

# The Leadership Model

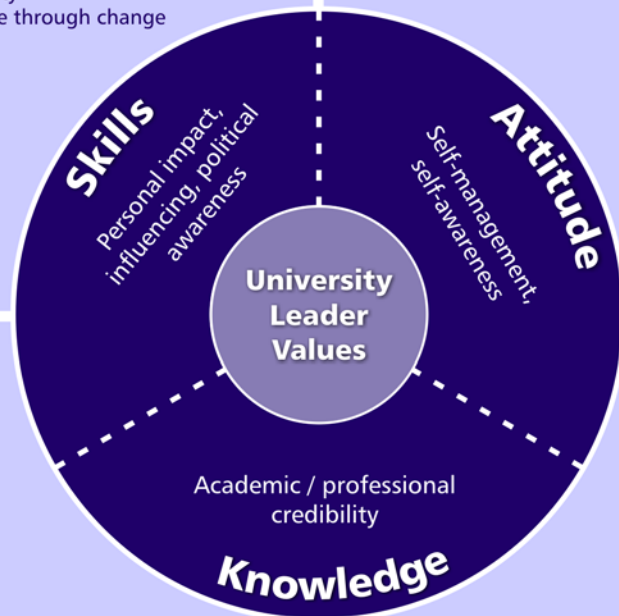


## Leading people

Developing others  
 Managing & motivating staff  
 Building a high performing team  
 Valuing diversity  
 Leading people through change

## Collaborative leadership

Internal collaboration  
 Building external partnerships



Organisational commitment  
 Understanding the external environment  
 Strategic planning & decision making  
**Strategic leadership**

Drive for results  
 Managing resources  
 Enhancing the student / client experience  
**Stewardship**



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# The Value Base

## Our Values

Our values define us by saying clearly who we are, what we do and how we do it. They have not been imposed on us by a consultant or an advertising agency. They are drawn from the ideas and beliefs of people throughout the university as part of the consultation process which shaped our 2006-10 Strategic Plan. They say what we believe to be important. We may not live up to them all the time, but we aspire to. Most importantly, in the context of our Leadership Model, they help us to articulate what we recognise as good leadership.



### Mission of Canterbury Christ Church University:

*Inspired by the University's Church of England Foundation and the aspirations of its students and staff, our mission is to pursue excellence in academic and professional higher education thereby enriching both individuals and society.*

In support of its Mission, the University espouses the following values:

**As a University we seek to ensure that students and staff are at the heart of the university's life**

This means that, as a University leader, I

- *focus on my people*
- *encourage teamwork*
- *encourage leadership at all levels*
- *safeguard the student experience*

**As a University we believe that education can change lives**

This means that, as a University leader, I

- *set myself transformational goals*
- *work in and for local communities*
- *believe in the principles of social justice and inclusion*
- *embrace the widening participation agenda*
- *actively pursue the knowledge transfer agenda*

**As a University we seek to educate the whole person and to foster a spirit of enquiry**

This means that, as a university leader, I

- *provide intellectually challenging leadership*
- *encourage staff to be both adventurous and rigorous*
- *remain research-focused*
- *maintain and develop my academic / professional credibility*

# The Value Base

As a University we encourage all students and staff to aspire to high standards, develop their full potential and apply their knowledge and skills for the benefit of society

This means that, as a university leader, I

- *maintain and improve quality*
- *develop my staff and celebrate their successes*
- *am outward-facing*
- *encourage collaborative work*
- *build good internal and external networks*

As a University we welcome and value educational, social, cultural and religious diversity

This means that, as a University leader, I

- *am open to new people*
- *embrace and learn from new experiences*
- *assimilate new knowledge*
- *experiment with new ways of working*

As a University we seek to promote equality of opportunity

This means that, as a University leader, I

- *act as a good role model*
- *ensure that my processes and procedures for recruiting, retaining and developing students and staff are fair and equitable*

As a University we aim to be a friendly and caring community and to support all our members, especially in times of personal crisis

This means that, as a University leader, I

- *provide supportive leadership*
- *encourage healthy debate and discussion*
- *take account of peoples' personal as well as professional lives*

As a University we encourage all students and staff to explore their understanding of spiritual and ethical issues

