



The
University
Of
Sheffield.

Sheffield Leader: Impact

Personal Development Programme

Guidance for Participants

Welcome to Sheffield Leader: Impact

We would like to welcome you to the Sheffield Leader: Impact Personal Development Programme which has been specifically designed for those in or aspiring towards identified priority leadership roles at The University of Sheffield.

This guidance is designed to support you throughout your participation on the Personal Development programme.

If you have any questions or need further information that is not covered by this guidance, please contact your HR Manager or the Sheffield Leader: Impact team on sheffieldleader@sheffield.ac.uk, who will be happy to help.

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Sheffield Leader: Impact – an introduction to the University's leadership development for those in or aspiring to priority leadership roles

Sheffield Leader: Impact comprises two development programmes: Personal Development and Executive Team Development. Both will provide you with the opportunity to develop your skills, behaviours, confidence and drive to respond to and deliver change that is necessary to accomplish your own leadership role and to take collective responsibility for delivering the University's focus on excellence and ambition.

The following roles have been identified by the University's Executive Board as priority leadership roles within the University and as you hold, or are aspiring towards, one of these roles you will participate in Sheffield Leader: Impact:

- Heads of Academic Departments/Directors of Professional Services
- Faculty Directors (including Learning and Teaching, Research & Innovation, Operations)
- Academic Department Managers
- Research Centre Directors

All development aligned to Sheffield Leader: Impact will enable you to work on real and current institutional challenges and the Personal Development Programme will give you the space to deliver outcomes that strengthen alignment between your leadership role and responsibilities and the University Executive Board's (UEB) strategic priorities. You will gain a wide and current understanding of the institution and contribute collectively to its focus on excellence and ambition.

The leadership behaviours you deploy are important in your leadership role and in Appendix 1 you will find the six Sheffield Leader: Impact leadership behaviours that you, as a leader at The University of Sheffield, will need to aspire to and deploy to meet the challenges of your role and successfully deliver your strategic objectives. As part of your Personal Development Programme you will identify which of these behaviours will be critical to successfully achieving a strategic objective that you have identified. You will receive feedback on your leadership behaviours, other identified skills and areas of knowledge and stakeholder relationships; all of which will feed into your ongoing development planning.

Sheffield Leader: Impact Personal Development Programme formally ends with two 'Support and Challenge' sessions which aim to enable sustainability of your development and will support you as you embed your learning and cascade it to others in your team or the wider University. After the programme you will join your colleagues in the Sheffield Leader Community which enables leaders from across the University to build their networks of influence, learn from each other and share best practice. Going forward the Community will become an accessible leadership resource for the University, and leaders will be asked to collaborate on real and current institutional challenges, sponsored by UEB, that will take you beyond your role and departmental and faculty boundaries.

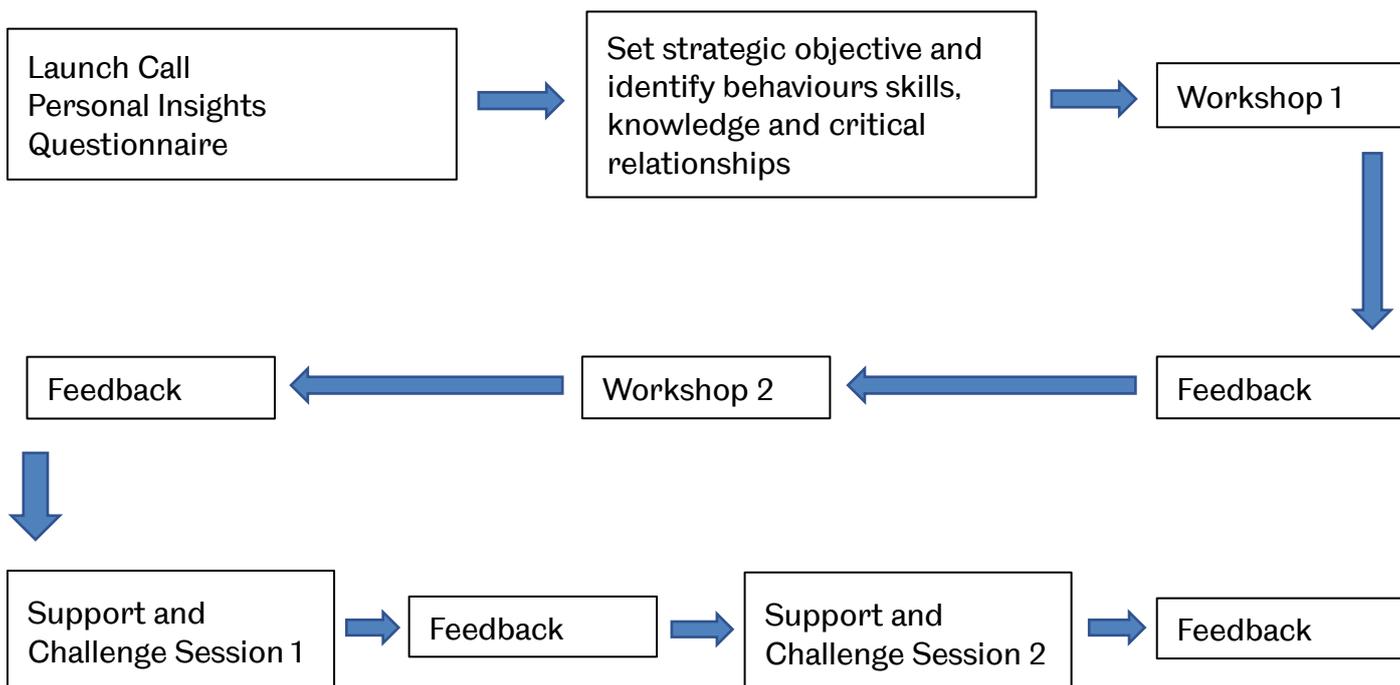
The structure of the Personal Development Programme

