

Essentials of Leadership and Management Programme

Module 1

ACF, PDR, Constructive Conversations



| Introductions

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| Introductions

- Your name
- Your role
- What do you hope to get out of today?



| What we'll cover

- Understand the Academic Careers Framework (ACF) in line with career development and performance
- Explore how the Performance and Development Review (PDR) and the ACF work together effectively
- Define what is meant by a Constructive Conversation
- Recognise tools & techniques to enable a Constructive Conversation in a variety of situations
- Identify verbal and non-verbal behaviours that contribute to a constructive conversation
- Reflect on models and tips that will enable you to manage a difficult conversation with confidence
- Apply learning in practice

The Academic Careers Framework (ACF) and the Performance & Development Review (PDR)

Sheffield Hallam University Academic Careers Framework			
Illustrative impact indicators			
Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
Expected contribution to the leadership, management and/or development of a cohesive professional academic community	Achievements which demonstrate the pursuit of knowledge creation in relation to questions of high significance and public value	Achievements which contribute to a positive student experience, student outcomes and/or the development of learning, teaching and assessment practice/ policy	Achievements which contribute to the enhancement of professional/ clinical practice, business, public/ third sector policy development, global and academic partnerships, student/ graduate enterprise etc.
<ul style="list-style-type: none"> Behaviours aligned to the values and strategic objectives of the University Establishment of effective working relationships with both academic and professional services colleagues Leadership appropriate to your grade and level of expertise Positive advocacy for the University Commitment to equality, diversity and inclusion 	Individual R&I achievement <ul style="list-style-type: none"> The pursuit of excellence in research and the creation of new knowledge, methods, interventions and services that generate social, economic and cultural benefits and/ or provide innovative, practical solutions to real challenges Profile of published outputs appropriate to your career stage Contribution to applications for funding appropriate to your career stage Level of income generation (e.g. through research funding, commercialisation of R&I etc.) appropriate to your field and career stage Close understanding of current developments in your field 	Individual T&L achievement <ul style="list-style-type: none"> The pursuit of excellence in T&L, effectively contributing to the development, dissemination and application of knowledge and skills within taught programmes Recognition of the quality of your contribution to the student experience through Peer Review and Evaluation (PRE), feedback from students, peers, external examiners, internal/ external T&L awards, relevant external indicators such as NSS, subject-based TEF etc. Record of positive impact on student academic outcomes e.g. attainment, progression, employability Knowledge and understanding of the latest developments in your academic discipline and of good practice for applying T&L strategies for your subject Level of income generation (e.g. through enhanced recruitment of students, new course development consistent with portfolio strategy, funding to support T&L initiatives etc.) appropriate to your discipline and career stage Close and professional understanding of current developments in your academic field 	Individual E&PE achievement <ul style="list-style-type: none"> The pursuit of excellence in E&PE (including knowledge exchange, consultancy, CPD etc.) effectively facilitating the application of knowledge beyond the University Knowledge and understanding of the latest developments in your profession/ business sector/ field Level of income generation (e.g. through consultancy, CPD etc.) appropriate to your field and career stage Development of an external network beneficial to the University Dissemination of ideas and other contributions that make an impact in E&PE Close understanding of current developments in your profession/ field Civic/ community engagement e.g. volunteering, participating in community development programmes
		Contribution to the E&PE environment <ul style="list-style-type: none"> Support for the development of an innovative, coherent applied curriculum and University partnership support of colleagues and professional development Constructive support of colleagues and professional development External relationship/ partnership development Engagement with external stakeholders 	

| Context

- The [Hallam Deal's](#) two way commitment
- Overarching purpose of the [Performance & Development Review](#) (PDR) is to align personal performance and development with that of [Transforming Lives](#)
- [The Academic Careers Framework \(ACF\)](#) translates Transforming Lives into a set of indicators that show the contribution academics can make in order to develop a successful career and help Sheffield Hallam realise its ambitions.