This means that, as a University leader, I

- *provide authentic leadership*
- *encourage ethical behaviour and deal appropriately with unethical behaviour*
- *provide opportunities for personal growth and development*

As a University we will continue to sustain our life and work through Christian prayer and worship

This means that, as a University leader, I

- *provide moral leadership*
- *explore with others what it means to be a C of E foundation*
- *acknowledge all faiths and none*

As a University we seek to be innovative and creative but with due regard to the need to manage risk

This means that, as a University leader, I

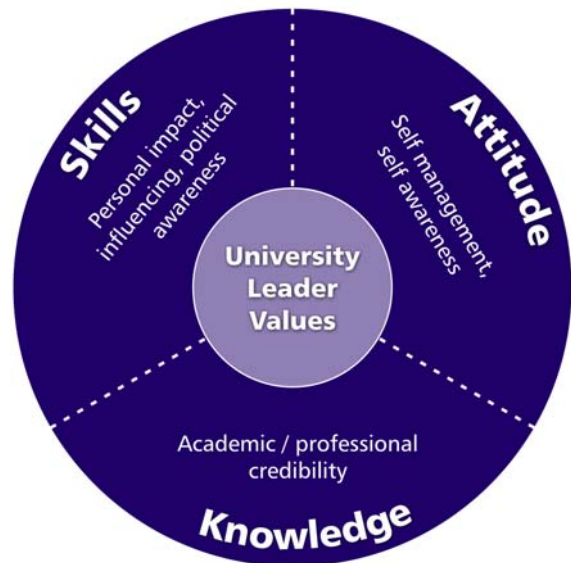
- *provide strategic leadership*
- *provide responsible leadership*
- *understand the HE landscape*

# Personal Attributes

## Skills, Attitude, Knowledge

The following personal attributes which an effective university leader needs to possess underpin the Leadership Model providing a solid foundation on which to build.

The scale and complexity of the change agenda in higher education mean that leaders need to draw heavily on these personal attributes to help them succeed in a very demanding, but potentially very rewarding role.



### Skills

#### Personal impact

- Demonstrates empathy when dealing with others, adjusting behaviour accordingly so as to have a positive impact
- Has an optimistic “can do” approach and responds positively to a new challenge
- Acts with consistency and fairness and demonstrates clear professional values
- Uses authority appropriately

#### Influencing

- Uses a range of influencing styles to bring about a desired outcome
- Able to inspire and enthuse others
- Puts forward persuasive arguments that demonstrate an understanding of the bigger picture
- Demonstrates an understanding of individual needs and idiosyncrasies and the need to take these into account when influencing
- Looks for a win-win outcome
- Understands the priorities of own boss and seeks to influence using this knowledge

#### Political awareness

- Alerts stakeholders to the achievements of the department
- Knows when to challenge senior management and when to accept the decision
- Sensitive to internal politics when working with colleagues outside of the department or faculty and acts accordingly
- Manages the relationship with senior management proactively, knowing when to challenge, when to accept a decision and how to brief and communicate information
- Involves key players appropriately
- Weighs up the risks and calculates how to persuade someone to a different point of view
- Recognises the importance of working within university procedures and to improving them when appropriate

# Personal Attributes

## Attitudes

### Self-management

- Sets self high standards and is self motivated to deliver them
- Concerned to get the job done and is prepared to work flexibly to do so
- Manages boundaries effectively e.g. recognises when an outside issue is impacting on work and takes appropriate action
- Manages own time so that there is space for operational and strategic thinking
- Demonstrates emotional self control at all times
- Pursues development opportunities for self without being prompted

### Self-awareness

- Understands own contribution to the university
- Reflects on own actions and learns from mistakes and experiences
- Recognises when own actions or behaviours may have been unhelpful and takes action to remedy the situation
- Is aware of own strengths and offers help in areas where own expertise is relevant
- Questions own assumptions and admits to being wrong
- Understands and is committed to the need for continuous learning and acts as a role model
- Open to receiving feedback and acts on it to improve own performance
- Recognises when support is needed and seeks it from others

## Knowledge

### Professional credibility

- Commands credibility with a range of audiences
- Commands professional respect through being seen as an excellent practitioner in their area of expertise
- Able to communicate a point of view assertively and persuasively taking account of relevant expert opinion

