

The Aditi Leadership Programme: Developing the potential of Black, Asian and Minority Ethnic Leaders

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Foreword

The University of Birmingham has a strong commitment to equality and diversity, not least in respect of the people who work in our institution, whether academic or professional services staff. Of our 7,500+ staff, 19% are from Black, Asian and Minority Ethnic (BAME) backgrounds, which is almost double the sector average. However, there is much further to go. Community engagement is an important part of our mission and, in a city that has a BAME population of more than 42%, we need to reflect much better that community in which we live and work, and from which we recruit our staff. There is also a clear trend of our BAME staff representation decreasing as seniority increases.

In addressing these needs, we recognise the potential institutional barriers and we are focusing on these systematically. We have made equality and diversity a key priority over the last two years, creating my post, deputy pro-vice chancellor for equalities, embedding the university equality scheme 2016-20 and delivering the university equality and diversity charter.

The university's people and organisational development department is also at the forefront of equality and diversity initiatives. We have the sector's highest number of women completing the Aurora Leadership Programme and have a programme of ongoing development that is in addition to the Athena SWAN awards across the university. In the last three years, unconscious bias awareness initiatives have been integrated with recruitment, selection and promotion training.

Two years ago we also recognised the need to address the personal barriers that BAME staff at our university may experience, not least potential personal barriers to leadership. Taking action in this area, along with our systemic interventions, might open the door to greater representation at senior levels and, in turn, help the university to offer greater career prospects to the wider Birmingham community.

That recognition led us to the Aditi Leadership Programme – a targeted BAME leadership programme for the Grades 6-8 population. Aditi is a Sanskrit name that translates most aptly as “boundless, entire” or “freedom, security”. It was a pilot programme that ran for six months from May 2016.

I am proud to say that Aditi was a great success, and one of the keys to this success is that it was co-designed. In what was a complete departure from existing practice, the process started with a two-day workshop to explore and identify what content should be included, so as to provide learning and development that was truly relevant to the participants' needs.

The results of Aditi are extremely positive, evidenced not only in the evaluation survey but in the participants' testimonials and in the ways their careers have progressed since the pilot ended in autumn 2016. Aditi also provided the university with specifically built-in opportunities to engage with the community of Birmingham, offering the prospect of capturing the interest of the city's diverse population, promoting the university as an accessible resource within the community and encouraging more BAME residents to consider us as a potential employer. This aspect has only become more urgent since the Brexit vote of June 2016.

My hope is that this report, together with its resources and toolkit, will be of immense help to other institutions that may want to try something similar, providing inspiration and methodology.

I wish to record my most sincere thanks to colleagues in the university's people and organisational development department and elsewhere who ensured such outcomes, as well as to the Leadership Foundation (now Advance HE) and, of course, all the Aditi pilot participants.

Professor Una Martin

Deputy Pro Vice-Chancellor for Equalities and Professor of Clinical Pharmacology
University of Birmingham
July 2018 ■

Executive summary

The University of Birmingham's (UoB) people and organisational development (POD) department received funding from the Leadership Foundation for Higher Education (Leadership Foundation) to deliver a project that would support the personal development of aspiring Black, Asian and Minority Ethnic (BAME) leaders from the Grade 6-8 population in the university.

It was established there were fewer BAME employees than in the wider staff population of the university and the project sought to address this and to open routes to a broader engagement with the community of Birmingham. As a civic university with good links to the local community, the programme was seen as a possible tool for extending reach into the community outside the university through role models.

Twelve applications to take part in a pilot leadership programme specifically for BAME colleagues were received by POD, following an introductory presentation, and these individuals were accepted on to the cohort.

Using a facilitative approach, a six-month programme was co-designed that encompassed the individual and group learning and development needs, alongside activities that would encourage engagement with the community of Birmingham.

A mixture of learning sessions were developed that included two-day workshops, short lunchtime sessions and a project outside the planned timetable that participants were responsible for managing.

In addition to collaborative workshops, participants were also provided with a coach who used the personal feedback derived from a 360° feedback tool completed by all participants, thus enabling more personal, specific development to take place.

Consultation took place with experts from within and without the university on various aspects of the programme and support was provided from colleagues across the university who had a professional interest in the project aims and objectives.

Early reports suggest that the project was a success in ways unanticipated at the onset. Individuals have experienced increased levels of confidence and competence in a number of ways and the managerial aspects of their roles have also improved. Individuals feel they have a real opportunity to contribute to the strategy and culture of the university in a positive and inclusive manner. Early evidence of the impact of the programme at the time of compiling the report has been collated and is included. ■

01 Project aims

The aim of the project was to develop aspiring BAME UoB leaders, specifically within the Grade 6-8 population of professional services employees, enabling the university to create future career pathways by conceptualising how the full range of diverse leadership talents could flourish.

The university currently employs 7,547 staff of which 1,416 (19%) are from BAME backgrounds, substantially above the sector average of 9.8% (Appendix 1). However, this is under-representative of the BAME population in Birmingham which is 42.1% and there is a clear trend of BAME staff representation decreasing as seniority increases (Appendix 2). 9.6% of our professional services staff at Grade 6-8 are from BAME backgrounds.

According to the 2011 census, 57.9% of people in Birmingham are white. Asian and Asian British people make up the next largest group, with 26.6% of the population. They are followed by Black or Black British (9.0%), mixed (4.4%), and other, including Arab (2.0%).

The project sought to address the under-representation through the removal of the personal barriers UoB BAME staff may experience when considering progression into more senior roles.

Crucially, the project aimed to identify and address any institutional factors that might impede the unlocking of potential in BAME colleagues. This would be of real tangible benefit to other higher education institutions.

The project also intended to engage with the local community, developing social capital and providing meaningful role models who attract, in greater numbers, BAME candidates and their talents to the higher education sector.

To share lessons with the higher education sector, the project would provide a toolbox of resources which could be adapted by other institutions for their own use.

02 Approaches

Before starting the project, UoB carried out research, including focus groups with BAME colleagues. This revealed both the need to provide tailored leadership development programmes and the extent to which higher education institutions can seem remote from their local communities.

Community engagement is an important part of the mission of our university. Much of this work has focused on academic-led areas (for example, student outreach and economic support through knowledge transfer). Far less attention has been paid to how locally recruited (mainly non-academic) staff reflect the communities in which universities are based and how this might create economic and social capital.

The university has made equality and diversity a key priority over the last two years and has appointed Professor Una Martin as the deputy pro-vice chancellor for equalities. Through this role, the university has delivered and contributed to the university equality and diversity charter.

The university's people and organisational development (POD) department has been at the forefront of UoB equality and diversity initiatives over the last three years and has specialist expertise in developing and delivering interventions as part of a partnership approach. For example, UoB has the highest number of women completing the Aurora Leadership Programme and already has a programme of ongoing development in addition to the Athena SWAN awards across the university at bronze and silver levels. During 2014 POD developed and implemented unconscious bias awareness initiatives which have been integrated with recruitment, selection and promotion training.

Organisational issues, including potential barriers to the advancement of BAME colleagues are being addressed systemically through the embedding of the University Equality Scheme 2016-20 and the development of the university equality charter.

This project was aligned to the university's equality and diversity agenda and had the full support of the registrar and secretary who supported the original bid for funding.

03 Programme design

The concept of the Aditi¹ Leadership Programme (BAME leadership programme) was introduced by the registrar during a meeting with directors and senior managers of the professional services departments. There was a call for nominations from suitable individuals to complete the pilot programme.

The initial request generated 17 expressions of interest from the university BAME population. They were then invited to a short presentation to outline the programme aims and objectives (Appendix 3). There was also an opportunity to think about what they wanted to include in the programme and create a list of dos and don'ts (Appendix 4). Attendees were asked to confirm their ongoing interest by submitting a completed copy of the application form (Appendix 5).

In total 12 individuals submitted applications and were accepted on the programme.

A key factor in the development of the programme was to provide learning and development that was relevant to the needs of the participants and this encouraged a more creative approach to the design stage. Participants were invited to a two-day workshop to explore and identify what content should be included in the programme.

This was a complete departure from existing practice as programmes are traditionally designed and timetabled based on a general identified need.

The minor challenge with this approach was that, ordinarily, individuals expect that we tell them what they need to know. There was also a risk that, if not discussed and scrutinised, the learning materials might not address the learning needs due to a case of “they don't know what they don't know”.

However, prior to the development of the programme, consultation meetings took place with Kiran Trehan, professor of leadership and enterprise development, Professor Monder Ram, director of the Centre for Research in Ethnic Minority and Entrepreneurship (CREME) in the university's Birmingham Business School and Dr Ranjit Sondhi, who is a lay member of the university council, commissioner at the Criminal Cases Review Commission, vice-chairman of the Sandwell and West Birmingham clinical commissioning group and a substitute member of the QC appointments panel.

The purpose of the discussions was to identify specific topics that were viewed as key factors in leading in a diverse environment when coming from an ethnic minority background. There was also the opportunity to gain insight into identifying potential opportunities for the participants to act as mentors via these colleagues' links with external institutions, businesses and schools. One of the key points that came out of all the discussions was the need to challenge any assumptions participants may have in relation to barriers to career progression.

The two-day programme development workshop had three objectives: to identify topics of interest; explore barriers to development; and engage with participants.

¹ Aditi means “boundless, entire” or “freedom, security” in Sanskrit.

These were achieved through a variety of facilitated activities which encouraged relevant and honest exploration of current perceptions, abilities and levels of confidence.

Professor Kiran Trehan, who also held the post of co-editor of *Action Learning: Research and Practice*², delivered a session that explored current thinking around participants' own beliefs about leadership. Following this, supported by the CREME manager, Sophie Sinclair, using a Critical Action Learning (CAL)³ set, four individuals were invited to share a leadership challenge they were experiencing and the set was used to explore potential meaningful solutions.

This was a pivotal moment in the programme. Assumptions were challenged. Honest discussions regarding perceived barriers to progression (Appendix 6) into more senior posts were scrutinised and the conclusions reached at this very early stage recognised that the majority of these were no different outside the BAME population. In identifying this key factor the group were able – and willing – to recognise that they were the owners of their career development and progression, that it was within their influence to change their approach to exploiting opportunities for promotion.

The group were then asked to identify the characteristics of leadership and what experience and knowledge a leader should possess. Through this exercise the group successfully recognised that they all lead at unspecified points within the remits of their roles. Only three of the group at that point had specific people management responsibility and those without that responsibility were not initially aware that they did, in fact, lead through influencing the decisions of others on a regular basis.

On the second day the group were given the opportunity to explore their own strengths and development areas, their own leadership skills, behaviours and experience. There was also further exploration of the concept of networking, about which all but one of the participants felt very uncomfortable and lacking in confidence. This understanding was factored into the workshop that supported the development of networking skills.

When discussing mentoring, it was clear that the individuals had never considered themselves as mentors (see Appendix 4) and were also keen to identify how to obtain a suitable mentor. While this would be a valuable aspect of their own development, it was important to help them recognise how their own skills and experience may be useful to others without and within the university.

Participants were then asked to re-visit the original wish list from the briefing meeting and spend time organising the themes and the specific topics they felt were going to be relevant to their development (Appendix 7). This was critical in ensuring that the subjects covered in the programme were relevant, requested in an informed context and within the remit of the university aims.

A specific decision made by the group was that they would present to the registrar, deputy pro-vice-chancellor for equalities, senior officers and their line managers as a group on the outcomes and benefits of the programme.

Following the initial workshop, the programme manager devised a manageable and accumulative programme and a six-month timetable, beginning in May 2016, was developed and distributed in February 2016 (Appendix 8).

2 *Action Learning: Research and Practice* is listed in the 2015 ABS Journal Quality Guide. Rating: 1 (Management Development and Education).

3 Critical action learning engages participants in a process of drawing from critical perspectives to make connections between their learning and work experiences, to understand and change interpersonal and organisational practices. Rigg, C. and Trehan, K. (2010) 'Reflections on working with critical action learning', *Action Learning: Research and Practice*, 1(2): 149-165.

In the initial proposal, it was stated that an external provider would be sourced to help support the delivery of the programme. However, this was not carried forward as the topics requested by the group did not pose any challenges to the competency and experience of the programme manager. In addition, the people resources available across the university were drawn upon to deliver and inform where specific areas of expertise were required. The institution's collaborative approach to sharing knowledge played a key part in the development of the programme. External guidance was sought from the Leadership Foundation, specifically Stuart Hunt and Frances Dee.

The fact that at UoB there is a fully staffed department in place to deliver the majority of staff development needs places the university in a position of strength when generating new learning initiatives. There was access to all resources used throughout the programme; materials, leadership profiling tools, 360° feedback mechanisms and importantly, human resource. Within the POD team there are accredited Situational Leadership II practitioners, qualified coaches, programme design and facilitators. This ensured that cost was kept to a minimum when delivering the programme.

04 Programme content

The group discussed and agreed that the learning should be a mixture of full day workshops, short “lunch and learn” sessions lasting an hour to an hour and a half and opportunities for more bespoke one-to-one development with a coach or the programme facilitator. They expressed interest in receiving 360° feedback. It was also agreed that a Canvas page⁴ specific to the Aditi programme would be created to share and store articles and learning materials.

The full programme, with further in-depth discussion, can be found in Appendix 9. In outline, the sessions were the following.

Leadership styles

(Two-day workshop)

During the workshop participants had the opportunity to understand and identify where they used or could use leadership behaviours. They were also asked to explore and recognise where their strengths lay and where they could develop further. Ken Blanchard’s Situational Leadership II was used as a metric to help them identify when and how they used the different styles of leadership.

Identifying development areas and CV update

(One-day workshop)

During the design workshop, it became apparent that individuals were unintentionally restricting their progression routes through a focus on job titles and grading. The workshop provided two different approaches to career development. The first focused on the current strengths of the individual and activities they enjoyed in their work and where these could be applied to different roles and maybe

different areas in the university or, as importantly, different sectors. The second approach was for individuals to state what they wanted to do, and in what position, and then review the skills they needed to develop to achieve that aim.

Presentation skills

(Two-day workshop)

Mentoring

(Lunch and learn session)

Creating links with business

(Lunch and learn session)

This session was delivered by Sophie Sinclair from CREME, the Birmingham Business School and Mosese Dakunivosa, Citizens UK. It aimed to provide participants with information regarding activities they can get involved with to support the community of Birmingham and foster relationships and networks outside the university.