What are we trying to achieve by implementing the ACF?

To become a **world-leading**, truly **applied** university:

- Our academic practice must both inform, and be informed by, our interactions with the outside world.
- We need greater consistency and clarity of understanding about what different levels of contribution look like i.e. effective/ significant/ outstanding.
- We must develop career pathways that recognise a diverse range of academic contributions.

| Background to the development of the ACF

- First discussed by ULT (November 2016) and a project team formed (Mar 2017).
- Research i.e. focus groups and 1-2-1s with academic colleagues; Researching other relevant frameworks (May - Sep 2017).
- Development of the ACF through a reference group of academic colleagues (Jan - May 2018).
- Publication of the ACF as a pilot (Jun 2018).
- Feedback and evaluation (Feb - Mar 2019).
- Further development in response to feedback (Apr - May 2019).

| Overview of the ACF

- Four strands:

Academic citizenship and leadership (AC&L)	Research and innovation (R&I)	Teaching and learning (T&L)	External and professional engagement (E&PE)
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- In each strand a set of indicators (**illustrative** examples of achievement) outlines core expectations for all academics.
- Each strand is then broken down into a set of indicators outlining expectations at each grade.

| Overview of the ACF

- At each grade the indicators within R&I, L&T and E&PE are organised into three sub-headings.

R&I	L&T	E&PE
Individual R&I achievement	Individual L&T achievement	Individual E&PE achievement
(Internal) contribution to the R&I environment	(Internal) contribution to the L&T environment and student experience	(Internal) contribution to the E&PE environment
(External) contribution to the R&I field	(External) contribution to educational practice	(External) contribution to professional practice, business and/ or society

| Overview of the ACF

- It is **not** an expectation that academics will contribute to all strands. The majority of academics should be able to demonstrate a contribution against **three** of the four strands:
 - A **significant** contribution to AC&L, and;
 - A **significant** contribution in one of R&I, L&T or E&PE, and;
 - An **effective** contribution in at least one of the remaining two strands.
- Doesn't apply to ALs in full but can be a useful tool for setting expectations and reviewing performance.

| Overview of the ACF

- In each **relevant** strand you should be able to evidence all of the 'Core expectations for all academics', as well as being able to evidence:
 - some of the indicators (or equivalent achievements) at your grade, in order to demonstrate an **effective contribution**.
 - the vast majority of the indicators (or equivalent achievements) at your grade, in order to demonstrate a **significant contribution**.
 - that you have met and significantly exceeded all of the indicators at your grade (or equivalent achievements) on a sustained basis, in order to demonstrate an **outstanding contribution**.

| Promotion/ progression & reward

- At this stage existing promotion, progression and reward mechanisms remain unchanged. However, expect changes to reader and professor progression in the coming months.
- By making clear the contribution expected at each grade the ACF supports you and your line manager in discussing your career ambitions and, where appropriate, gathering the required evidence for making an application.

| How to use the ACF alongside the PDR

- The [Performance & Development Review](#)
- Clearly there cannot be a one-size fits all approach to the review process - the toolkit should be considered a flexible resource
- The ACF translates Transforming lives into a set of indicators that show expected contribution and clear career pathways
- The indicators in the ACF should inform:
 - the review of achievements and whether objectives have been achieved
 - the setting of new or revised objectives
 - personal and professional development plans
 - discussions about career ambitions

| Exercise



A **constructive conversation** is being aware of our words and body language, and that of others, and suspending judgement while focussing on the content. This allows for true dialogue and meaning that helps us together create new and more favourable outcomes.... Such conversations build trust and move things forward

| Exercise



Stop



Start



Continue

Provide information or an explanation:

'I'd like to discuss....'

Inform



Invite

Seek Input:

'How do you feel about....'



