DEVELOPING LEADERSHIP & MANAGEMENT PRACTICE

Application criteria

Participants in the programme are likely to include departmental and divisional administrators, and experienced specialist managers in central administration or services, between grades 8 and 10.

Applicants should:

a) have demonstrated an aptitude or potential for leadership;

b) be leading one or more functions and/or teams,
and/or be managing staff who are themselves managing other staff;

c) have advanced skills in one area (such as HR or finance) but have demonstrated that they would benefit from development in other aspects of management and leadership,
and/or be experienced managers who would benefit from updating and advancing their skills;

d) be able to commit time to the learning activities (including some self-directed study as well as attendance at workshops, group work etc.);

e) be able to identify their existing strengths and development needs and, with reference to the course outline, how they expect that the programme will contribute to their further professional development.

f) be able to identify, with help from their line-manager or supervisor, a project that they can undertake which will benefit their area of work and help them to put their learning into practice.

DEVELOPING LEADERSHIP & MANAGEMENT PRACTICE
Indicative course outline

DEVELOPING LEADERSHIP & MANAGEMENT PRACTICE	
WORKSHOP ACTIVITIES – INDICATIVE PROGRAMME	**MANAGEMENT REPORTS**
DAY 1 **Leadership and you: understanding your preferences, resources and environment** Your preferences: how do you prefer to make decisions, interact with others, and organise yourself? What are the 'communities' to which you belong, and how can they help and support you? Organisational values and your own values – how do these affect your leadership? What is the University's leadership culture, and how do you work in it? What does it mean to 'work at a strategic level'?	Development plan 1: goal-setting
DAY 2 **Understanding and leading change** How can you investigate complex problems and situations, and analyse the possibilities? What are the key obstacles, drivers and success criteria in your own situations? Who are the stakeholders?	

What psychological factors are at play in how change takes place? How can you manage and influence peoples' response to change What skills are involved in 'reading' relational situations at work?	
DAY 3 **Action Learning Sets: scoping your project** Using your home group, you will define the project or change you want to work on, ending up with a clearly-defined change issue to work on for the course, and a preliminary understanding of the critical factors and people	Project report 1: project scope
DAY 4 **The resilient and resourceful leader** How resilient are you? How can you increase and sustain your resilience? What do you know about your own preferred management style? Can you adapt your style and actions to the situation? What are the principles of effective leadership of people? How confident do you feel in tackling difficult conversations? What are the 'magic tricks' of confidence and effectiveness?	Development plan 2: progress report
DAY 5 **Action learning Sets: problem solving in your project** Using your home group, you will devise approaches to any problems which have arisen in your own project.	Project report 2: progress and problems
DAY 6 **Developing as a leader** What are the principles of effective change leadership? What does your own change leadership practice look like? Why are review processes so important and how can you use them for your own development? What does your own leadership practice look like? How can you use the practice of giving and receiving feedback for your own development? What is next for you and your development?	Development plan 3: learning report and development plans Project report 3: final progress report