One of the factors in delivering a BAME-specific leadership programme was to provide the university with opportunities to engage with the community of Birmingham with the aim of capturing the interest of the wider BAME population, promoting the university as an accessible resource within the community. The aim was also to encourage BAME residents in Birmingham to consider the university as a potential employer.

⁴ Canvas is a cloud-native learning platform and learning management system.

The additional benefit to the participants on the programme was the exclusive invitation to shape a new university initiative of community engagement. This in turn would help raise the profile, develop the skills and add to the experiences of those who were interested. From the cohort four individuals expressed an interest and are now part of the initiative.

Influencing others and negotiating

(One-day workshop)

During the initial exploration workshop individuals expressed what they felt was their inability to influence at a higher level and, as this would play a key part in their ability to gain confidence and raise their profiles, this was seen as an important aspect of their development. The workshop provided an opportunity to explore their own approach to influencing and how an understanding of the standpoint of the individuals they need to influence played an important part in successful negotiations. It was also an opportunity to recognise how their own behaviours and perceptions impacted on successful outcomes when influencing.

Networking

(Lunch and learn session)

In the design workshop, the ability to network was highlighted as a challenging aspect of the participants' development needs. While they recognised the benefits of networking, individuals found the concept and behaviours required to network effectively artificial.

The expertise and experience of one of the university senior officers, Victoria Pargetter, deputy head of business engagement, was drawn upon to deliver the session. She used her own experience of networking and her own initial resistance and comfort levels with the practice. The success Vicki experienced during networking activities and how the connections help her in her role provided a realistic learning experience for the participants.

Storytelling

(Lunch and learn session)

Difficult communication with confidence

(Half-day workshop)

Throughout the design workshop participants articulated that many of the barriers to promotion and the more senior roles stemmed from a lack of confidence in communicating their ideas, maximising opportunities when faced with more vocal or obstructive colleagues and presenting a more assertive image.

The approach taken with this workshop was to establish what personal reactions and responses were experienced by individuals when they were faced with resistance. The activities were focused on developing heightened awareness of the impact their responses had on the situations described and what measures could be used to effectively combat further negative responses.

Coaching

Following on from the 360° feedback each participant was offered the support of one of the university's coaches to help support their development. POD is custodian of the University of Birmingham Coaching Academy, which comprises of 39 qualified coaches from across the university staff population. Coaching is seen as an integral development tool, with staff at all levels benefiting from the services of a coach.

All but one of the participants took advantage of the service and used this to focus on specific development needs ranging from career development and/or consolidation, transition into a new role through to more pragmatic needs such as effective balance of role demands.

05 Findings

Establishing the need for a programme such as Aditi is relatively easy when using statistics and, in particular, the hard statistics that highlighted the imbalance of BAME numbers in senior roles across the university's professional services population, particularly as seniority of roles increases.

What was not so easy to establish was what was required of a programme that would help support an increase of BAME employees into these senior roles. It would have been straightforward to make assumptions and design a programme for potential BAME leaders based on what qualities and skills leaders should possess. Or equally, hours of research could have been used to discover what the best leadership programmes offer in terms of the interventions BAME colleagues require to overcome the challenges they experience.

Both have their uses. However, a key learning from the implementation of the project clearly identified that an effective method of establishing what was needed by participants was to simply ask the question: what is getting in your way?

By doing this, participants were able to raise their concerns, share their experiences and state what they felt was preventing them progressing. This also provided an opportunity to question the validity and perception of those barriers and to challenge how those barriers differed from those experienced by non-BAME staff. In doing this in a protective and supportive environment the project provided an opportunity for individuals to take ownership of these barriers and recognise where they were self-imposed or a reality of the working environment.

The feedback forum held at the end of the project was used to identify what factors contributed to the effectiveness of the programme. Without exception, all stated that the first two days spent identifying the real needs was the most important aspect.

From a design point of view, this was slight deviation from practice when developing new leadership programmes for staff below the Grade 9 roles. The Senior Leadership Programme and New College Board Member programme have used this consultative approach. However, historically, with professional services staff below a Grade 8, leadership programmes were planned and designed based on good practice in leadership and what the university needs from its leaders. The approach of developing the programme content as part of the programme using a facilitative stance was quite demanding but, in retrospect, this discomfort was a valuable part of the process.

A further benefit to the change in approach was the sense of collaboration the individuals developed at a very early and informative stage. The cohesion of the group was one of the outstanding aspects of the programme. It remains to be seen how this can be re-established in further cohorts. However, feedback suggests that the opportunity to share and find common ground should be repeated.

Another aspect the project highlighted in the very early stages was the need to promote the programme sensitively. Many of the participants were sceptical regarding the value and rigour of a programme that was aimed at a specific group. In singling the BAME population for "special" attention, some felt that this had the potential to create further barriers. This was a critical point and one that has been discussed in detail during the evaluation forums with the participants. There was

a recognised need from within the community of our BAME colleagues that a platform was needed to provide everyone with an equal starting point. Building the programme with the participants was a key factor in ensuring there was parity in meeting individual needs.

In addition to this, the use of 360° feedback as a development tool, together with coaching, ensured each individual was able to focus on what was relevant to them. Participants also stated the 360° tool was a key contributor to building confidence, highlighting strengths and supportively raising awareness of development areas.

The initial scepticism of the group was also matched by concerns from the white, female programme manager regarding her own credentials to run such a programme. Credibility is important in the learning environment and a perception that a lack of shared experience may have impacted negatively on that was a cause for some initial unease. Once again, the two-day design workshop provided an opportunity for honest and open discussion, and the acceptance that many barriers to progression, identified by the group, were not exclusive to BAME colleagues, contributed to an effective partnership.

06 Outcomes

Many positive outcomes were achieved as a result of the project, notably the increase in confidence expressed by participants. The opportunity to meet with fellow BAME colleagues in an exclusive learning environment played a significant role in providing energy and impetus to activities undertaken outside the programme.

On completion of the programme the participants produced a presentation which included a video (which they designed, edited and produced) of their thoughts regarding the benefits of the programme. Their aim in doing this was to provide a medium that POD could use to promote the programme in the future.⁵

Senior officers and line managers were invited to the presentation and the participants were given the opportunity to respond to questions regarding the changes they had made as a result of attending the programme.

All of these are included in the evaluation survey from participants (Appendix 10) and line managers (Appendix 11). However, there are other key successes to highlight that took place during the programme period.

1. Increased confidence

Since the programme, Participant 1, Participant 2 and Participant 3 have been asked to discuss some of the issues that concern BAME staff and start thinking about how we set up a BAME staff network, with Adrian Buckley, HR deputy director for policy and strategy. This meeting was initiated by Participant 1; she has stated in her feedback that she wouldn't have considered doing this prior to the programme

“Again, the course has given me the confidence to approach the head of policy, someone who I had not met beforehand to follow up some of the findings and recommendations praised on the Aditi course which has resulted in myself and two other colleagues presenting to the Registrar Leadership Board, which is an unusual opportunity. I have also presented the stats directed to my line managers from the Aditi course and felt confident dealing with some slightly “confrontational” responses from them following the Aditi presentation film which showed a low intake of BAME members, of course, across certain areas.”

“Had my first presentation to a group from outside my subject at the Aditi presentation and was pleasantly surprised with levels of engagement we managed. That certainly does a lot of good to one's confidence.”

Participant 1

2. Promotion

Participant 3 was promoted to Race Equality Charter project officer. This role will support the delivery of the project sponsored by Professor Una Martin, deputy pro-vice chancellor for equalities. The role is pivotal for the delivery of the charter.

Participant 3's interview took place on the second day of the presentation skills workshop and she directly used the approach learned on the previous day to add impact to her interview presentation. In addition, she used her learning on the negotiation workshop to negotiate her terms and conditions of employment.

⁵ www.youtube.com/watch?v=Dg_wDYc-QRg&feature=youtu.be

Participant 4 has been asked 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. In her feedback Participant 4 has reported that attendance on the programme has ignited a desire to explore ways in which she can work more closely with some of the organisations that have links with the university and her college in particular.

"I have endeavoured to take on new tasks and maximise opportunities, I am now working on two new projects and volunteered to be part of a task group."

Participant 4

Participant 5 was promoted to head of operations, development and alumni relations office. This followed her involvement in the vice-chancellor review for her department where she played an active part during the preparation for and sitting in on the interviews. Participant 5 has stated that the programme has increased her faith in herself and provided her with the tools to deal with challenging conversations and presenting publicly.

"During VC review Participant 5 experienced some challenging conversations from one member of the VC review panel. She did not let it faze her and gave her answers in a calm and considered manner."

Line manager

Participant 6 has secured the full-time permanent post of marketing and communications manager at City of Birmingham University and will begin line managing for the first time. She stated that having the opportunity to spend time reflecting on her long-term goals provided the impetus she needed to move from a fixed-term secondment into a full-time role.

3. Influence

Participants 1, 2 and 5 have been invited as guest speakers at the January 2017 registrar's leadership group meeting to inform the senior executives about the programme. This is seen by the participants as a positive confirmation that the programme is receiving the senior sponsorship it deserves.

Participant 7 has been awarded a university teaching and learning award for the development of a pioneering design to support the development of online collaborative and interactive learning on a MOOC.

"Influenced 'best practice' for online learning design by showing and explaining the methodology behind the concept. Awarded a T&L award for this - so now feel more validated."

Participant 7

4. Leadership and management

Participant 8 has been invited to deliver a presentation on his approach to leadership at a College of Social Sciences Birmingham Professional event later in 2017. This is a direct result of his presentation on leadership during the programme. He had reservations regarding his own leadership style and was uncertain how he demonstrated leadership traits. Through the programme, and particularly the leadership workshop, Participant 8 was able to recognise and subsequently articulate how his leadership behaviours are delivered.

"The course has given me immense confidence as a leader and manager: through the 360° feedback and regular coaching. As I didn't always seek out managerial roles and never saw myself as a leader, I always wondered if my approach worked ie my predecessor was strict about targets, used these to motivate staff and held regular one to one sessions (not quite micro managing). I was the complete opposite and didn't feel the targets worked, so adopted a different approach – just believing in my team and celebrating successes. In addition, while I held regular one to ones, I left it mostly to my team to approach me if they had any queries. All of my queries/concerns were addressed by the positive feedback from the 360° report with my team and manager endorsing my leadership approach. In addition (as mentioned during my where's wally presentation), we actually exceeded our targets!"

“The situational leadership styles put into context for me the level of expertise, style and experience in our team and this has helped view situations quite differently which makes complete sense and as a result I handle workload and impact differently.”

Participant 8

5. Community engagement

Participants 1, 2, 5 and 9 are part of the College of Social Sciences/Citizens UK project working group. This, under the stewardship of vice-chancellor Saul Becker and Dr Catherine Durose (convenor of College of Social Sciences/Citizens UK: Birmingham), is an initiative to commit to using community organising to generate collective power for social change. Colleagues across the college have developed a range of exciting initiatives with Citizens UK which aim to promote community action as well as provide opportunities for innovative and engaged research.

6. Key skills

Negotiating

“I have had an incident where a member of my team did not want to do a piece of work. Through the negotiating skills I learnt on the course, I was able to get a better understanding of why my colleague did not want to complete the work and change the situation so that not only was the work completed, it was done so in a timely manner to an incredible standard with positive feedback from all involved.”

Challenging conversations

“I have had many experience of this, unfortunately! At the beginning of my role, before I did the course, I had to have some difficult conversations with team members and I really struggled, not only with confidence in this area but knowing the right way to approach them. Since completing the course, I still find the conversations difficult (I don't think anyone ever 'enjoys' them!), but I now have the skills to deal with the situation effectively and so can approach them with confidence. Recently, I had to speak to two members of the team about an incident that I considered to have been dealt with in an unprofessional manner and was able to explain my concerns about it in a clear, coherent way. While it was not a pleasant conversation, the relationship

with my team members has not been damaged as a result and I think we have moved on in a positive manner since.”

Mentoring

“I have recently agreed to mentor a member of staff in another area of the university. I was greatly honoured to be approached and will use both my experience and the skills I have learnt on the Aditi course to help my mentee. I am quite excited about this new opportunity.”

Networking

“Managed to use existing contacts effectively to speed up progress on a project I am overseeing.”

Identifying goals

“I have started to look at next steps, been for an interview and will incorporate some of the skills I have learnt into the PDR.”

“I managed in the summer to attend and take exams in a health and safety course.”

Professional development

“I have recently taken on a new role in addition to my current post, with a remit to attract new customers and negotiating new contracts.”

Without exception, all have stated in their feedback how much the Aditi programme helped develop their levels of confidence and their ability to recognise where they do contribute and how that is valued by their colleagues and the university.

The approach taken throughout the programme has been that of consultation with the participants. They have been able to express, with passion and a genuine sense of achievement, the benefits of attending the programme. This created a solid sense of ownership of learning and actions to be taken. The added benefit was the fact that they are now genuine ambassadors for all future cohorts of the programme.