### Contra-indicators

- Patronises and or is dismissive of others including own manager
- Does not actively demonstrate their commitment to the university e.g. arrives late for meetings
- Does not recognise the need to seek help from others
- Does not keep own manager informed or involved
- Fails to recognise and/or is not concerned about the impact of their behaviour on others
- Seeks frequent support from own manager then does not act on the advice



# The Key Leadership Capabilities

## Leading People

### Why it matters

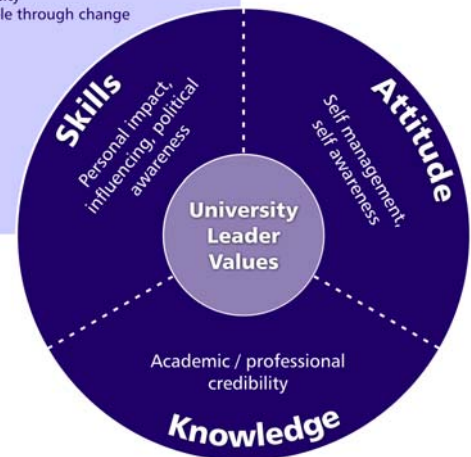
Effective leaders have learned to let others succeed. They have awareness and sensitivity of the terrain and understand what individuals and the team are capable of doing in it. They nurture, encourage and support people to achieve a sense of collective commitment to the goals.

Leaders are in touch with people and deal with issues fairly, openly and reasonably. They are friendly in approach and welcome different views and opinions.

Critically, leaders reward and recognise individuals who make a full contribution but they are also prepared to address poor performance and unacceptable behaviour and hold people to account within a supportive and developmental framework.

### Leading people

Developing others  
Managing & motivating staff  
Building a high performing team  
Valuing diversity  
Leading people through change



### Developing others

- Puts effort into staff development, identifying the specific needs of each person and finding appropriate ways to meet them
- Provides coaching and mentoring support to staff to stretch and develop in areas such as knowledge transfer, consultancy, writing and publishing
- Fosters the development of a culture of continuous and shared learning
- Enjoys seeing staff develop and become independent and recognises them for their achievements
- Role models distributive leadership at all levels e.g. programme management, faculty research, project management

### Managing and motivating staff

- Ensures staff are clear about their contribution to the department and sets appropriate, realistic objectives
- Prepared and able to confront poor performance providing appropriate feedback to enable improvement

- Seeks the advice of HR when appropriate to resolve issues
- Provides regular support to staff in setting and achieving goals, recognising and rewarding sustained good performance
- Ensures staff are appraised in line with the institutions procedure
- Understands what the drives and concerns of staff are and knows how to motivate them
- Recognises the importance of engaging staff, of listening to and responding to their views and of being supportive
- Able to adopt a range of leadership styles as appropriate to the situation
- Demonstrates concern for staff motivation

### Building a high-performing team

- Promotes effective team working by consulting
- Fosters a strong team spirit by encouraging collaborative working and sharing practice

# The Key Leadership Capabilities

- Holds regular department meetings to keep everyone up to date
- Celebrates success with the team and puts effort into raising spirits in the face of disappointment
- Co-ordinates team activities to make the best possible use of resources
- Prepared to switch between being team leader and team member effectively

## Valuing diversity

- Promotes and role models open debate and fearless discussion within a shared framework and goals
- Values the diverse skills in the department and uses them to achieve the strategic goals of the department
- Prepared to embrace different cultures in the university and use them to best advantage
- Welcomes different and dissenting views to inform decision-making in the department

## Leading people through change

- Communicates plans, developments, changes and challenges for the faculty and wider institution to colleagues in the department
- Engages in open discussion and consultation from the outset to get people's commitment
- Seeks to overcome resistance in others by getting alongside them and identifying how to help them move forward
- Supports staff during change, managing expectations and providing clarity and guidance
- Manages the interface between Senior Management Team (SMT) and staff when implementing change

## Contra-indicators

- Reprimands staff in public
- Fails to pass on information to staff in the department about the faculty or wider institution e.g. rarely holds department meetings
- Drives things through ignoring the views of others
- Seen as a bully
- Is arrogant
- Does not listen to others
- Only demonstrates an autocratic style when dealing with staff
- Inconsistent when managing staff performance
- Is not accessible to staff



# The Key Leadership Capabilities

## Collaborative Leadership

### Why it matters

A truly collaborative leader effectively manages the relationships between people in order to ensure the best outcome for the particular project, course or service being delivered. Collaborative leadership involves commitment and the ability to engage others. It requires the ability to put oneself in the background and encourage and support others to take on leadership roles so that responsibility flows naturally to whoever can take the initiative and make things work on the ground.