Listen

Actively Listen



Acknowledge

Demonstrate understanding:

'From what you have said, I understand that....'



| Celeste's 10 Rules

1. **Listen** (*Active Listening*)
2. Don't multi-task
3. Don't pontificate
4. Use open-ended questions (*Consider Powerful Questions*)
5. Go with the flow
6. If you don't know, say you don't know
7. Don't equate your experience with theirs (*Empathy*)
8. Try not to repeat yourself
9. Stay out of the weeds
10. Be brief

| Non-Verbal Communication



| Reading Body Language

1. Be a competent observer of your environment
2. Observing in context is key to understanding nonverbal behaviour
3. Learn to recognize and decode nonverbal behaviours that are universal.
4. Learn to recognize and decode idiosyncratic nonverbal behaviours.
5. When you interact with others, try to establish their baseline behaviours.
6. Always try to watch people for multiple tells—behaviours that occur in clusters or in succession.
7. It's important to look for changes in a person's behaviour that can signal changes in thoughts, emotions, interest, or intent.
8. Learning to detect false or misleading nonverbal signals is also critical.
9. Knowing how to distinguish between comfort and discomfort will help you to focus on the most important behaviours for decoding nonverbal communications.
10. When observing others, be subtle about it.

| Appreciative Enquiry

- What's working here? How might you get more of that?
- What helped you accomplish this?
- Without being overly modest what did you do well?
- What can you learn from this?
- How could you further build on this....?
- What is it that keeps you energized and engaged?
- What possibilities exist that you haven't yet considered?
- What's the smallest change that could have the biggest positive impact?
- What might be the signs that things related to...are moving in the right direction?
- What other opportunities has this created?
- What's really important about this experience?
- What do you value most about it?
- What was the best bit about...?

Development Planning

During: *GROW* framework



G

- What do you find challenging in your current role/this years objectives?
- What frustrates you?
- What do you like/enjoy?
- What personal specifications would you like to/need to develop?
- Where do you see yourself in 'x' years?
- What would you change about your current role?

O

- What skills do you have / need to achieve?
- What kind of training / development support would work for you?
- What opportunities have you already explored?
- Who might you talk to?
- What experience do you already have?
- Where might you go next?
- what can you do within your current role?