07 Recommendations

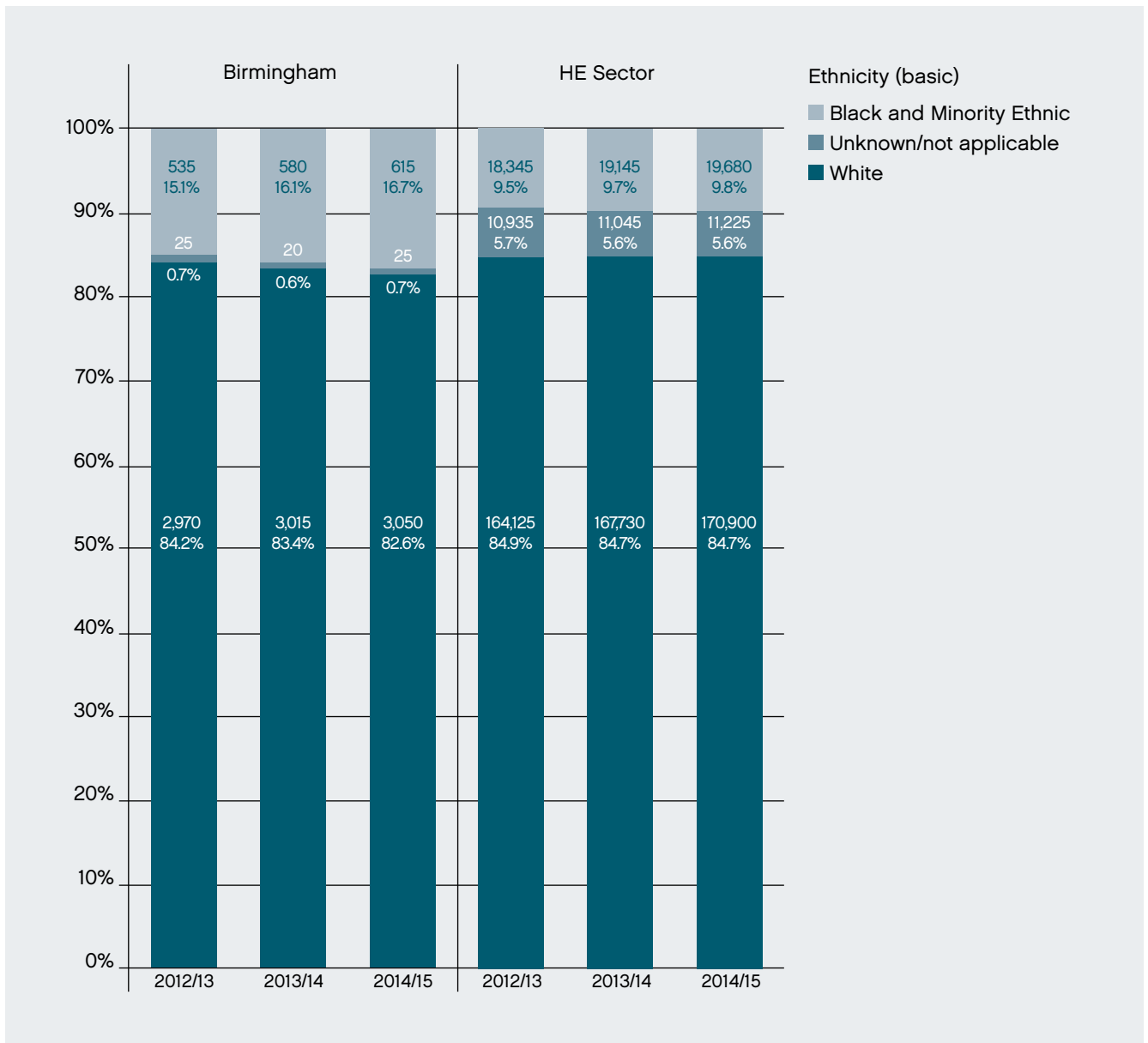
Following the successful completion of the project we have devised the following recommendations for UoB, many of which will be applicable to other higher education institutions considering a similar programme.

- The Aditi programme is run on an annual basis.
- Application to the programme should be via a self-nomination process in consultation with a line manager and sign off by a senior officer or director (dependant on the departmental structure).
- Programme participants will be gathered from the Grade 6-8 population.
- Design of the programme needs to be in consultation with the participants.
- The inclusion of a 360° feedback tool highlights the necessary personal development required. The tool needs to be designed to focus on leadership attributes and characteristics, staying away from questions that indicate any line management responsibility. This provides a broader scope for those not currently managing others.
- The offer of a coach should be made to all participants. This has the benefit of helping to embed changes in behaviour and approach into everyday practice.
- Bring in external speakers from the BAME population to relate their experiences of leading in an organisation.
- Create a group of programme ambassadors through the delivery of the pilot.
- Alumni of the programme to mentor subsequent cohorts.

08 Appendices

Appendix 1 – University staff data

(figures from available HESA data).



Appendix 2

University of Birmingham

Ethnicity of Professional Services Staff Grade 6 and Above as at 02/12/2016

Ethnicity (basic)	Ethnicity (detailed 6 way)	Ethnicity (detailed 12 way)	Ethnic Origin Desc (AltaHR)	Staff Grade						Grand Total	
				6	7	8	9	10			
Black and Minority Ethnic	Asian	Asian or Asian British-Bangladeshi	Asian or Asian British-Bangladeshi	3	1	1				5	
		Asian or Asian British-Indian	Asian or Asian British-Indian	36	34	23	4			97	
		Asian or Asian British-Pakistani	Asian or Asian British-Pakistani	6	9	3				18	
		Chinese	Chinese	3	6	4	1			14	
	Black	Other Asian background	Other Asian background	Other Asian background	5	2	2	1			10
			Black or Black British-African	Black or Black British-African	8	4	2				14
		Other Black Background	Black or Black British-Caribbean	Black or Black British-Caribbean	9	8	7	1			25
			Other Black Background	Other Black Background	2						2
	Other (including mixed)	Other (including mixed)	Arab	Arab	1	1					2
			Mixed-White and Asian	Mixed-White and Asian	4	4	1				9
		Mixed-White and Black African	Mixed-White and Black African	1						1	
		Mixed-White and Black Caribbean	Mixed-White and Black Caribbean	3	4		1			8	
Other Ethnic background		Other Ethnic background	Other Ethnic background	4	1	1				6	
		Other Mixed background	Other Mixed background	2	2	2				6	
Unknown/not applicable		Unknown/not applicable	Not Known	Not Known					1		1
			Prefer not to disclose	Prefer not to disclose	7	4	1	2			14
	White	Other White Background	Other White Background	22	28	17	7	1		75	
		White	White				1			1	
Grand Total				514	516	407	141	51		1629	
				393	403	338	121	47		1302	
				5	5	5	2	2		19	

Appendix 3

Why has the University decided to launch Aditi?

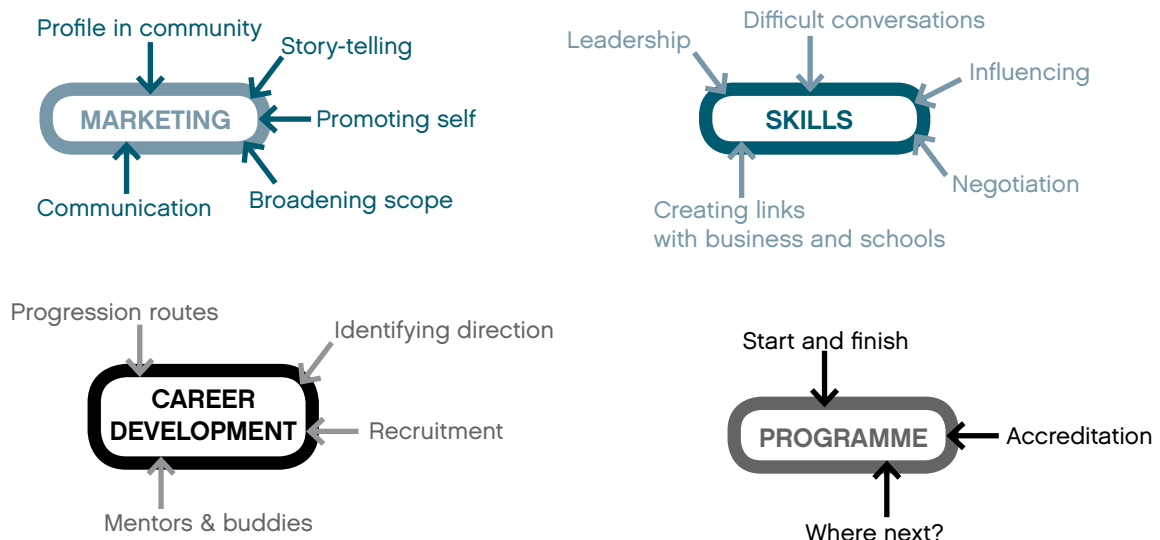
- BAME colleagues are underrepresented in Professional Services at all levels
- The make-up of our Professional Services population does not match the city we are based in and the community we are part of
- Therefore, our desire is to develop existing colleagues and to attract new ones to broaden our talent pool

More specifically...

- The programme is aimed at BAME colleagues in Professional Services at Grades 6-8
- We aim to run it on a pilot basis with 12 participants between November 2015 and April 2016
- It will comprise workshops, mentoring, coaching, action learning sets and community engagement. You will help determine the format. Colleagues on future programmes will shape their own events too

Appendix 4

Wish List



Appendix 5 – Application form

The Aditi Leadership Programme

Developing future leaders for higher education

The Aditi Leadership Programme (Aditi) is a leadership development initiative which the University plans to pilot from November 2015-April 2016. If successful, the pilot will be made more widely available from autumn 2016. Funding for the pilot has already been provided by the Leadership Foundation for Higher Education and the University will share what it has learned with it and with fellow Higher Education Institutes directly.

Aditi is sponsored personally by our Registrar, Lee Sanders.

The programme aims to support BAME colleagues at the start of their leadership career and to help the University maximise the potential of these colleagues. The programme will run alongside other development opportunities which are all still open fully to BAME colleagues and will focus on giving additional support and providing opportunities for greater visibility within the University.

The programme content will, in the main, be self-defined and experiential. The overview structure comprises workshops, business exercises, action learning sets, coaching, mentoring and supporting on-line resources.

University of Birmingham Aditi application form

Please return your completed form to Sapna Patel, POD House, 31 Pritchatts Road (s.patel.5@bham.ac.uk, ext. 45039) by 25th September 2015.

We estimate at this stage that the total time investment over the six month period will be 8 days, but do bear in mind that this may change slightly as the pilot unfolds.

Aditi is open to you if you are a BAME colleague in Professional Services at Grades 6-8. This grade requirement is not a hard and fast 'rule' but you should have some early leadership experience and be keen to develop this in the University.

The nomination and selection process for the 2015/16 pilot

We are looking to offer up to 12 places on the pilot programme. If you would like to be considered for a place please complete the attached business case and obtain approval from the person responsible for your development before submitting it to Sapna Patel (s.patel.5@bham.ac.uk, ext. 45039) by **25th September 2015**. You will be notified of the outcome of your applications by **8th October 2015**.

If you have any questions, please contact Leigh Casey, Head of POD (l.a.casey@bham.ac.uk ext.48949).

Personal details	
Name:	
Job Title:	
Department/School:	
Email address:	
Date:	

Please provide a statement below of your personal aims, aspirations and motivations as a potential leader in the University:

Please outline your reasons for applying (including why you wish to attend, how this programme fits into your career plans, how it will build on your skills, and how attending will benefit you and the University):

If successful in your application for the Aditi Leadership Programme, what do you think you will contribute to the success of the programme overall?

Signature of applicant:

Signature of the person responsible for the development of applicant:

Date:

Appendix 6 – Summary of barriers

Aditi Programme Design Barriers

Personal	Organisational
Selling yourself in interviews Achievements – what can I do next Changes Age/experience Personality traits	Demonstrate specific traits e.g. honest feedback Tick box approach Little recognition for non-academics PDR. Is it actually effective? If you're good at something you just do more of it – becomes norm Promoting mediocrity Endorse a cultural programme Celebrating diversity Clarification of gradings Line manager skills – lack of? Email, access to others Hierarchy Policy

Appendix 7 – Topics and themes for programme

Programme outcomes (what it will help them deliver)

Leadership Skills

Negotiation skills

- | Create more win-win situations
- | Negotiated development time
- | Re-negotiate when stalemate is reached
- | Influence others

Influencing skills

- | Influence team to try something new
- | Endorsement
- | Techniques
- | Present to BAME professionals

Links with business

- | Find business/school to mentor
- | Understand how to create links
- | Contacts within Top 100 BAME entrepreneurs
- | Roadshow – photos

Challenging conversations

- | Turning negatives into positives
- | Techniques
- | Structuring conversations

Theory

- | Identify own style
- | Understanding styles and impact
- | Real scenarios

Promoting Self

Social Media

- | Develop a linked-in profile
- | Create at least 20 new connections via linked-in
- | Understand how data can inform decisions
- | Blogging write engaging content
- | Engage with new audiences

Presentation skills

- | Learn to present in a new format
 - Pecha Kucha
 - Digital tools
- | Present in 6 months on progress in no more than 3 minutes
- | Use alternative method to power point
- | Have a story to tell

Networking

- | Attend a networking session internal and external
- | Start conversations with 2 new people
- | Identify tools and techniques

Storytelling

- | Techniques
- | How to engage an audience

Career Development

Mentors and buddying, shadowing

- | How to identify an appropriate person
- | Technical skills for mentoring
- | Find a mentor
- | Clarify what we want from our mentor

Progression routes

- | Establish the route, goals and next steps
- | Interview, CV and application filling skills
- | Incorporate objectives into PDR

Self-awareness

- | Establish and measure self-awareness through 360°, MBTI, Belbin, SWOT
- | Understand how this will add value
- | Making sense of feedback

Bespoke plans

- | Individual activities within the programme identified
- | 1-2-1

Skills audit

- | Update CV
- | Identifying current skills
- | What skills do I need
- | What is the gap

Programme Description

- | Stats; what are the current stats from across UK in terms of leadership
- | What other programmes are on offer
- | Advocates
- | Planning – sessions, timetables
- | Individual plans

Appendix 8 -Programme Timetable

Title	Leadership styles	Identifying development areas and CV update	L&L Using social media	Presentation Skills	Action learning set
Date/s	25th & 26th May	15th June	TBC (June)	14th & 15 July	Doodle Poll (July)
Times	9.30-4.30	9.30-4.30	12.30-1.30	9.30-4.30	To suit the group
Location	Muirhead 109	13 Pritchatts Road, Room G9	TBC	13 Pritchatts Road, Room G9	TBC
Topics	Understanding leadership styles. Where your authority and power comes from. Exploration of your own preferences of leadership style How to lead more effectively	Exploring career paths & what skills/experiences will prepare you for next role Analyse own strengths & development areas Identify options to develop skills A chance to update & get some feedback on own CV	How to maximise social media (LinkedIn, twitter etc) to raise your professional profile	What makes a good presentation How design an effective presentation Delivering a presentation with impact Tips and tools to control nerves and anxiety when presenting	1.5 hour session (probably over a lunch hour period) A chance to coach and support each other on relevant and challenging issues