Using a variety of learning interventions that match different learning preferences, with a focus on minimising the time away from the workplace, the Programme is structured in the following way:

Personal Diagnostic	Delivering Value	Workshops	Support and Challenge Sessions
Personal Insights Questionnaire Collect and Reflect Pre-reading	Setting a strategic objective through a Virtual Learning Environment Identifying behaviours, skills, knowledge and critical relationships Regular feedback points throughout the Programme	Workshop 1 – My Leadership Workshop 2 – Making it Real – My Leadership Challenge	Two that follow on from the formal Programme to aid sustainability and give you support

The development journey through the Personal Development Programme

As a Participant, your journey through the Programme will look like this:



Further Information

- For this Programme you will be in a mixed cohort of up to 12 people from across Faculties and Professional Services.
- Some of you may find yourselves doing both the Personal Development Programme and the Executive Team Development Programme at the same time. The programmes are designed to

be mutually reinforcing so this is not a problem. It does not matter if you do the Personal Development Programme or Executive Team Development Programme first as they do not require a specific sequence.

- The Personal Development Programme requires you to be away from the workplace for 3 days in total across a period of about 6 months.
- You will have your own virtual learning environment (VLE) which provides a secure and confidential space for you to reflect on your development, view the outcomes of your Personal Insights Questionnaire and receive feedback from your manager and other people chosen by you who are relevant to the achievement of your strategic objective. You will need to work on the VLE to maximise the benefits of the development and joining instructions will be given to you as you commence the programme.
- All feedback data, including the Personal Insights Questionnaire and that captured by the VLE is confidential to you. It is your choice whether you share it and monitoring data will only ever be aggregated to faculty/university level, will be completely anonymous and only reported on when numbers within any group exceed five.

The Role of your Line Manager

Your Line Manager's involvement in your development is important and we have ensured that there are multiple opportunities for them to engage with you formally throughout the Personal Development Programme. They will:

- give you feedback through your Personal Insights Questionnaire
- work with you to set a strategic objective that you will work on during the Programme and giving you feedback on how they feel you are progressing with that at three points during the Programme (at the start, mid-point and near the end)
- ensure that you prioritise the Programme above other non-essential diary appointments
- work with you at the close of the Programme to review how you feel you have developed and what continued support you might need.

You also have the choice to nominate them as a feedback provider on all, none or some of the three:

- Sheffield Leader: Impact leadership behaviours
- key skills or areas of knowledge
- stakeholder relationships

that you have chosen to focus on and develop in order to deliver your strategic objective.

The Role of your UEB Leader

The UEB Leader is an important role model, advocate and sponsor of the Sheffield Leader: Impact Personal Development Programme. As primary sponsors:

- UEB Leaders are active ambassadors and champions of the SL: Impact Personal Development Programme
- UEB Leaders act as role models for the behaviours, hold each other to account and recognises and appreciates those displaying the behaviours in the moment
- UEB Leaders participate in the Programme, identifying and sponsoring projects, sponsoring Future Leader cohorts and holding participants accountable for doing things differently and delivering results.