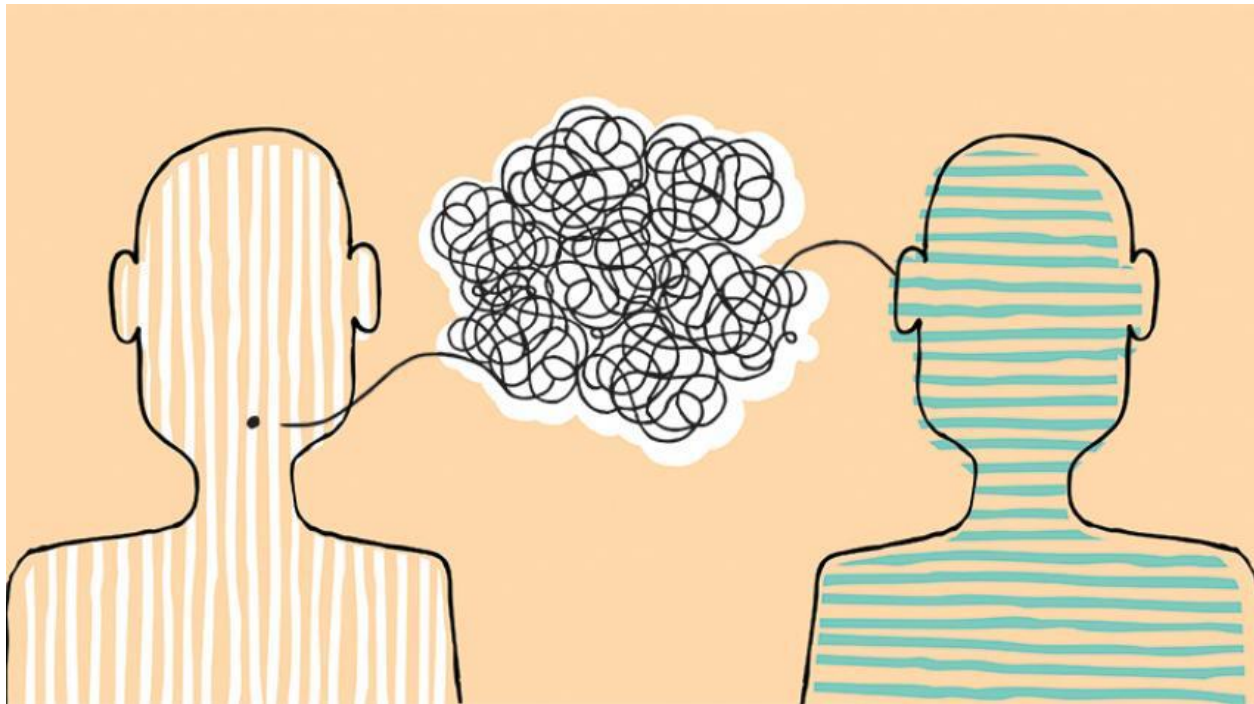
R

- Where does your development/goals fit in with SHU's wider agenda?
- What are the priorities?
- What is available / budget?
- how much time will you need to invest?
- What is the benefit of this?
- What's the timeframe - is this feasible?

W

- How important is this to you?
- What will you do next?
- When will this happen?
- What resources do you need?
- How will you know it has been achieved?
- What will be different?
- How can I help? How will I know?

| Difficult Conversations



| From Challenging to Engaging

- Show empathy
- Be clear on what you want to get out of the conversation - and keep on track
- Remain objective
- Keep your emotions in check
- Remain professional throughout - think about the code of behaviour
- Be assertive
- Think about the language you use e.g. focus on how you feel
- Practice what you want to say before it takes place
- Listen

Exercise – Practicing the opening to a difficult conversation

- What is the issue?
- Describe a specific example that illustrates the behaviour
- Describe your feelings
- Clarify why it is important
- What is my contribution to the problem?
- Let them know that you want to resolve the problem
- Ask the other person to respond

Work in pairs

5 minutes to prepare. (individually)

Have a go, feedback, have another go. And then swap round

Exercise – Practicing the opening to a difficult conversation

- Acknowledge Responsibility
 - sets a level playing field and puts them at ease to listen
- Define the outcome
 - with emotions involved defining the (desired) outcome is stabilising
- Listen and Validate
 - You've had your say, let them have theirs. Validating allows you to hear where they are at
- Restate the Outcome
 - Keep coming back to it to help separate emotions with the outcome

| Workbook

Essentials of Leadership and Management Programme Module 1 – Workbook



| Building Relationships

Consider a colleague you have a good working relationship with; what makes it so successful? (consider how they communicate with you - verbally and non-verbally; how do they make you feel valued and appreciated?)

With the above in mind, what can you do more of with your team members to build up those relationships?

| Choosing the right question...

Well-crafted questions grab the person's attention, create a focused state of mind and highly motivate the person to consider and explore their answers.

For the following questioning styles, consider when they would be most appropriate:

Open: Questions that unlock detail and information. What, When, Why, Who, How

When and Why?

Probing: Questions that result in specific answers. Specifically what.... Give me an example?

When and Why?

| Your Head, My Head

You

What is your side of the story?

How do you feel about the situation?

What would you like to happen?

Them

What is their side of the story?

How do they feel about the situation?

What would they like to happen?

[Performance Development Review Toolkit](#)

[Having Difficult Conversations \(online\)](#)

[Learning to be assertive \(online\)](#)

[Influencing others \(online\)](#)

[Coaching & Developing Employees \(online\)](#)

[Coaching](#) & [Mentoring](#)

[Resource: Appreciative Inquiry Resource Pack](#)

Signing in to LinkedIn Learning

1. Go to <https://www.linkedin.com/learning>
2. Click the **Sign In** link at the top of the page
3. On the sign in page don't enter an email/password in the boxes but do click **Sign in with your organization account** below the boxes
4. In the email address box, enter **shu.ac.uk** and click continue
5. Log in with your SHU username and password
6. You now have access to LinkedIn Learning (previously Lynda.com) and can search for the material that you are looking for



| The Programme



Why?