Title	L&L Mentoring	L&L Creating links with business	Influencing others and negotiation	L&L Networking tools	NEW DATE L&L (x2 topics) Links with business Storytelling
Date/s	20th July	9th Aug (TBC)	17th Aug AM	30th Aug 2016	27th Sep 2016
Times	12.30-1.30	12.30-1.30	9.30-4.30	12.30-1.30	12.30-2.30
Location	TBC	POD House, 31 Pritchatts Road	POD House, 31 Pritchatts Road	TBC	POD House, 31 Pritchatts Road
Topics	Role of the mentor Boundaries of the mentoring relationship Skills required to mentor	Routes and tools to identify who to work with and how the partnership will be beneficial to self, University and business	How to get what you want - without making enemies Exploration into how your behaviours impact others and the decisions they make	Tips and ideas from the experts Postponed due to low numbers rescheduled for 5th Oct	1. Guest speaker to help you identify who to work with and how the partnership will be beneficial to self, University and business. 2. How to engage your team and those around you with the effective use of 'storytelling'

Title	Difficult communication with confidence Moved to 5th Oct	Action learning set	L&L Networking Now follows Difficult conversations	Presentation
Date/s	5th October 2016	Doodle poll (Sep)	5th Oct 2016	19th October 2016
Times	9.30-12.30	TBC	12.30-1.30	9.30-4.30
Location	POD House, 31 Pritchatts Road	To suit the group	POD House, 31 Pritchatts Road	POD House, 31 Pritchatts Road
Topics	Understanding what makes a conversation challenging How to eliminate some of the fears of having that difficult talk	1.5 hour session (probably over a lunch hour period) A chance to coach and support each other on relevant and challenging issues	How to engage your team and those around you with the effective use of 'storytelling'	Your chance to deliver presentations on the learning and opportunities the programme has provided

1-2-1 sessions

Individual sessions to support and embed learning

Title	360° Feedback	Bespoke development planning	Coaching
Date/s	Before 15th June (YY to arrange)	Individual choice	After 15th June for approx. 6 sessions(YY to arrange)
Location	TBC	TBC	
Topics	Completion of a 360° questionnaire and the opportunity to receive feedback to highlight strengths and development areas	A chance to talk through some pragmatic steps to developing and creating a personal development plan	Coaching opportunity to discuss own development and career aspirations and routes

Appendix 9 – Programme content

This section contains low level detail of the content of the programmes' activities. This includes key learning objectives and, where applicable, specific learning tools were used.

360° feedback

This was set up in early May and feedback was delivered in the two weeks following the leadership workshop. Berkshire Consulting developed the leadership feedback tool using specific questions identified by the programme manager. The reports were collated and prepared by Berkshire. The feedback was delivered by Jan Hennessy and David Wilson, associates of the Leadership Foundation and Yvonne Yelken from POD, University of Birmingham.

The feedback focused on the individuals' strategic thinking and perspective, leading people, organisational understanding, communication, performance and resource management, leading change and working collaboratively.

Leadership styles (Two-day workshop)

Aim:

Individuals will have the opportunity to explore what makes great leadership at various levels of responsibility. They will gain a clearer insight into their own choice of leadership approach.

Objectives:

- Define leadership
- Explain what good leadership looks like
- Describe the five levels of leadership
- Identify individual source/s of power
- Explain three styles of leadership
- Identify own focus of leadership
- Describe the factors in using Situational Leadership
- Identify two leadership development areas

During the workshop participants had the opportunity to understand and identify where they used or could use leadership behaviours. They were

also asked to explore and recognise where their strengths lay and where they could develop further. Ken Blanchard's Situational Leadership II was used as a metric to help them identify when and how they used the different styles of leadership. This was chosen as there are several uses for the model, particularly when influencing the outputs of those over whom they may or may not have direct line management responsibility.

Other aspects explored included the use of individual sources of power. This was included as a direct response to those that questioned their own ability to lead based on their perceptions of the limitations of their current job titles.

Identifying development areas and CV update (One-day workshop)

Objectives:

- What you need from your career
- Key motivations and anchors
- Developing a powerful CV
- Next steps

The main aim of the workshop was to remove some of the self-imposed limitations of individuals within the group.

During the design workshop, it became apparent that individuals were unintentionally restricting their progression routes through a focus on job titles and grading.

Allowing for a difference in needs, the workshop provided two different approaches to career development. The first focused on the current strengths of the individual and activities they enjoyed in their work and where these could be applied to different roles and maybe different areas in the university or, as importantly, different sectors. The second approach was for individuals to state what they wanted to do, and in what position, and then review the skills they needed to develop to achieve that aim.

Using social media

(Lunch and learn session)

This workshop was cancelled by consensus of the group. The timing of this lunch and learn session meant that not many were able to attend and by that point the need for this as a separate subject area had changed.

Presentation skills

(Two-day workshop)

This workshop was taken directly from POD's current offering of workshops.

Aim:

To be able to deliver presentations in a variety of situations, that engage the audience through meeting their needs as well as yours, thereby enhancing your reputation as an expert in the field and or as an excellent presenter.

Objectives

- 1 Define purpose of your presentation.
- 1 Describe your target audience and their key motivations.
- 1 Describe the key stages of a presentation.
- 1 Select appropriate visual aids for your presentations.
- 1 Demonstrate the effects of pace and tone of voice.
- 1 Demonstrate the use of body language to enhance your presentation.
- 1 Demonstrate techniques for encouraging and dealing with audience questions.

The participants on the programme were taken through a variety of exercises on the first day that helped them understand ways in which to deliver presentations effectively, beginning with the need to establish the real purpose of delivering a presentation. Following activities and information helped them define specific information and supporting material that would support the delivery of the message.

The final and, for many, the most important aspect of giving a presentation was how to overcome nerves and, for some, a real fear of speaking publicly.

Each participant was then given time – and some homework – to prepare a presentation with the title 'How I use my leadership skills'. The presentation had to be 10 minutes in duration, with an additional five minutes for questions. They were given the opportunity to use whatever materials and tools (flipchart, PowerPoint) they wanted.

The purpose of the presentation title was to help them reflect on previous learning and ways in which they had recognised and used their experiences and strengths. The second day was used to practice then deliver their presentations.

Mentoring

(Lunch and learn session)

Aim:

To explore and understand the necessary skills required to become an effective mentor.

Objectives:

- 1 Explain the purpose and definition of mentoring.
- 1 Identify the benefits of mentoring.
- 1 Identify the skills and behaviours of a good mentor.
- 1 Describe the mentor and mentee relationship (confidentiality and ground rules).

During this short session, the participants were provided with the knowledge of what a mentor is, what they should and shouldn't do and identify where they might be able to use their own expertise to become a mentor for someone within the university or the wider community.

Creating links with business

(Lunch and learn session)

This session was delivered by Sophie Sinclair from CREME, the Birmingham Business School and Mosese Dakunivosa, Citizens UK.

Aim

To provide participants with information regarding activities they can get involved with to support the community of Birmingham and foster relationships and networks outside the university.

Agenda (taken directly from the speakers' notes)

*What it means to be a civic university
Introduction to Citizens UK and community organising - Sophie*

My role at Citizens UK, (If you are willing/comfortable – some of your own story – relating to how Citizens UK /connecting with UoB has helped/changed you) what is special/different about Citizens UK, its key achievements, why people should want to get involved. - Mosese

*The new CoSS/ Citizens UK project and how the Aditi cohort can get involved and shape the agenda
My experience of community engagement and the benefits of community mentoring/schemes available - Sophie*

Group discussion and questions - All

The purpose of this session was to generate thoughts on ways in which individuals could engage with the concept of wider community reach.

One of the factors in delivering a BAME-specific leadership programme was to provide the university with opportunities to engage with the community of Birmingham with the aim of capturing the interest of the wider BAME population, promoting the university as an accessible resource within the community. The aim was also to encourage BAME residents in Birmingham to consider the university as a potential employer.

The additional benefit to the participants on the programme was the exclusive invitation to shape a new university initiative of community engagement. This in turn would help raise the profile, develop the skills and add to the experiences of those who were interested.

From the cohort four individuals expressed an interest and are now part of the initiative.

Influencing others and negotiating

(One-day workshop)

Aim:

To provide a framework to aid understanding of the aspects of influencing and to develop the supporting skills of negotiation and persuasion to achieve this.

Objectives:

- I Define influence.
- I Describe the types of power that can be accessed to effectively influence.
- I Explain the concept of persuasion.
- I Explain the stages of negotiation.
- I Practical skills and an opportunity practice.

The activities throughout the workshop were based on the specific needs identified by the participants and were focused on use of existing behaviours, skills and knowledge. During the initial exploration workshop individuals expressed what they felt was their inability to influence at a higher level and, as this would play a key part in their ability to gain confidence and raise their profiles, this was seen as an important aspect of their development.

The workshop provided an opportunity to explore their own approach to influencing and how an understanding of the standpoint of the individuals they need to influence played an important part in successful negotiations.

It was also an opportunity to recognise how their own behaviours and perceptions impacted on successful outcomes when influencing.

Networking

(Lunch and learn session)

This session was delivered by Victoria Pargetter, deputy head of business engagement

As identified in the initial design workshop, the ability to network was highlighted as a challenging aspect of the participant's development needs. While they recognised the benefits of networking, individuals found the concept and behaviours required to network effectively artificial.

Personal development can only occur when resistance to the subject is minimised. Learning from someone who has had similar relevant experience adds a level of empathy for the learner and consequently further engagement. The expertise and experience of one of the university senior officers was drawn upon to deliver the session.

Participants had the opportunity to listen to and question Vicki on her networking skills. Using her own experience of networking and her own initial resistance and comfort levels with the practice, participants could relate to the speaker. The success Vicki experienced during networking activities and how the connections help her in her role provided a much more realistic learning experience for the participants.

Storytelling

(Lunch and learn session)

The purpose of this session was to provide further ways in which participants could engage with people they would be leading. This could be via a presentation or when influencing and persuasion were necessary. It was also included so that they could develop further capabilities that would build confidence. During the initial workshop, Kiran Trehan used storytelling skills that created a strong impact on the cohort and they wanted to replicate this.

The purpose and structure of the storytelling theory was explained to the participants and they were then invited to develop their own story which they shared with the group.

Difficult communication with confidence

(Half-day workshop)

Aim:

The purpose of this session is to help develop increased levels of confidence when communicating with team members, peers and managers.

Objectives:

- Be able to plan how you will conduct a challenging conversation.
- Develop skills and techniques in holding challenging conversations.
- Learn how to deal with difficult responses.
- Prevent a difficult situation from escalating.
- Learn techniques to deal with strong emotions.

Throughout the design workshop participants articulated that many of the barriers to promotion and the more senior roles stemmed from a lack of confidence in communicating their ideas, maximising opportunities when faced with more vocal or obstructive colleagues and presenting a more assertive image.

The approach taken with this workshop was to establish what personal reactions and responses were experienced by individuals when they were faced with resistance. The activities were focused on developing heightened awareness of the impact their responses had on the situations described and what measures could be used to effectively combat further negative responses.

Coaching

Following on from the 360° feedback each participant was offered the support of one of the university's coaches to help support their development.

POD is custodian of the University of Birmingham Coaching Academy, which comprises of 39 qualified coaches from across the university staff population. Coaching is seen as an integral development tool, with staff at all levels benefiting from the services of a coach.

With the exception of one, all participants took advantage of the service and used this to focus on specific development needs ranging from career development and/or consolidation, transition into a new role through to more pragmatic needs such as effective balance of role demands.

1-2-1 discussions

This activity was made available with the programme manager on a needs basis. Not all participants drew on this aspect of the programme, but all were invited.

Action learning sets

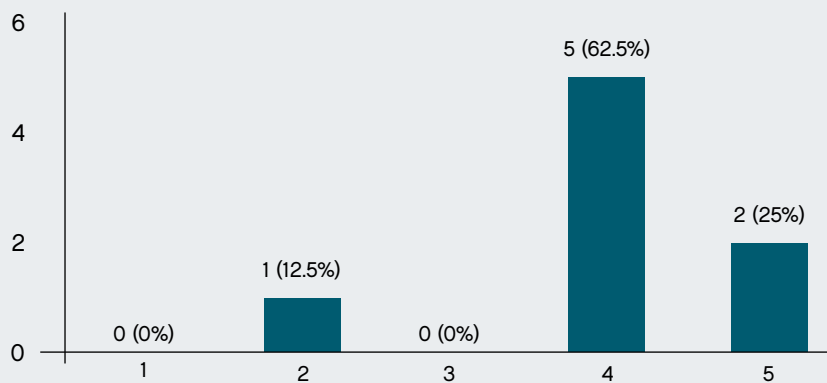
The need to hold these during the programme period was negated by the very close network the cohort formed. There were also opportunities provided during each of the planned learning sessions to discuss topics of immediate concern for the individuals.

Appendix 10 – Participant evaluation

Aditi Leadership Programme Learning & Development Evaluation

Leadership

Negotiation – eg creating more ‘win-win’ situations, negotiating development time, re-negotiate when stalemate is reached (eight responses)



Negotiating a higher starting point in the grading related to my appointment a Race Equality Charter Officer.

In leading on a week of workshops around getting students engaged about work experience. In a planning meet, dealing with lots of different, conflicting (and overbearing) opinions. Having to take every ones input, challenging and negotiating the end product (workshops), whilst make everyone feel valued and motivated (following on from some initial negativity).

Although I was unable to attend this session I read through the course material and I do feel more confident to negotiate with colleagues with regards to workload for example.