You also have the choice to nominate your UEB Leader as a Feedback Provider on all, none or some of the three:

- Sheffield Leader: Impact leadership behaviours
- key skills or areas of knowledge
- stakeholder relationships

that you have chosen to focus on and develop in order to deliver your strategic objective.

The Role of your Feedback Provider

The Feedback Provider's involvement in your development is important as it will allow you to receive real time feedback on your development journey, which will in turn feed into your ongoing personal development planning. The Feedback Provider has specific responsibilities aligned to their role during the Personal Development Programme.

You may ask the Feedback Provider to provide feedback in relation to:

- a) the delivery of your strategic objective
- b) your identified Sheffield Leader: Impact leadership behaviours (Appendix 1), relevant to the achievement of your strategic objective,
- c) identified skills and areas of knowledge, relevant to the achievement of your strategic objective,
- d) stakeholder relationships, relevant to the achievement of your strategic objective.

They may be asked to provide feedback on one, two, three or all four of these areas depending on what you have decided to request feedback from them on.

They will be required to input their feedback into the Sheffield Leader Virtual Learning Environment (VLE) (see section 4, Virtual Learning Environment). The VLE provides a secure and confidential space for you to reflect on your development and receive feedback from a Feedback Provider, and other people chosen by you who are relevant to the achievement of your strategic objective. The VLE will prompt the Feedback Provider at specific intervals, during the Personal Development Programme, to provide feedback. This feedback will then be shared on the VLE in a visual format, so it is easy for you to see and reflect on in relation to your personal development.

The feedback provided will be important for you to reflect on your progress and may also be used in workshops during the programme.

A walk through the key elements of the Sheffield Leader: Impact Personal Development Programme

The right beginning

There are three critical things you need to do before the first workshop so that you make the most of your time there:

- Complete your Personal Insights Questionnaire
- Complete your Collect and Reflect pre-work
- Work with your Line Manager to agree a strategic objective that you will focus on as part of the Personal Development Programme and log this in your Virtual Learning Environment (VLE).

The next sections provide more detailed information about:

1. the Personal Insights Questionnaire
2. the Collect and Reflect pre-work
3. setting your strategic objective
4. the Virtual Learning Environment (VLE)
5. the Workshops
6. sustaining your development after you have completed the programme

For more information to support you getting off to a good start, we have developed this guide.

1. Personal Insights Questionnaire

This is a non-anonymised 360-type questionnaire that is based on the Sheffield Leader: Impact leadership behaviours (Appendix 1). The Personal Insights Questionnaire (PIQ) is deliberately designed so that you will see the feedback from your Feedback Providers. This will enable you to have open and honest conversations with your Feedback Providers to better understand why they have given you the feedback they have and to support your development planning.

A copy of the PIQ is attached at Appendix 2 for your information. In the next few days you will receive a link to your PIQ from our development partner, t-three and they will ask you to do the following:

- Complete the PIQ yourself
- Nominate up to 10 people to give you feedback - please note, one of them must be your immediate Line Manager

You can nominate people who work at the University or any external stakeholders. They will receive an introduction email and will then be asked to give you feedback, but it's always best to contact them beforehand to explain why you have chosen them and to encourage them to give you open and honest feedback to support your development. We advise you have a good mix of Feedback Providers from:

- those who you get on well with at work and those who you feel you may not get on with so well
- those who work for you and those who work elsewhere, and you need to work with
- those who you feel will be confident to give you honest feedback and to have a follow up conversation with you to explain why they have given you the feedback they have.

The PIQ will be used throughout the Personal Development Programme, and when you receive the e-mail asking you to complete it there will be full explanation and a Frequently Asked Questions

document.

Please be assured that only you will see the results of the feedback and this will be displayed in your VLE. We would, however, encourage you to share it with your Line Manager as part of your development discussions, but that is your choice.

2. Pre-work: Collect and Reflect

Readiness to learn is a vital component to enable you to fully engage with the Personal Development Programme and get value from it. Alongside the PIQ, where you will get the benefit of understanding how you are experienced by others, we want to give you the opportunity to engage in some personal reflective practice which will prepare you to get the most out of the programme. This is attached as Appendix 3. Please could you complete this and bring with you to the first workshop.