Leaders do not themselves do most of what gets done in an organisation. Rather, they help establish the structures, conditions and attitudes through which things will get done. Where this is done effectively, leaders will have a collaborative mind-set that goes beyond the boundaries of the institution into local and national communities.



### Internal collaboration

- Builds effective relationships with colleagues demonstrating sensitivity and respect for different professional expertise
- Invests time in collaborative projects and encourages staff to do the same
- Shares experiences with colleagues to benefit the project on which they are working
- Uses own position to open doors for others to give them access to other internal networks
- Seeks opportunities to work with others rather than working in isolation
- Develops strong relationships with colleagues to encourage collaboration over resources
- Seeks views from a range of stakeholders

### Building external partnerships

- Recognises the need to act as a guardian of university standards when working with external partners and can manage the relationship effectively so as to achieve a mutually beneficial outcome
- Proactively engages in national networks to keep up to date and enhance the reputation of the department, faculty and university
- Recognises the need to be well connected in the local community to access opportunities and does so effectively
- Puts forward a convincing business case to persuade potential partners to buy into a project
- Maximises opportunities for knowledge transfer activities

# The Key Leadership Capabilities

## Contra-indicators

- Sees self as too busy to get involved in other projects
- Is unwelcoming towards approaches made by others
- Fails to engage or network outside the organisation
- Has closed horizons and is very internally focused
- Adopts a confrontational style in any situation – threatening, negative and blaming others rather than themselves
- Gives in when faced with opposition
- Fails to achieve buy-in from others
- Is too externally focused, neglecting the needs of the department
- Undertakes external networking for own benefit and self aggrandisement rather than for the benefit of the department and wider university

# The Key Leadership Capabilities

## Strategic Leadership

### Why it matters

University leadership requires leaders to be capable of embracing change, aligning their people and motivating them to deliver the strategic priorities. Leaders must be able to offer a vision of what is possible, have a strategy for moving there and a means of achieving it.

Heads of Department must be both interpreters and authors of strategy, making strategic decisions at their own level and operating internally and externally with enough flexibility to adapt to a constantly changing environment.



In the future, universities need to be more enterprising, innovative and prepared to take risks. Leaders must also seek ways to expand into new markets, facilitating higher education provision and embracing the wider community in more radical and imaginative ways.

### Organisational commitment

- Recognises the need to act as an ambassador for the institution and does so effectively
- Eager to participate in national projects to enhance the reputation of the department and overall university
- Demonstrates commitment to enhancing the reputation of the department, faculty and university and seeks to instil this commitment in others
- Recognises what will reflect well or badly on the institution and takes the appropriate action
- Engages in life across the university
- Cares about the long term sustainability of the institution and aligns departmental and university goals
- Embraces the social inclusion agenda
- Supports faculty and/or university decisions when communicating with staff

- Demonstrates the values and ethos of the department in the way they operate
- Takes pride in the work of the department

### Understanding the external environment

- Has clarity about their own professional/disciplinary area and context
- Alert to social trends and technological changes and takes appropriate action
- Looks for ways to generate external income and stay ahead of competitors
- Benchmarks their department against other institutions and takes appropriate action
- Takes a broader view, looking beyond Kent for new ideas and approaches

# The Key Leadership Capabilities

## Strategic planning and decision-making

- Provides vision and direction to the department and helps staff to make the link between their objectives and the university strategic priorities
- Has a plan to deliver the strategic priorities of the department
- Understands the leadership and management context and is able to switch from micro to macro appropriately and with ease
- Considers how to convey complex information in a way that can be easily understood
- Keeps an eye on the future and is willing to make changes for the longer term
- Deploys people flexibly to achieve the best strategic outcomes
- Makes evidence-based decisions

## Contra-indicators

- Is stuck in the past and unwilling to consider the need for change
- Finds excuses not to engage in new and different activities
- Critical of decisions or actions in front of staff and blames others
- Ignores university policies and procedures and turns a blind eye to staff doing the same
- Reluctant to participate in wider institutional activities
- Shows no interest in issues or activities outside of own area

# The Key Leadership Capabilities

## Stewardship

### Why it matters

Stewardship refers to the responsibility of leaders to ensure that the financial, human and physical resources available to them are used effectively in order to deliver the best possible service to those whom the University exists to serve.