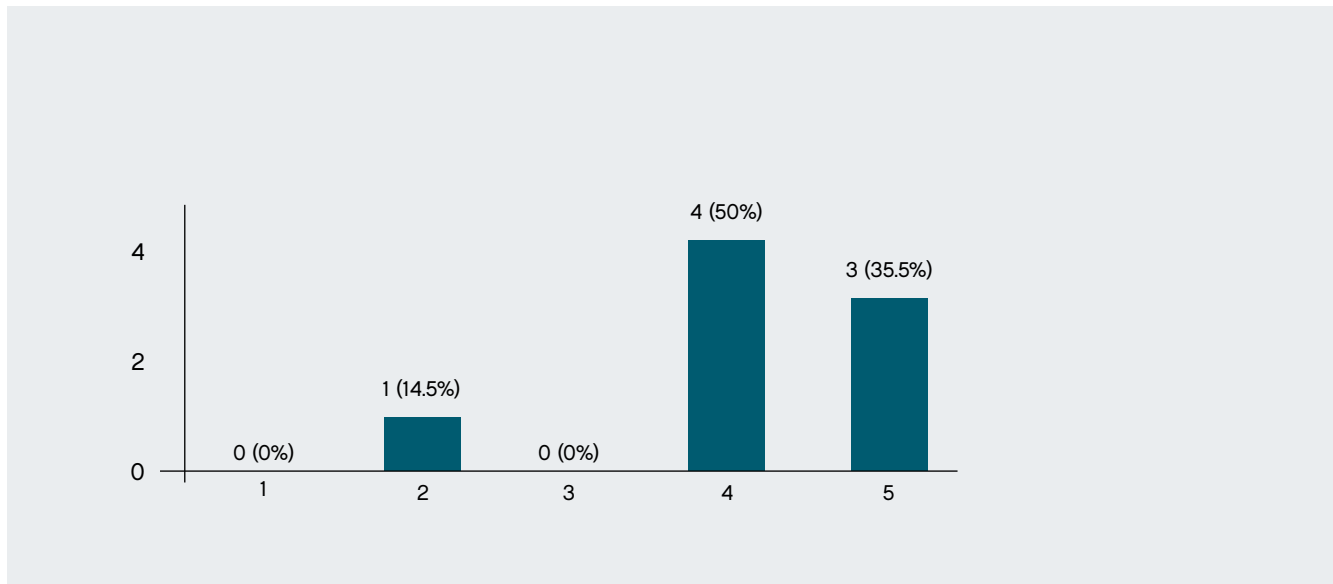
Negotiating my 'time out' for a project outside the department. Showed how it can benefit both my CPD and college. Both parties satisfied.

Arranging for staff cover for events (mostly Outreach) outside of working hours.

The course has enabled me to demonstrate the importance of team work with colleagues and deliver my negotiation skills to support this happening. I have also highlighted the importance of this process with line managers when their decision making process has not been as quick as it could have been and in some regards caused a knock-on effect of good team work. I have found various approached in enabling me to move forward with certain tasks and bringing the team on board

I have had an incident where a member of my team did not want to do a piece of work. Through the negotiating skills I learnt on the course, I was able to get a better understanding of why my colleague did not want to complete the work and change the situation so that not only was the work completed, it was done so in a timely manner to an incredible standard with positive feedback from all involved.

Influencing- eg encouraging others to try something new, endorsement, techniques, present to BAME colleagues (eight responses)



Encouraging colleagues within Library Services to take part in the first choir to sing at a Black History Month event.

One to ones with staff, using own experience as endorsement to instil confidence and motivate potential future BAME leadership candidates in and outside of my team.

Influencing colleagues to support a new programme despite their concerns over workload implications with a positive outlook certainly helped.

Influenced 'best practice' for online learning design by showing and explaining the methodology behind the concept. Awarded a T&L award for this - so now feel more validated.

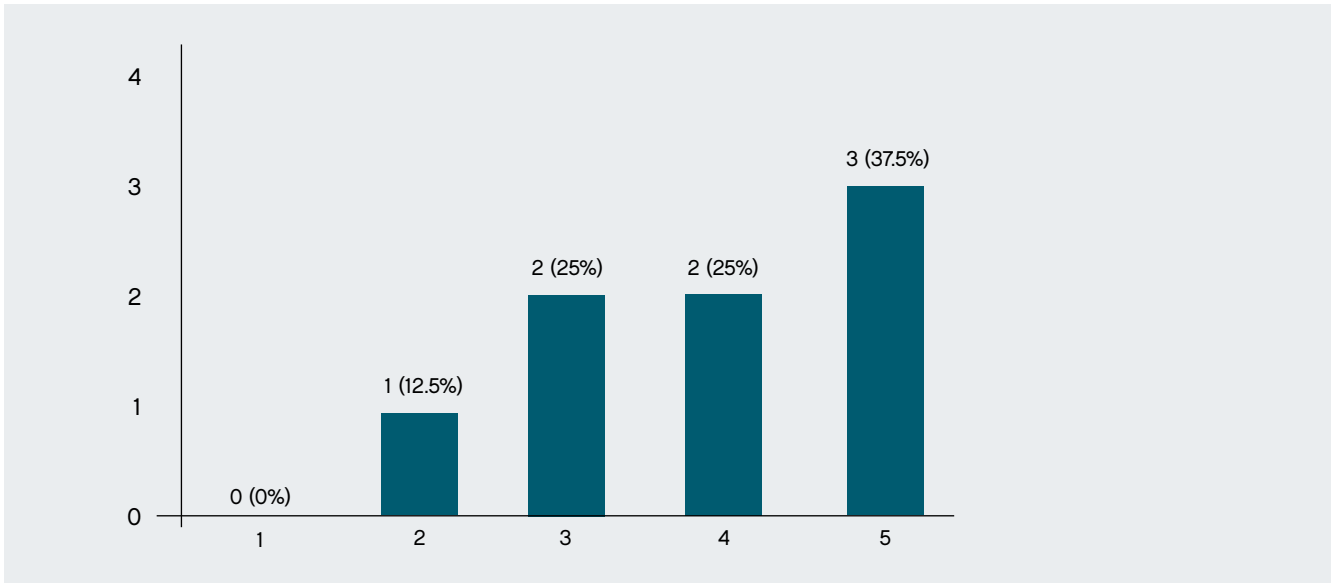
Playing a part in succession planning within the School, influencing direction for key aspects of the plan. e.g. Gaining endorsement for recruiting apprenticeships.

Again the course has given me the confidence to approach the Head of Policy, someone who I had not meet beforehand to follow-up some of the

findings and recommendations praised on the Aditi Course which has resulted in myself and two other colleagues presenting to the Registrar Leadership Board which is an unusual opportunity. I have also presented the stats directed to my line managers from the Aditi course and felt confident dealing with some slightly "confrontational" responses from them following the Aditi presentation film made which showed a low intake of BAME members of course across certain areas.

A new opportunity came to the team and I wanted someone who has not had experience in this area before to be the lead as I thought it would be good professional development for them. I knew that the member of the team may have some worries due to the lack of experience, but I worked closely with them to understand what those might be, to demonstrate the benefit of leading the project and explained that I would support them throughout so they would not be dealing with it alone. As a result, the member of the team was happy to take the lead and has already demonstrated how great they are going to be at leading the project!.

Challenging conversations - eg structuring conversations, turning negatives into positives, techniques (eight responses)



In a previous example - of organising and leading on a week of workshops. Listening to some overbearing opinions, turning this from potential negatives into positives- some really good advice from my coach and fellow aditi colleagues.

Structuring the conversation I have found to be immensely helpful in have a difficult conversation for example with my line manager into a positive outcome.

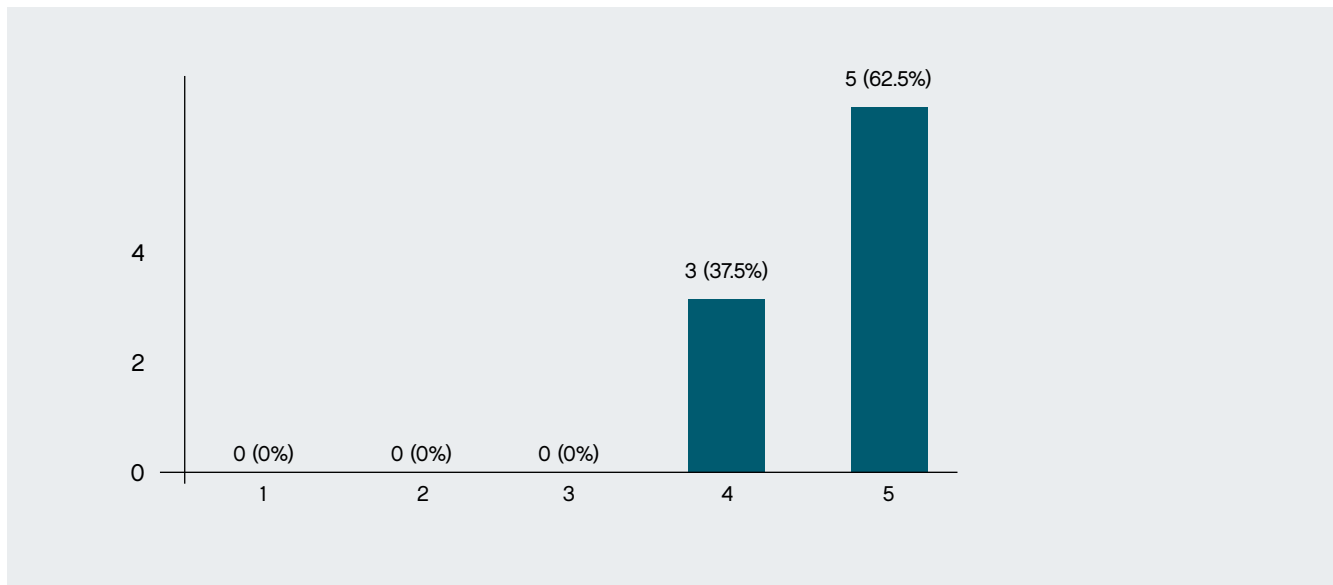
Providing support to colleagues facing challenges at a personal level.

I was able to turn a very negative and confrontational email from a colleague into a positive by responding in a positive way and not taking it personally, so that I could move on. I did this by inviting them to a meeting with someone external in a senior position. It has resulted the meeting having a very positive impact on both of us and has encouraged my colleague to take new approaches in their areas of work. I have also been approached to move into her department directly,

which I have accepted as I see this as an important way of maintaining a positive attitude before my contract ends in May 2016, unless a decision to continue funding my position is made.

I have had many experience of this, unfortunately! At the beginning of my role, before I did the course, I had to have some difficult conversations with team members and I really struggled, not only with confidence in this area but knowing the right way to approach them. Since completing the course, I still find the conversations difficult (I don't think anyone ever 'enjoys' them!), but I now have the skills to deal with the situation effectively and so can approach them with confidence. Recently, I had to speak to two members of the team about an incident that I considered to have been dealt with in an unprofessional manner and was able to explain my concerns about it in a clear, coherent way. While it was not a pleasant conversation, the relationship with my team members has not been damaged as a result and I think we have moved on in a positive manner since.

Style of leadership- eg communicating with confidence, identifying own style, understanding styles and impact (eight responses)



Setting up meeting with Deputy Pro Vice-Chancellor and Director of Library Services.

and always try to find a position solution whenever possible.

The situational leadership styles put into context for me the level of expertise, style and experience in our team and this has helped view situations quite differently which makes complete sense and as a result I handle workload and impact differently.

I have also been providing some mentoring support for another manager within my team who has also been finding it with some of the senior managers and supported her at looking at and dealing with things in a different way to get a positive outcome which she has found very helpful across a number of different scenarios.

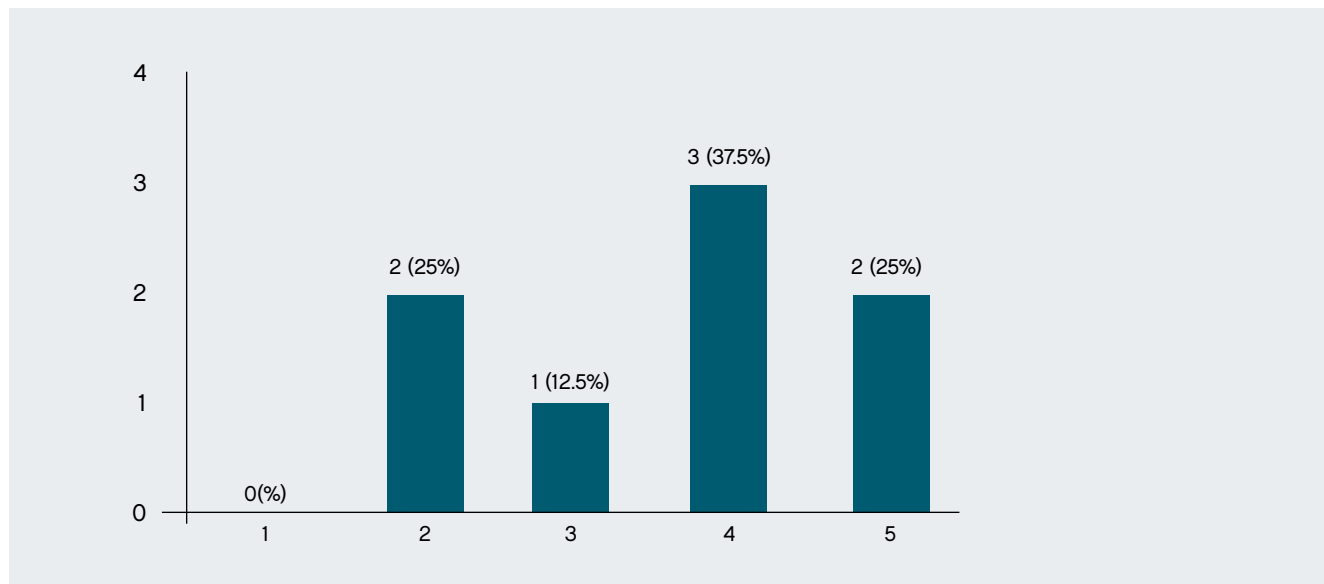
Instead of being someone else, I am being myself and honing in on my own skill set - whilst still learning others. Changing styles for different situation/people is essential.

This is an area I am still developing, but my confidence has grown hugely. Before doing the Aditi course, I was probably no higher than a two. Since the course, I feel better equipped to be a leader and appreciate that it will always be a learning curve for me. I still have some things to learn and know there is always room for improvement, but my confidence is much better and I feel more comfortable in my role as a leader.

Providing a more structured approach to managing individuals in my team, reinforcing strengths and effective workarounds for the weaknesses.

I have truly enjoyed all the exercises around leadership presented on the course and was really pleased to see I have a varied style of leadership which has supported me across the years . I fee I very confident dealing with different situations

Mentoring - eg using own experience to develop others (internally & externally), technical skills for mentoring, finding a mentor, clarifying what you want from a mentor (eight responses)



Informally working with new colleagues in the field of equality in HR.