3. Setting your collective strategic objective

The Personal Development Programme has been designed in order to deliver tangible development and organisational benefits. One way this is incorporated into the Programme is by inviting you to work with your Line Manager to identify one strategic objective that you can focus on during the duration of your development journey. This could be an issue that you are facing in your role, a departmental challenge or one that you have already identified as part of your SRDS. What is important is that you agree this with your Line Manager and that there is still progress to be made on it. As always, we would ask you to be as clear and unambiguous as possible in stating the objective by setting a clear outcome and timescales and being clear on what benefit and impact it will deliver. To ensure that all strategic objectives are aligned to the University of Sheffield's focus on excellence and ambition, we will also ask you, when you log your objective to identify one strategic theme that your strategic objective aligns to most. The strategic themes are:

- Research excellence
- Teaching excellence
- Knowledge exchange excellence
- Student experience
- Academic planning
- Financial performance
- Student/Staff engagement and wellbeing
- University reputation - globally and locally
- University sustainability
- Partnerships

Full details on how to complete the objective setting process in the Virtual Learning Environment is detailed in Appendix 4.

4. Virtual Learning Environment (VLE)

The VLE is a bespoke system for The University of Sheffield designed to:

- support you in delivering a measurable impact throughout the Personal Development Programme
- enable you to receive feedback on your progress relating to:
 - progress towards your identified strategic objective
 - deployment of your chosen Sheffield Leader: Impact leadership behaviours
 - the key skills and knowledge development that you have identified as important for you to develop during the programme
 - the growth in stakeholder working relationships critical to achieving your strategic objective

- provide you with helpful prompts relating to your development during your programme. Notify your feedback providers when feedback is required and display the outcomes in a visual format, so it is easy for you to see and reflect on this in relation to your development
- evaluate the effectiveness of the development and demonstrate the impact of the Personal Development Programme by aggregating data from all participants in a completely anonymised way, to be considered at faculty/professional services and University level.

It is important that you complete the VLE elements as the feedback this generates will be important for you to reflect on your progress and will also be used in the workshops.

5. Workshops

You will attend two workshops as part of the Sheffield Leader: Impact Personal Development Programme:

- My Leadership
- Making it Real - My Leadership Challenge

Workshop 1 – My Leadership

This is a workshop that will use the feedback you receive from your (i) Personal Insights Questionnaire, (ii) Feedback Providers that you identified through your Virtual Learning Environment and (iii) personal reflection (Pre-Work: Collect and Reflect) on what kind of leader you are and want to be. There will also be a heavy focus on what actions you need to take to continuously improve yourself as a leader at the University.

The workshop will be one day and will be facilitated by a facilitator from our external development partners t-three. The full details of venue and timings will be emailed to you by the Sheffield Leader: Impact Team.

The objectives of this workshop are:

- for you to bring focus to your role as a priority leader at The University of Sheffield
- for you to reflect on your style and preferences in leading others and be able to describe this
- for you to expand your self-knowledge, particularly in terms of what is important to you and how this shows up in your behaviours and how others experience you
- set strategic objectives.

Workshop 2 – Making it Real - My Leadership Challenge

This workshop is an experiential learning event where you and the other participants will be asked to work on a University Executive Board (UEB) sponsored project during a one-day session. The aim of the project is to enable you to work collaboratively on a project, delivering recommendations that will then be shared with the UEB Project Sponsor.

In addition, you will be observed during this activity by trained observers who will be looking at how you deploy the Sheffield Leader: Impact leadership behaviours during the day. They will give you feedback on what they have observed to help you think about your development further.

The objectives of this workshop are:

- to re-visit, think about and articulate your purpose as a priority leader at The University of Sheffield
- to embed the understanding of Sheffield Leader: Impact leadership behaviours and how they can support you in your role as a priority leader at the University
- to focus on how you are experienced and received by others through engaging in a Making it Real - Leadership Challenge experiential workshop

- to reflect on your leadership style and behaviours through the giving and receiving of feedback during the event
- to recognise where and how you could “pivot” your leadership style and make some new and conscious choices
- to start to try different styles out, see how well they work and make them your own – and get real time feedback on this experience
- to practise giving insightful feedback - and to receive feedback
- to develop your Personal Development Action Plan further.

6. Support & Challenge sessions

We are aware that keeping a focus on your development can be a challenge when you are back in the workplace and so we have built in time with the t-three facilitators to help you sustain your learning.