University leaders are accountable both internally and externally for improving the quality of the student experience in the broadest sense, and are required to demonstrate that their departments are adding value to students, employers and others. Key to this is effective leadership and management of resources within a suitable quality framework.

Effective stewardship means that managers use policies and procedures in ways that are good for the department and the wider institution. They deliver priorities on time and within budget. They are well informed about operational issues and pursue the achievement of goals with energy and enthusiasm.



### Drive for results

- Energetic and enthusiastic in the pursuit of delivering departmental goals
- Takes ownership for the delivery of departmental objectives, taking difficult decisions to ensure outcomes are achieved
- Nurtures and encourages ideas that will have a positive benefit for the department
- Reviews progress on an on-going basis, taking action when necessary to ensure things do not drift
- Flexible about how to achieve the goal and is supportive of others' approaches
- Knows when to get involved in the detail and when to step back
- Prepared to take a risk on occasion and take a decision that is outside the box
- Recognises when a decision should be taken by somebody else

- Willing to break new ground and look for innovative solutions

### Managing resources

- Operates in a way that demonstrates a clear link between income and expenditure
- Prioritises own budget expenditure to maximise impact and works responsibly within its constraints
- Finds expedient ways of implementing systems without debunking the process
- Tenaciously campaigns to secure adequate resources for staff
- Embraces DRAM (Devolved Resource Allocation Management)
- Plans and prioritises effectively when faced with competing demands

# The Key Leadership Capabilities

## Enhancing the student/client experience

- Uses student/client feedback to improve the performance of the department
- Constantly tries to improve on previous performance
- Encourages staff to review progress on projects focusing on outcomes and processes
- Maintains accurate records as required
- Identifies ways to streamline administrative tasks to make the department more efficient and effective
- Encourages the team to be open to service users in the interests of continuous improvement
- Promotes a focus on quality at all times
- Challenges old practices in teaching, learning and assessment