Developing and inspiring my team in one to one meetings. No mentor indentified, but really good support from my coach.

I have mentored students but not staff and would like to find a mentor myself. I have clarity now on what I want from a mentor, which is someone I could draw upon, receive good advice and support from and who may be quite influential.

I did not have a mentor but I teach/mentor academics most days (in the use of technology) but would like to mentor new starters or students working in this field.

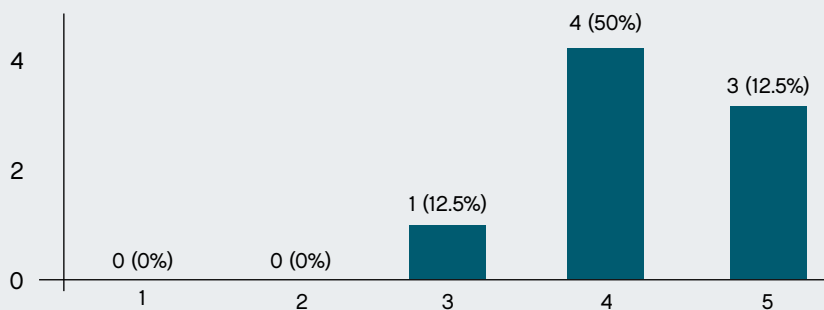
Currently mentoring externally for applicants into next year's undergraduate intake.

I have mentored externally in the past and feel my mentoring approach with internal colleagues has resulted in some very positive outcomes for them in encouraging some senior managers to reflect on their decision-making processes and change their processes.

I have recently agreed to mentor a member of staff in another area of the University. I was greatly honoured to be approached and will use both my experience and the skills I have learnt on the Aditi course to help my mentee. I am quite excited about this new opportunity!

Promoting self

Presentation skills - ability to communicate information confidently and clearly, learn new format, having a story to tell (eight responses)



Interview for the Race Equality Charter Mark and the Equality and Diversity Leads team meeting.

Using the presentation workshop feedback into delivering workshops to students, with positive results and feedback.

I have a more clear structure with my material and communicate the information as clearly and confidently as possible when I do presentations.

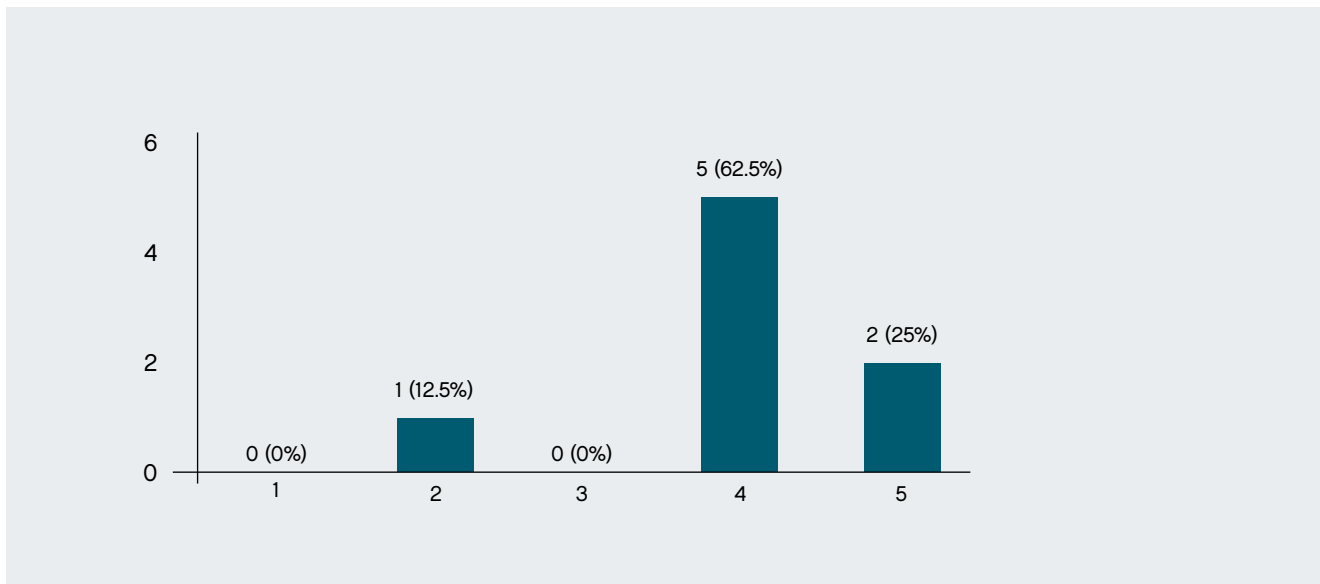
Using a narrative or story to put across information in a 'human' way

Had my first presentation to a group from outside my subject at the Aditi presentation and was pleasantly surprised with levels of engagement we managed. That certainly does a lot of good to one's confidence.

It is something I do not look forward to but when I am very passionate about something, I am happy to present to and do not generally feel fazed during the process. There is always room for improvement but I think good preparation goes a long way.

I will always be incredibly nervous before presenting, but again, thanks to Aditi, have the skills to manage my nerves. I also recognise my own presenting style (story telling) and know how to develop this further in what I hope will be a creative, engaging and informative style. Even though I don't like presenting, I have proactively volunteered to present as it is something I want to improve more and know the only way to get over my fear is to keep trying!

Networking- eg utilising existing contacts to get the job done, creating new contacts, attending a networking session, identify tools and techniques (eight responses)



Utilising some new contacts in my alumni team to help with my role (sourcing internships/speakers), tapping into existing networks (Linked in)/previous contacts for student workshops.

I have started to utilise existing contacts to get the job done, attended a networking session and working on creating new contacts.

Knocking on virtual doors. Taking people up on meetings and suggestions.

Managed to use existing contacts effectively to speed up progress on a project I am overseeing.

I always attend internal and external events and will use this process to notify colleagues that my post will be coming to an end in May to see if there is any other suitable work they know about that might be of interest to me.

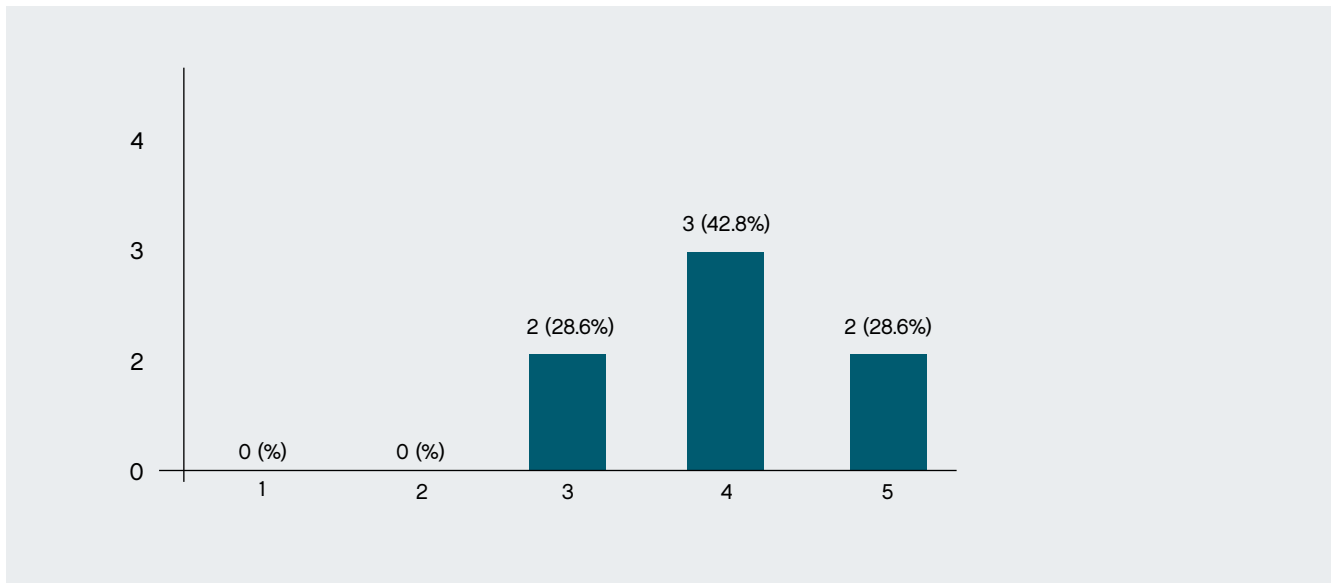
I will try to meet new people and take their cards as well as passing my own contact details and if relevant, follow up with an email to them or like on Facebook etc.

However, I do feel my social media skills could be improved to support my networking and is something I will be look into.

Again, networking was something I did not like doing as I did not feel very comfortable or confident when doing it. Since the Aditi course, I have attended networking sessions by myself(!) and have used the tips I learnt from the course to feel more comfortable and confident.

Career development

Identify goals - eg establishing goals and next steps, interview and cv skills, incorporating objectives into PDR (seven responses)



Following conversation with my coach, still lots of thinking to do about the “next step”- I need to look at my motivations and passions and then think where my next step lays.

I have started to look at next steps, been for an interview and will incorporate some of the skills I have learnt into the PDR.

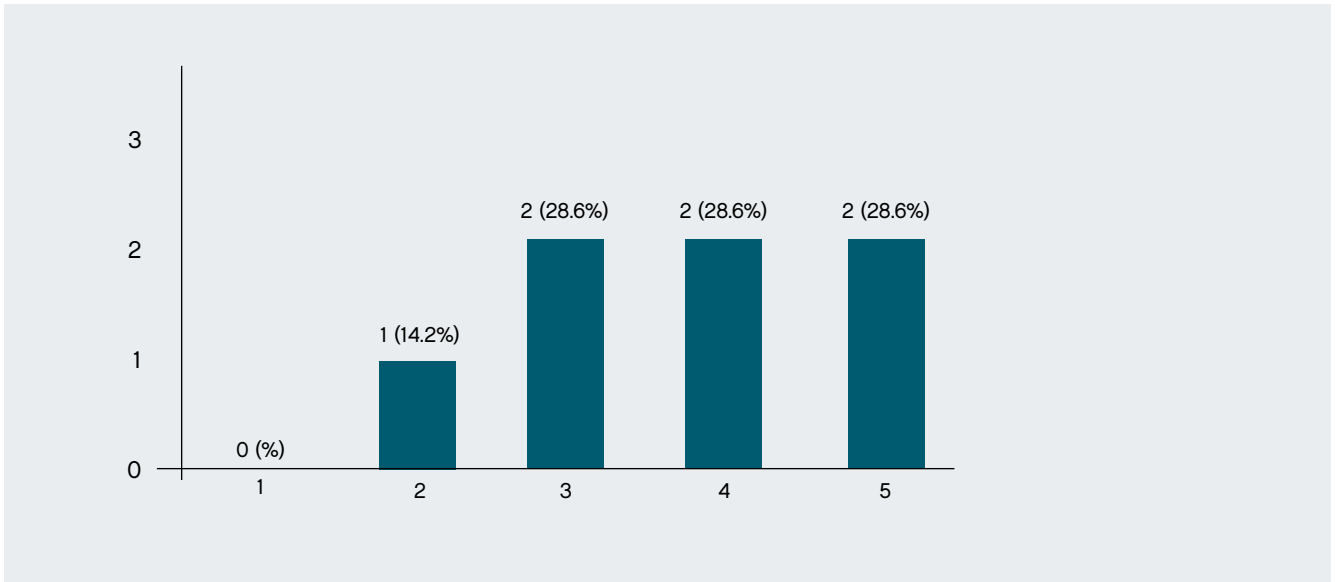
Keep a record of all work done. Need to setup my own web page/blog/portfolio.

I managed in the summer to attend and take exams in a Health and Safety course.

I am in the process of finalising my CV. I have already applied for a job and spreading the word about my availability after May 2016. I am working closely with my coach to support me in achieving some of my career goals.

I have an idea of what I want my career path to be, but I am not yet sure of what my immediate steps are to get there. Nonetheless, I know what I want to achieve in terms of development and feel much more confident expressing these to my manager, both in regular 1:1s and in my PDR. Again, this comes back to my confidence increasing to recognise what my strengths are and where I need to develop in order to progress.

Developing new skills - eg maximising opportunities to take on new tasks, actively seeking learning opportunities, identifying skill gaps (seven responses)



As part of my coaching, to explore this further.

I have endeavoured to take on new tasks and maximise opportunities, I am now working on two new projects and volunteered to be part of a task group.

Being more confident in asking for developmental time and highlighting the areas and skills I need going forward.

The H&S certificate allows me to take on relevant responsibilities with a level of authority in the subject, putting me in a position of strength for higher level opportunities that may result from the succession planning currently underway in the School.

I have recently taken on a new role in addition to my current post, with a remit to attract new customers and negotiating new contracts.

Always looking for new opportunities! Aditi has taught me that you need to seize everything that comes your way (as long as relevant...) as you never know who you will meet and what you will learn. What's the worst that can happen?!?

Additional comments

In what other ways has the programme been of benefit to your professional and personal development? Please provide examples (seven responses)

Help to clarify goals and plan the next step in my career.

Instilling confidence, and developing my professional and personal network across the university I feel refreshed and more confident to take on new roles outside of my comfort zone.

I believe this programme has given me all sorts of holistic, theoretical skills and understandings previously 'untapped'. I feel it has given a voice to an under-represented minority and can only be a force for good.

The programme has been a form of authentication for practising in my role. With it has come recognition from within my School that viewpoints I offer are from a professional standpoint. Furthermore, the Aditi group network which I am now a part of is quite diverse and promising to opening up very positive opportunities

1. It's given me the confidence to challenge senior management when their decisions are sometimes ill-formed within a professional manner and getting them to re-think about some of their decisions and changing them. Before I started the team worked on three systems to book rooms and my intervention resulted in the team using one main data to do this instead.
2. There was no box office for my department when I started which meant all the data collected went to a third party, so my highlighting the negatives of this, they raised the importance of the University having their own box office which has been very successful so far.
3. Not to let people stop me achieving my goals due to their insecurities/reluctance to welcome change, especially when it is for the benefit of the department
4. Really pushing my barriers and taking me out of my comfort zones to get positive results and enforcing the importance of teamwork .
5. Being realistic about what one can achieve within a certain timeframe having worked across various projects like Black History Month and more recently LGBT where I have developed a filming project and oversaw the Call Out document for this.
6. Feeling proud of my achievements so far as most of them have been delivered within very short timescales and have attracted new audiences.