These sessions will be two hours in duration and will give you and your cohort the opportunity to share where things have gone well, to share where they haven't and to give and to do some peer to peer coaching. The aim of this is to strengthen the relationships in the cohort so that, if you choose, you can continue to work together with a development focus after the formal development programme ends.

We also want to encourage you to have a formal 'sign off' meeting with your Line Manager to assess the development journey you have undertaken and to identify any areas that you may need or want to continue to work on.

Key Contacts

It's important that you feel supported through this Programme.

For all questions or support about any aspect of the Sheffield Leader: Impact – Personal Development Programme, please contact the Sheffield Leader: Impact team on sheffieldleader@sheffield.ac.uk, who will be happy to help.

Appendix 1

Sheffield Leader: Impact leadership behaviours

We expect our leaders to lead by example and be positive role models across the institution, and beyond, through their personal integrity, authenticity and credibility. In recognising and valuing the contribution of others they will empower their teams to take ownership and be able to delegate with support and confidence.

Drives excellence & ambition – committed to achieving excellence, impact and distinctiveness in all areas of work

- Sets the highest standards among their teams and ensures they are equipped to deliver them
- Consistently delivers a high-quality approach to people, process and practices
- Ensures strategies have thorough implementation plans and review mechanisms in place

Strategic delivery – drives change and is open-minded and responsive to opportunities and challenges

- Pro-actively seeks out innovation and challenges the status quo to improve University performance
- Able to articulate the rationale for change and talk positively about changes required
- Ensures stakeholders are engaged in delivering sustainable improvement through bold and ambitious plans

Collegiate – recognises the importance of a collegiate and corporate citizenship mindset where everyone works to a common purpose

- Puts the needs of the University first, dedicated to and passionate about organisational purpose
- Ensures faculty/department/team strategies are overtly aligned with the University's global strategic ambitions
- Shares successful practice with the wider University, influences and applies good practice from other areas, sectors and countries

Takes personal responsibility – Takes personal account, and ensures collective responsibility for achieving the University's ambitions

- Clearly communicates their role and responsibility in delivering the performance of the University and holds others to account
- Makes clear decisions, consulting where appropriate, and follows them through
- Communicates openly and honestly and is transparent, principled and truthful with others

Engages others – an engaging, committed leader who creates an environment where colleagues can succeed and flourish

- Able to create buy-in and bring people along with them by building sustainable trust
- Takes responsibility for the wellbeing of their staff
- Drives excellence and ambition among their peers and teams, providing regular guidance and feedback

Resourceful – delivers innovative and creative solutions to the challenges we face

- Builds inclusive and diverse teams with the skills and strengths to collectively address our challenges
- Demonstrates a positive approach to problem-solving and risk taking, navigating complexity and overcoming obstacles
- Constantly looks for and implements new and better ways of doing things

Appendix 2

Sheffield Leader: Impact - Personal Development Programme Personal Insights Questionnaire

Drives excellence & ambition

committed to achieving excellence, impact and distinctiveness in all areas of work

Scale

- 1 = Almost never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Almost Always

1 / 8

		Scale				
I...		1	2	3	4	5
1	Set the highest standards among my teams and ensure they are equipped to deliver them	<input type="radio"/>				
2	Consistently deliver a high-quality approach to people, process and practices	<input type="radio"/>				
3	Ensure strategies have thorough implementation plans and review mechanisms in place	<input type="radio"/>				

Strategic delivery

drives change and is open-minded and responsive to opportunities and challenges

Scale

- 1 = Almost never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Almost Always

2 / 8

		Scale				
I...		1	2	3	4	5
4	Pro-actively seek out innovation and challenge the status quo to improve University performance	<input type="radio"/>				
5	Am able to articulate the rationale for change and talk positively about changes required	<input type="radio"/>				
6	Ensure stakeholders are engaged in delivering sustainable improvement through bold and ambitious plans	<input type="radio"/>				

Collegiate

recognises the importance of a collegiate and corporate citizenship mind-set where everyone works to a common purpose

Scale

- 1 = Almost never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Almost Always

3 / 8

I...	Scale				
	1	2	3	4	5
7 Put the needs of the University first, dedicated to and passionate about organisational purpose	<input type="radio"/>				
8 Ensure faculty/department/team strategies are overtly aligned with the University's global strategic ambitions	<input type="radio"/>				
9 Share successful practice with the wider University, influence and apply good practice from other areas, sectors and countries	<input type="radio"/>				