- To equip academic leaders and managers with essential knowledge, skills and support, in order for them to carry out their leadership and management roles efficiently and effectively on a day-to-day basis

What's in it for me?

- Build on current knowledge and skills
- Self-reflection - how you work with others and how you manage teams
- Outline strengths and development areas

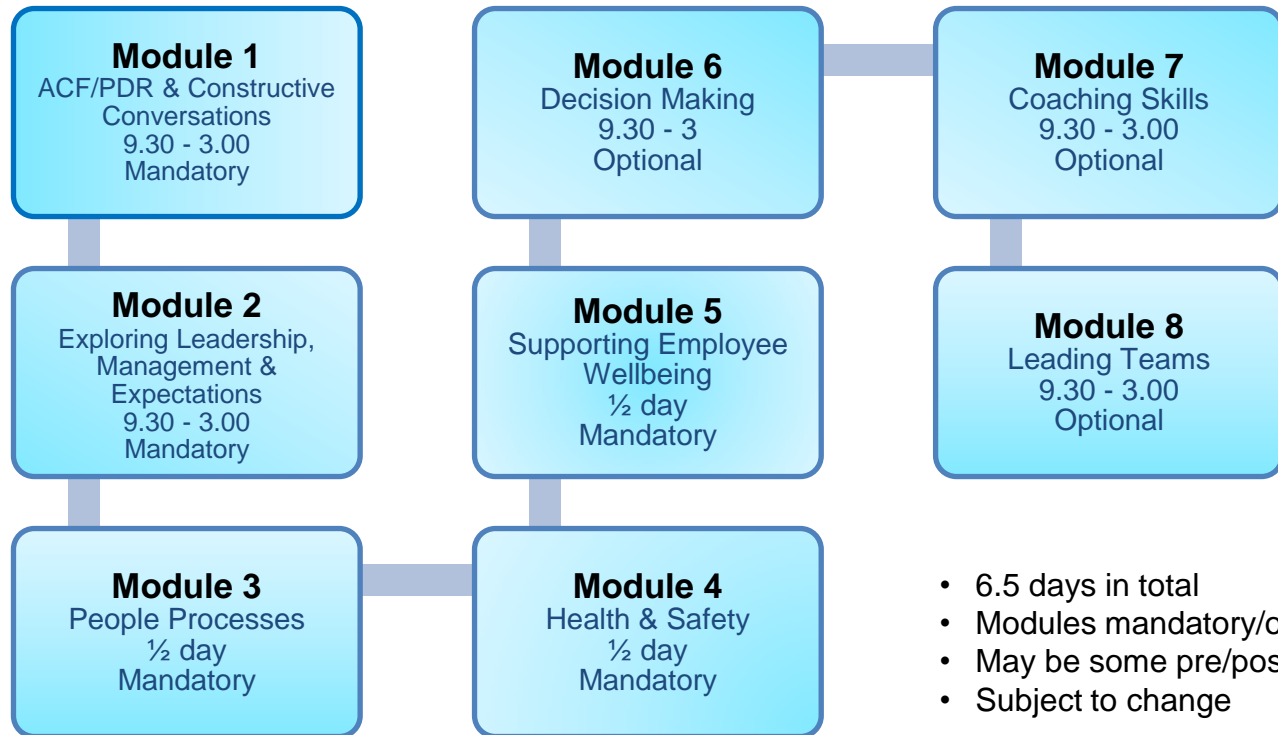
| Programme Feedback



92% rated the programme as excellent/good

89% said their objectives had been met

| **DRAFT** Programme Outline



- 6.5 days in total
- Modules mandatory/optional
- May be some pre/post work
- Subject to change