Not only have I learnt so much from a wonderful course leader (Yvonne Yelken- amazing person!), I have met a fantastic group of people who have taught me so much about myself, people and the world out there. I feel so privileged to have been with these people and to have had this experience - thank you.

Which was the most useful aspect of the programme? (seven responses)

Hopefully being able to influence the BAME strategy for the University through the final presentation. Meeting fellow colleagues- sharing queries with members, sharing the journey.

The 360° feedback was helpful, the coaching is really supportive and the situational leadership was extremely informative.

The people- both in terms of the material via Yvonne and also the people on the programme . I great support network has occurred and we have all grown since the start.

360° feedback was most useful particularly in how I should be approaching practising my management craft.

360° was a real eye opener and enabled me to fully understand how internal colleagues saw things. I took away so many positive things from this process and intend to hold on to this going forward. Working within a great team was very special which we all worked hard to achieve by showing full commitment.

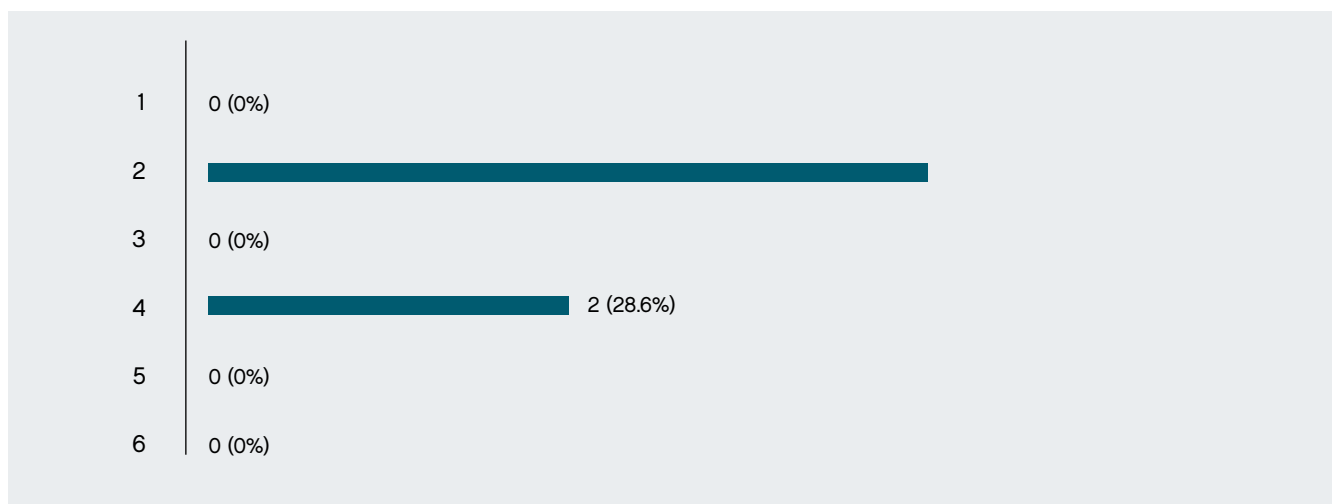
Giving me the skills and support network to develop me as a leader. This has done wonders for my confidence and I no longer feel like a fraud in my role. Instead, I have learnt that leadership is something that you learn and develop, and that I am able to do this. Sometimes I'll get it right, sometimes I'll get it wrong, but as long as there is the commitment to keep learning and better myself, it will be ok! Overall, I can say my confidence is the biggest thing that has changed- thank you.

Appendix 11 – Line manager evaluation

Aditi Manager Evaluation

Using the scale below (1 = Frequently demonstrated, 6 = Never demonstrated), please rate the extent to which your colleague has demonstrated negotiation skills, knowledge and behaviours in the workplace? This may consist of creating more “win-win” situations.

1.1 Negotiation

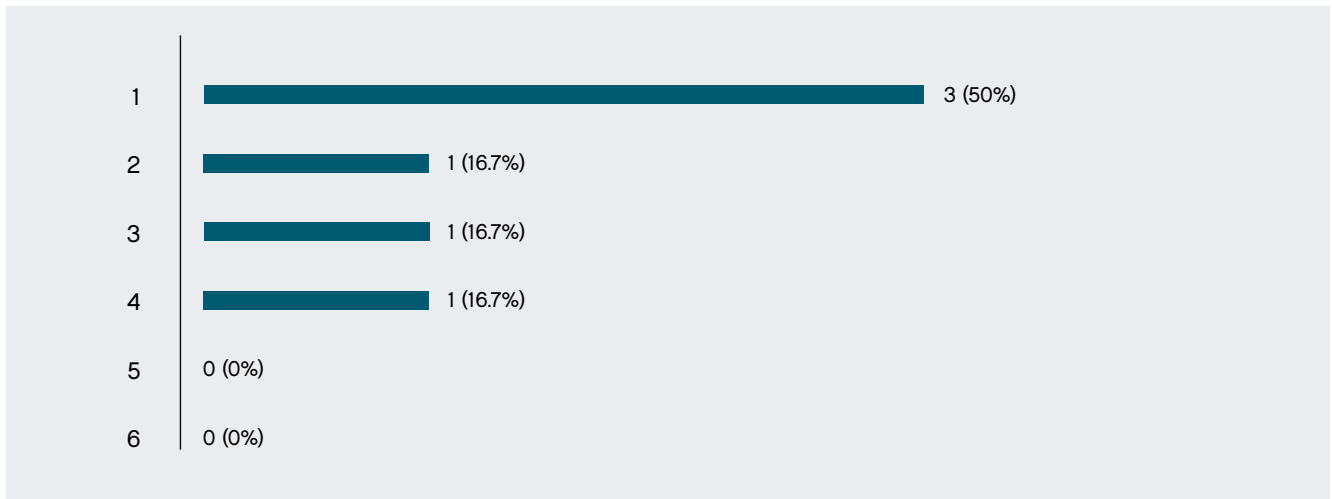


1.a Please give an example of where negotiation has been demonstrated by your colleague.

Showing all seven responses	
When sourcing internships and creating bespoke opportunities with employers.	235461-235454-18282269
Organising work to cover for activities arranged by others at short notice.	235461-235454-18288232
In identifying the need for and planning to set up a staff network.	235461-235454-18316455
Organising activities for Black History Month including negotiating budgets.	235461-235454-18327468
arranging timescales with an academic for a piece of work.	235461-235454-18743859
S on numerous occasions has worked with external organisations and entrepreneurs to find leadership projects for our MBA cohort. S often has to negotiate with the employer to balance what the student can realistically achieve, what the student needs to learn, with what the company/employer is looking to get as output. There is often a disparity between the perception by the external party of what can be accomplished in an unpaid project versus what is realistically achievable and S does a very good job of negotiating an agreed compromise.	235461-235454-18802936
In finance conversations with me in preparing information for the Compact. We had differing ideas of what should be submitted but C provided a strong case of what should be submitted and how we would obtain the information.	235461-235454-18841887

2 Using the scale below (1 = Frequently demonstrated, 6 = Never demonstrated), please rate the extent to which your colleague has demonstrated influencing skills, knowledge and behaviours in the workplace? This may consist of encouraging others to try something new, or creating forward movement in stalemate situations.

2.1 Influencing

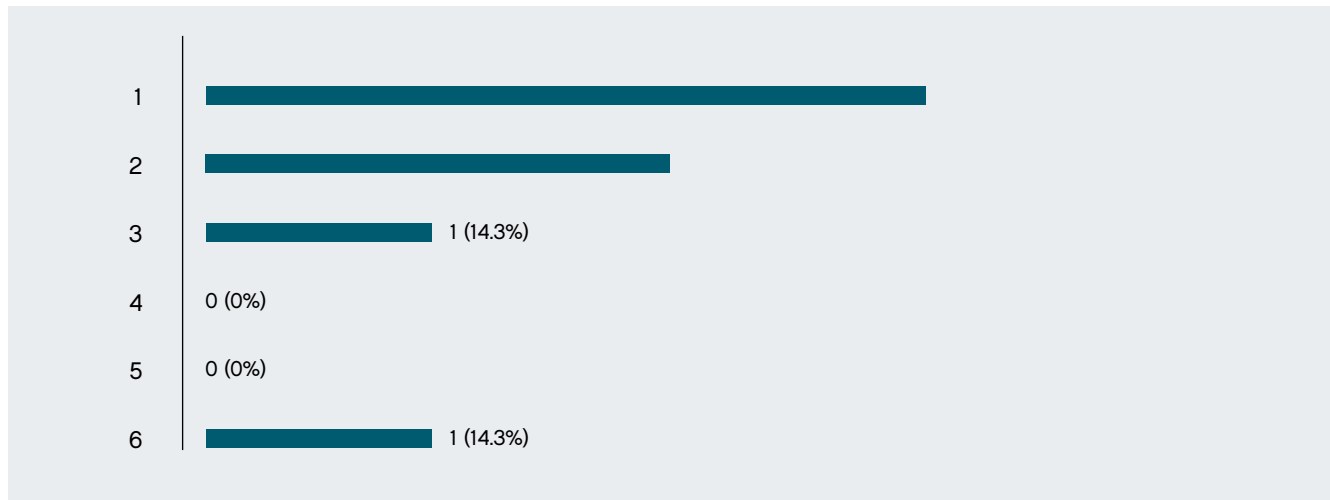


2.a Please give an example of where influencing has been demonstrated by your colleague.

Showing all seven responses	
Leading the team, making changes to improve existing activities, picking up new areas of work without direction.	235461-235454-18282269
Encouraging better interaction between other technical staff.	235461-235454-18288232
In agreeing roles and responsibilities for a project, where these were unclear and contested.	235461-235454-18316455
Persuading other local universities to get involved in our Black History Month events; whipping up participants for Library Services staff choir as part of Black History Month programme. She also frequently makes suggestions for improvement to the way things are done in the University and is often able to implement changes.	235461-235454-18327468
advice on interactive learning.	235461-235454-18743859
S has used her influencing skills to persuade two academic leads to trial an MSc leadership programme which had never been done previously.	235461-235454-18802936
C is very good at getting people to do things that are perhaps the more mundane aspects of their roles. I have seen her in action and it is a skill!	235461-235454-18841887

3 Using the scale below (1 = Frequently demonstrated, 6 = Never demonstrated), please rate the extent to which your colleague has demonstrated behaviour, skills and knowledge of having challenging conversations in the workplace? This may include structuring conversations, or maintaining trust whilst delivering difficult information.

3.1 Having challenging conversations

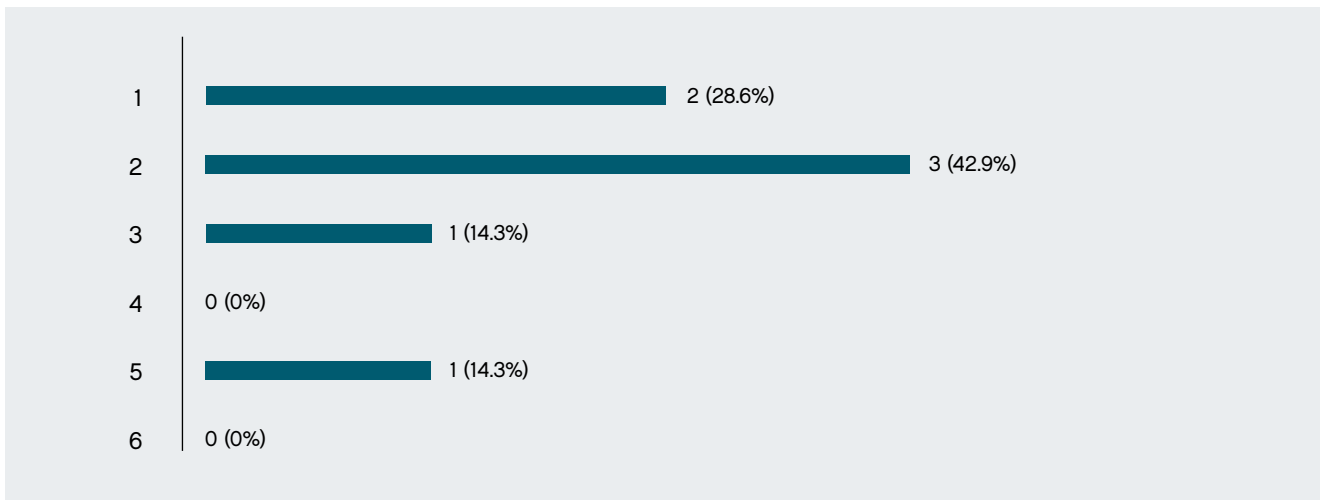


3.a Please give an example of where behaviour, skills and knowledge of having challenging conversations has been demonstrated by your colleague.

Showing all seven responses	
In team 1-1's, the team are not often posing challenging issues so that is the reason the score isn't as high but I am confident these can and are tackled when necessary.	235461-235454-18282269
It has been noted that T has been more assertive in the way he has dealt with some staff in discussing work matters that some are reluctant to engage in.	235461-235454-18288232
Discussions with line manager in relation to T&C for a new role.	235461-235454-18316455
I haven't observed this directly but I think she had to have some potentially challenging conversations about her working environment at the start of a new role and I'm pretty sure she went about this in a professional and productive way.	235461-235454-18327468
N/A	235461-235454-18743859
This is not an area I have witnessed with S.	235461-235454-18802936
During VC review C experienced some challenging conversations from one member of the VC review panel. She did not let it phase her and gave her answers in a calm and considered manner.	235461-235454-18841887

4 Using the scale below (1 = Frequently demonstrated, 6 = Never demonstrated), please rate the extent to which your colleague has demonstrated awareness of themselves as leaders through their behaviour, skills and knowledge in the workplace? This may include communicating with confidence.