Takes personal responsibility

Takes personal account, and ensures collective responsibility for achieving the University's ambitions

Scale

- 1 = Almost never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Almost Always

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I...	Scale				
	1	2	3	4	5
10 Clearly communicate my role and responsibility in delivering the performance of the University and hold others to account	<input type="radio"/>				
11 Make clear decisions, consulting where appropriate, and follow them through	<input type="radio"/>				
12 Communicate openly and honestly and am transparent, principled and truthful with others	<input type="radio"/>				

Engages others

an engaging, committed leader who creates an environment where colleagues can succeed and flourish

Scale

- 1 = Almost never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Almost Always

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I...	Scale				
	1	2	3	4	5
13 Am able to create buy-in and bring people along with me by building sustainable trust	<input type="radio"/>				
14 Take responsibility for the wellbeing of my staff	<input type="radio"/>				
15 Drive excellence and ambition among my peers and teams, providing regular guidance and feedback	<input type="radio"/>				

Resourceful

delivers innovative and creative solutions to the challenges we face

Scale

- 1 = Almost never
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Almost Always

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		Scale				
I...		1	2	3	4	5
16	Build inclusive and diverse teams with the skills and strengths to collectively address our challenges	<input type="radio"/>				
17	Demonstrate a positive approach to problem-solving and risk taking, navigating complexity and overcoming obstacles	<input type="radio"/>				
18	Constantly look for and implement new and better ways of doing things	<input type="radio"/>				

Open Ended Questions

You are completing your Sheffield Leader: Impact Personal Insight Questionnaire

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What most impresses you about your own performance at The University of Sheffield?

What do you admire about your own leadership behaviours that you would like to continue doing?

What, in your view, could you do to become more effective as a leader?

Word Wall

You are completing your Sheffield Leader: Impact Personal Insight Questionnaire

Please choose 3-5 words that most accurately describe you when you are having a good day

<input type="checkbox"/> Embraces change	<input type="checkbox"/> Constructively Challenging	<input type="checkbox"/> Open minded	<input type="checkbox"/> Innovative	<input type="checkbox"/> Responsive	<input type="checkbox"/> Self-aware
<input type="checkbox"/> Honest	<input type="checkbox"/> Driving	<input type="checkbox"/> Consistent	<input type="checkbox"/> Quality focused	<input type="checkbox"/> Passionate	<input type="checkbox"/> Strategic
<input type="checkbox"/> Engaging	<input type="checkbox"/> Approachable	<input type="checkbox"/> Determined	<input type="checkbox"/> Trusting	<input type="checkbox"/> Collaborative	<input type="checkbox"/> Leader
<input type="checkbox"/> Ambitious	<input type="checkbox"/> Positive	<input type="checkbox"/> Coach	<input type="checkbox"/> Calm	<input type="checkbox"/> Trustworthy	<input type="checkbox"/> Confident
<input type="checkbox"/> Constructive	<input type="checkbox"/> Motivational	<input type="checkbox"/> Decisive	<input type="checkbox"/> Inspirational	<input type="checkbox"/> Empathetic	<input type="checkbox"/> Fair
<input type="checkbox"/> Performance focused	<input type="checkbox"/> Pragmatic	<input type="checkbox"/> Reliable	<input type="checkbox"/> Curious	<input type="checkbox"/> Personally accountable	<input type="checkbox"/> Supportive
<input type="checkbox"/> Thoughtful	<input type="checkbox"/> Professional	<input type="checkbox"/> Authentic	<input type="checkbox"/> Disciplined	<input type="checkbox"/> Courageous	<input type="checkbox"/> Holds to account
<input type="checkbox"/> Proactive	<input type="checkbox"/> Inclusive				

Please choose 3-5 words that most accurately describe you when you are not at their best

