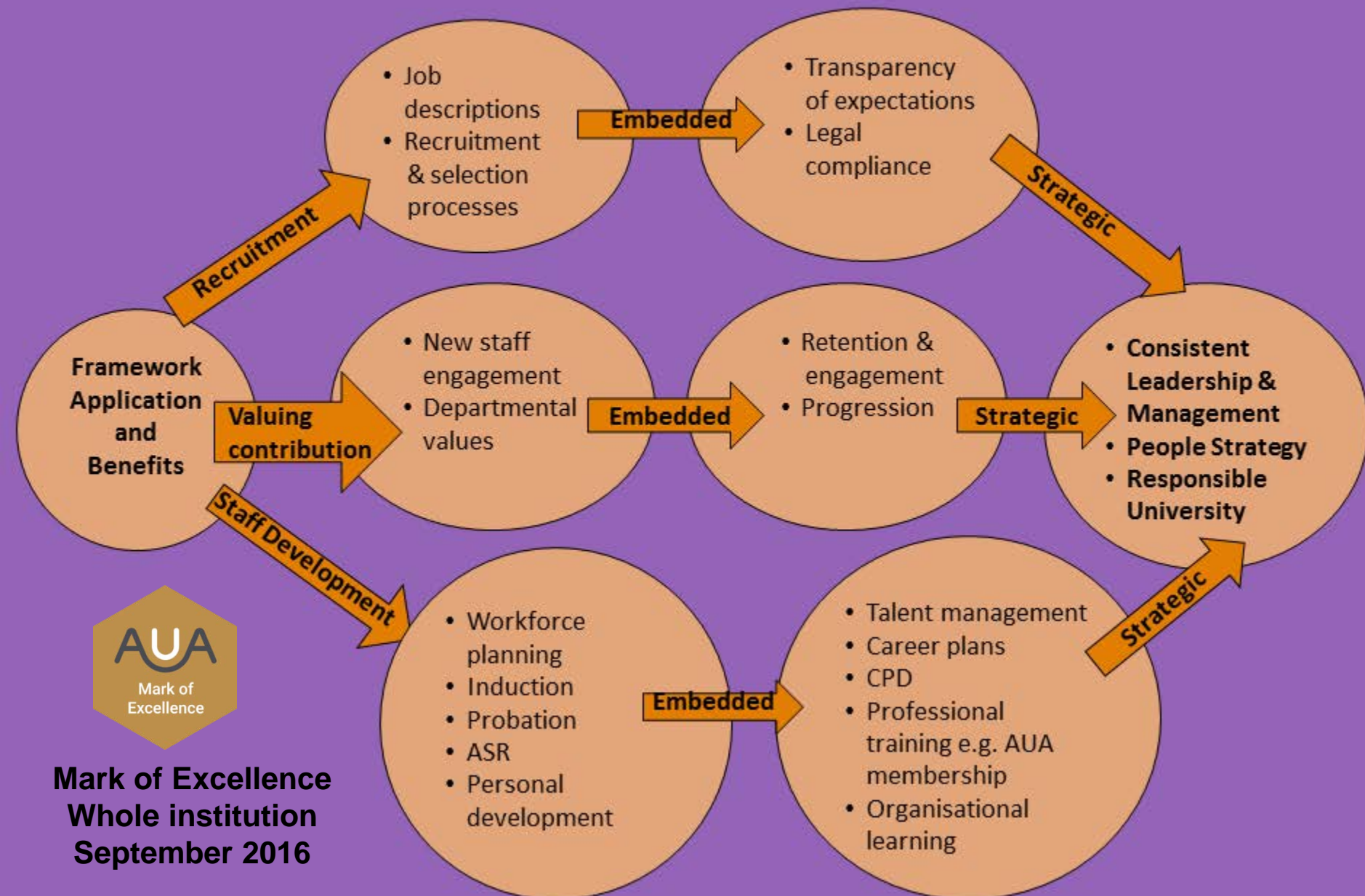
Liverpool John Moores University

- Strategic commitment to 'parity' from very senior level

- Establishment of the 'leadership and development foundation'

- Framework is incorporated across professional disciplines

- LJMU AUA CPD Programme – taught programme that leads to AMAUA or FAUA accreditation

- complements and can be integrated with other frameworks e.g. SEDA and ILM

- Inventive development of aids – cards, wheels, jenga to break down the model

CPD Framework resources

How the AUA can help you

- Adapt the framework to your institution

- Framework Practical Guide to Success

- Resources on web

- Case studies

- Consultancy support

- Behaviour events in house – to support specific priority areas