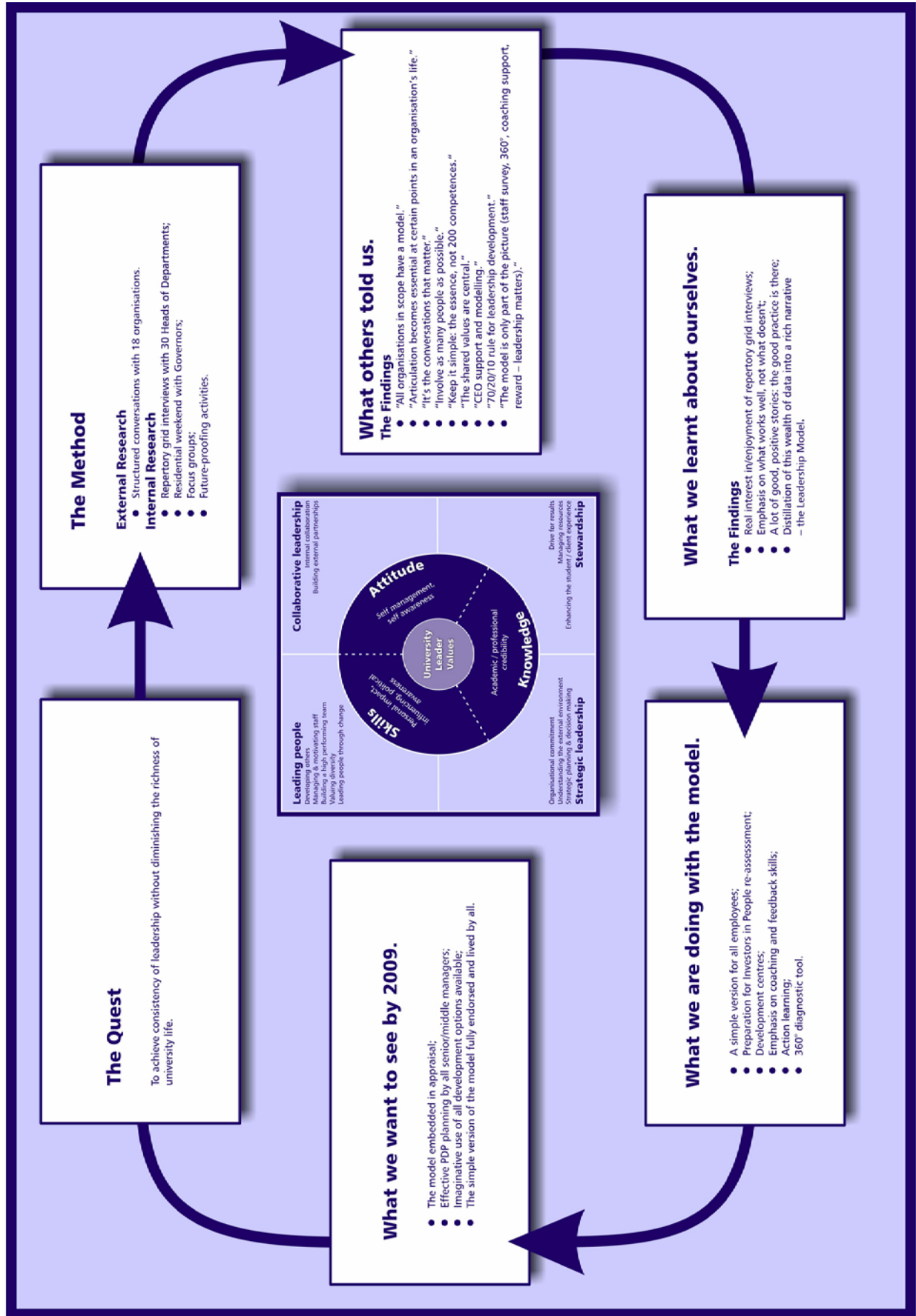
## Contra-indicators

- Leaves or avoids tough decisions until a crisis occurs
- Prioritises according to self interest, rather than the department or faculty
- Does not plan or prioritise effectively and is reactive to situations
- Makes excuses for why things have not happened
- Hides behind organisational procedures and allows them to get in the way of doing things
- Does not use departmental resources to maximum effect
- Starts things but does not follow through and promises things that cannot be delivered



# Performance through Leadership

## Developing a Leadership Framework



# Performance through Leadership

## A Manager's Responsibilities



### A CANTERBURY CHRIST CHURCH MANAGER

#### As a manager of people it is my responsibility to...


- > Provide strategic leadership and involve my staff in planning for the future.
- > Set clear objectives and give regular feedback.
  - > Hold regular meetings and cascade information.
  - > Be visible and available to my staff and encourage upward feedback.
- > Support new starters and operate an effective induction process.
  - > Conduct regular appraisals and act on the outcomes.
  - > Develop staff appropriately and evaluate the impact of that development.
  - > Ensure the effective day-to-day administration of the department.
  - > Seek to improve quality and encourage innovation.
  - > Promote collaboration and be a good ambassador for the department and the University.

### A CANTERBURY CHRIST CHURCH EMPLOYEE

#### As an employee I can expect my manager to...

- > Give a strong sense of direction and involve me in planning for the future.
- > Help me identify realistic objectives and give me regular feedback.
- > Hold regular meetings and encourage us all to share information.
  - > Be visible and available and seek feedback on his/her performance.
  - > Help me to settle into a new post and get up and running quickly.
  - > Provide feedback on how well I am doing in my job and regularly review my development needs.
- > Actively support my development by coaching and guiding me and knowing what development opportunities are available.
- > Ensure that we all understand and adhere to the basic departmental processes and procedures.
- > Encourage us all to suggest improvements to the way we do things and to effectively communicate and support us through change.
- > Encourage us to work with others outside the department and actively promote the work we are doing.





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# The Leadership Model



Canterbury  
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