4.1 Awareness of leadership

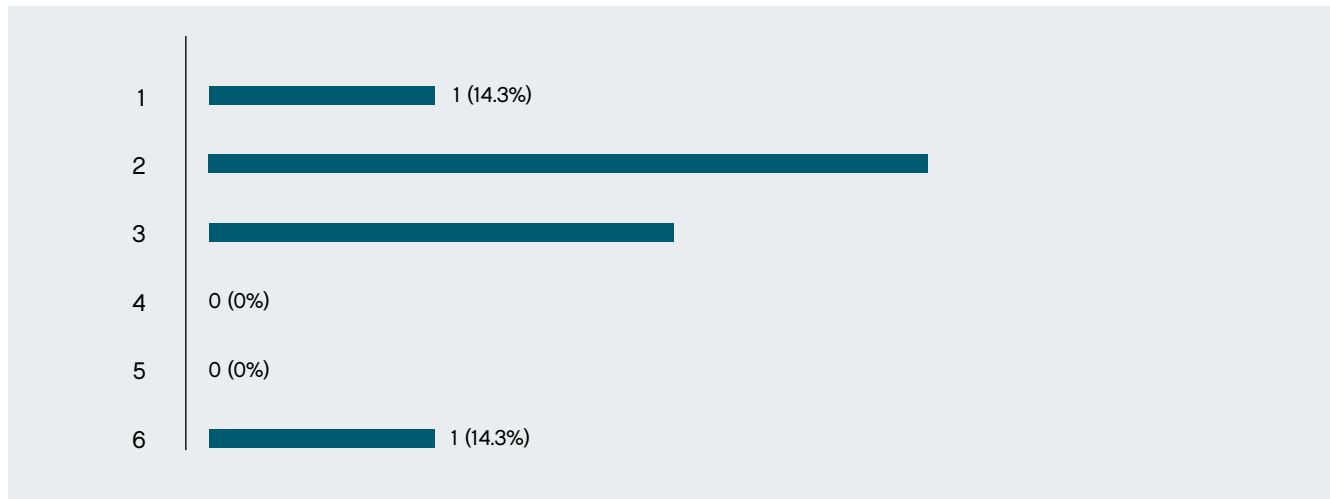


4.a Please give an example of where awareness of themselves as leaders has been demonstrated by your colleague.

Showing all seven responses	
Leading the team, recruiting and inducting new members of staff, guiding and coaching staff members, taking on delegation.	235461-235454-18282269
I thought this was shown in the presentation that was given a few weeks ago. Although you could sense a measure of nerves which was understandable, he did demonstrate a measure of confidence!	235461-235454-18288232
Being prepared to talk to groups about her role and engage them with her work.	235461-235454-18316455
Confidence in leading meetings and addressing groups.	235461-235454-18327468
Through developing online resources.	235461-235454-18743859
S has demonstrated an awareness of herself as a leader during team meetings and away days. S typically leads in a very 'quiet' manner, however; on a few occasions S has spoken up when she disagrees with others or in the direction the conversation was heading in order to get her opinion across and often persuades others. I have found that although she doesn't do it enough, people do tend to listen to her when she does.	235461-235454-18802936
This was particularly evident in a leadership team meeting. C had a differing opinion to another member of the leadership team but she stressed her point clearly and got that person to agree to her way of doing it. C led the way in how we were going to move forward with a particular piece of work.	235461-235454-18841887

- 5 Using the scale below (1 = Frequently demonstrated, 6 = Never demonstrated), please rate the extent to which your colleague has demonstrated mentoring in behaviour, skills and knowledge in the workplace? This may include using their own experience to develop another (internally and externally).

5.1 Mentoring

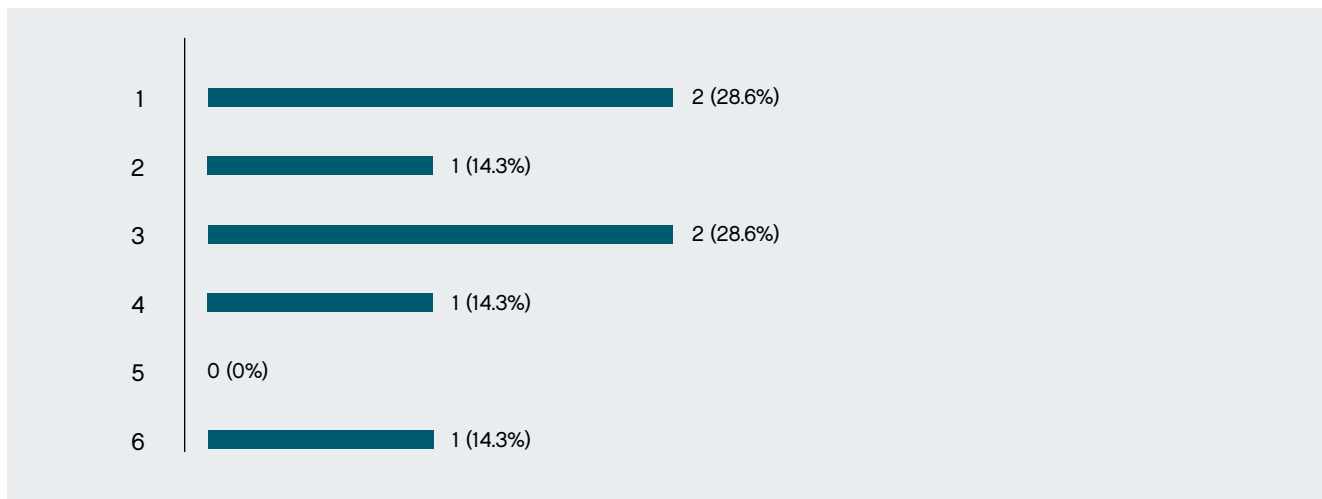


5.a Please give an example of where mentoring has been demonstrated by your colleague.

Showing all seven responses	
Particularly with new members of the team but also encouraging development in existing members.	235461-235454-18282269
He has helped a colleague whose mother recently died. T went through a similar situation not to long ago, so he has been able to deal with his colleague/mentor him given the at times difficult situation that his colleague was going through.	235461-235454-18288232
She has recognised the need for mentoring in a group of students and is making plans to provide this.	235461-235454-18316455
Passing on things learned from the Aditi programme to colleagues, and mentoring students.	235461-235454-18327468
N/A	235461-235454-18743859
I have not witnessed S mentoring other colleagues that I can think of but she often mentors MSc and MBA students.	235461-235454-18802936
Caroline mentors two colleagues across the University. She was also particularly helpful to me when I joined the department back in January and helped plan a very robust induction with supporting documents.	235461-235454-18841887

6 Using the scale below (1 = Frequently demonstrated, 6 = Never demonstrated), please rate the extent to which your colleague has demonstrated presentation skills, knowledge and behaviours in the workplace? This may consist of the ability to communicate information confidently and clearly.

6.1 Presentation skills

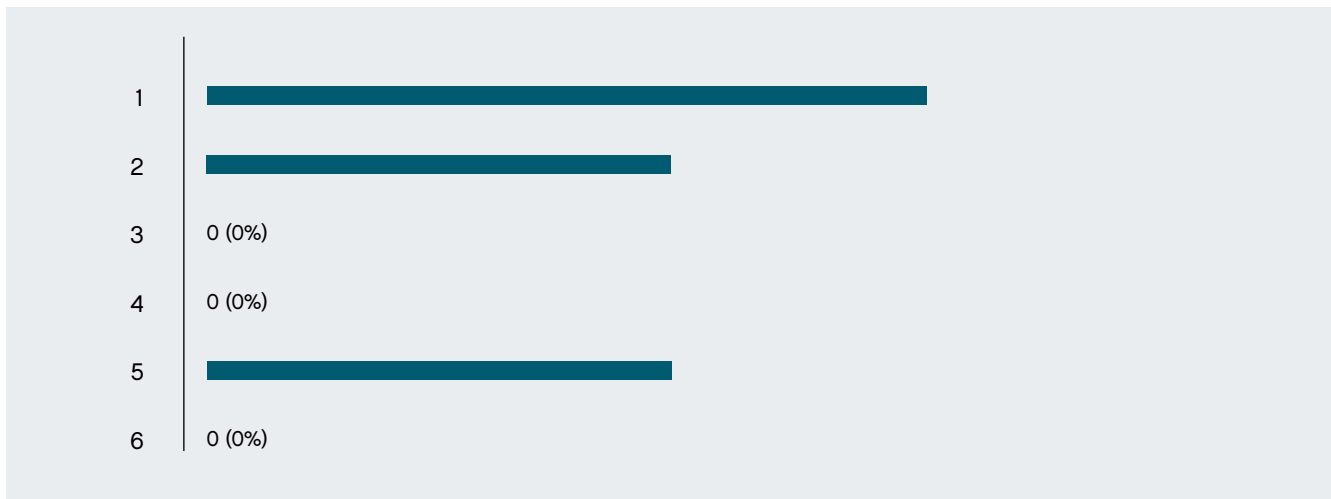


6.a Please give an example of where presentation skills has been demonstrated by your colleague.

Showing all six responses	
Presenting regularly to students, but also on occasions to employers at events.	235461-235454-18282269
This is developing in a new role.	235461-235454-18316455
She has always been excellent at presenting but the course has sharpened her skills and added to her presenting toolkit I think.	235461-235454-18327468
Training academics in use of software and Canvas.	235461-235454-18743859
S presents regularly in lectures, external presentations, and to colleagues internally in training/development/skills sessions.	235461-235454-18802936
I have not seen C undertake a formal presentation but she performed well in the VC review and has grown in confidence over the past few months. This is most evident in Leadership Board meetings.	235461-235454-18841887

7 Using the scale below (1 = Frequently demonstrated, 6 = Never demonstrated), please rate the extent to which your colleague has demonstrated networking skills, knowledge and behaviours in the workplace? This may consist of utilising existing contacts to get the job done, or creating new contacts.

7.1 Networking

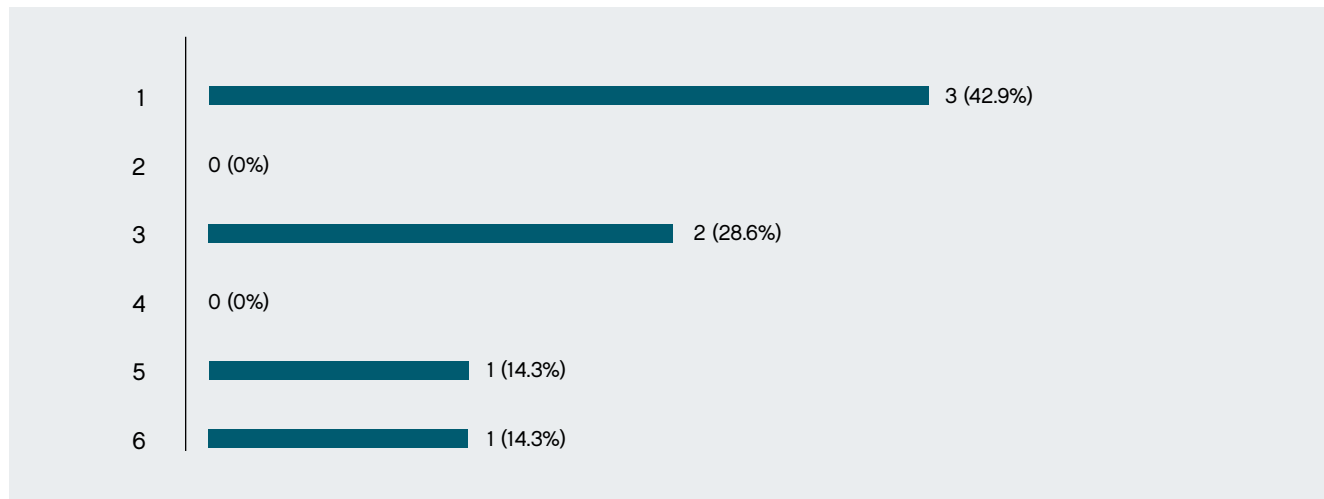


7.a Please give an example of where networking has been demonstrated by your colleague.

Showing all seven responses	
Creating internships, particularly bespoke ones, creating important contacts for the benefit of the team and keeping these warm as well as picking up previous contacts and working with them to create future opportunities.	235461-235454-18282269
T has been able to negotiate with other academic staff to facilitate smoother running of the labs and to advise/discuss with them ideas concerning the best equipment to purchase for the labs.	235461-235454-18288232
In setting up events for Black History Month, engaging with other Universities.	235461-235454-18316455
Arranging meetings with other members of staff, from different departments, about potential collaborations. Networking with very senior staff at the university (due to the nature of her new role) - this requires considerable confidence which I think the Aditi programme has given her.	235461-235454-18327468
Working with line manager on projects.	235461-235454-18743859
S is excellent in networking situations. We attended an event at Westminster with 200 attendees from Birmingham Businesses and S came back with a hand full of strong leads and has kept in touch with them since.	235461-235454-18802936
C is a skilled networker. She has lots of links across professional services and there is not many people that she does not know! Caroline puts a lot of time and effort into maintaining these relationships.	235461-235454-18841887

8 Using the scale below (1 = Frequently demonstrated, 6 = Never demonstrated), please rate the extent to which your colleague has demonstrated the ability to identify career goals through skills, knowledge and behaviours in the workplace? This may consist of clarity of short and long term aspirations as identified in one-to-one meetings and PDRs.

8.1 Identifying goals



8.a Please give an example of where your colleague has demonstrated the ability to identify career goals.

Showing all seven responses	
I am not too aware of their longer term career goals. This is something I would like them to discuss with me so that I can help. We have agreed to a coach so that is beginning to help with this.	235461-235454-18282269
In discussing his future career progression, its apparent that T has clearer perspective of what he may do in the future. He seems to be aiming high which is good as it shows the confidence he has in his own abilities.	235461-235454-18288232
New in role, but expect that this will happen over time.	235461-235454-18316455
Her recent secondment shows ambitions to try new things and add new branches to her career.	235461-235454-18327468
discussion in one to ones.	235461-235454-18743859
S is extremely aware of her own personal objectives/goals and doesn't wait for me as the line manager to get these out of her. S often sets meetings outside of the normal PDR meetings to discuss her short and long-term goals.	235461-235454-18802936
C has progressed up the grade system during her time at UoB. She is very clear in terms of the kinds of role she wants to do next and we work together to ensure she gets to explore and develop a range of skills whilst in her current role.	235461-235454-18841887

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