<input type="checkbox"/> Traditionalist	<input type="checkbox"/> Anxious	<input type="checkbox"/> Arrogant	<input type="checkbox"/> Bored	<input type="checkbox"/> Combative	<input type="checkbox"/> Defeated
<input type="checkbox"/> Defiant	<input type="checkbox"/> Distant	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Frantic	<input type="checkbox"/> Controlling	<input type="checkbox"/> Insensitive
<input type="checkbox"/> Stubborn	<input type="checkbox"/> Defensive	<input type="checkbox"/> Obnoxious	<input type="checkbox"/> Prickly	<input type="checkbox"/> Indecisive	<input type="checkbox"/> Selfish
<input type="checkbox"/> Isolated	<input type="checkbox"/> Tense	<input type="checkbox"/> Biased	<input type="checkbox"/> Unreliable	<input type="checkbox"/> Disinterested	<input type="checkbox"/> Unsure
<input type="checkbox"/> Weary	<input type="checkbox"/> Unfocused	<input type="checkbox"/> Unavailable	<input type="checkbox"/> Deceitful	<input type="checkbox"/> Favouritism	<input type="checkbox"/> Lacks Confidence
<input type="checkbox"/> Disorganised	<input type="checkbox"/> Domineering	<input type="checkbox"/> Hierarchical	<input type="checkbox"/> Blaming	<input type="checkbox"/> Rigid	<input type="checkbox"/> Unrealistic
<input type="checkbox"/> Uninspiring	<input type="checkbox"/> Unprofessional	<input type="checkbox"/> Parochial	<input type="checkbox"/> Cliquish	<input type="checkbox"/> Unsafe	<input type="checkbox"/> Lazy
<input type="checkbox"/> Troubled	<input type="checkbox"/> Reckless				
<input type="checkbox"/> Personally selected word					

Appendix 3

Sheffield Leader: Impact

Personal Development Programme

Collect & Reflect Pre-work

In readiness for your Sheffield Leader: Impact Personal Development Programme it would be helpful for you to reflect on your leadership role and what is expected from leaders and to have collected some data that will be used in the first workshop, 'My Leadership'.

This 'collect and reflect' pre-work has been designed to help you identify your leadership preferences, styles and strengths, how this supports your overall effectiveness as a leader in a priority role and where you might choose to focus your development to support your continuous improvement. This pre-work is focused on the Sheffield Leader: Impact leadership behaviours and it would be really helpful to complete it with these in mind.

You as a leader in a priority leadership role:

You hold a leadership role that has been identified as a priority role in achieving the University's focus on excellence and ambition.

What does being a leader in a priority leadership role mean to you?

Your leadership journey:

What has served you well as a leader (in your academic life, in your professional roles or as a leader in a priority leadership role)?

What has served you less well?

What is the biggest difference in how you perform your current leadership role from when you first started your leadership and management journey?

Where haven't you developed, but might need to, to continue to develop in your impact and performance as a leader in a priority role?

Psychometrics

If you have a psychometric report that you have undertaken previously, have a look at it and identify:

Where your behavioural preferences might align with the Sheffield Leader: Impact leadership behaviours

Where your behavioural preferences might be a risk to successfully and consistently demonstrating the Sheffield Leader: Impact leadership behaviours

Feedback reflection?

Whether formally through such processes as SRDS or through informal feedback, what impact do others say you have that is aligned positively to the Sheffield Leader: Impact leadership behaviours?

Where might there be feedback that would suggest you need to continue to develop?

Links to Academic Career Pathways (if appropriate)

Looking at the Academic Career Pathways, where do you feel there is clear alignment between this and how you perform as a leader in a priority leadership role?

What aspects of the ACP are most relevant to how you deploy yourself in a priority leadership role?

How will the Sheffield Leader: Impact - Personal Development Programme support you in developing in line with the ACP?

Your Development Agenda

In reviewing all this data, plus the feedback from your Personal Insights Questionnaire, where do you feel you are strongest in relation to the Sheffield Leader: Impact leadership behaviours?

And where are the areas you need to develop?

Appendix 4 – Step-by-step guide for Participants of the Personal Development Programme

Please note that during completion of the VLE you will be asked to identify individuals to provide feedback on your progression through the Personal Development Programme. You will see who has said what and so it is important that you choose people who will see enough of you to give you feedback and who will be open and honest with you. These may be some of the people who you have already asked to give you feedback through the Personal Insights Questionnaire, which is fine as this is an ongoing and quick feedback process.

1. Sign into the VLE following the link provided in your welcome e-mail.
2. To ensure that all strategic objectives are aligned to the University of Sheffield's focus on excellence and ambition, please choose one strategic theme, from the list provided.
3. Following discussions with your Line Manager, log your strategic objective in the free text box.
4. Please enter your Line Manager's name and email address where indicated. Your Line Manager will be notified via email, once you have logged your strategic objective on your VLE. They will also be contacted twice during the programme (middle and end) to provide progress feedback.
5. You will next move to the Sheffield Leader: Impact leadership behaviours page. Please select three behaviours that you believe are the most critical to successfully achieving your strategic objective. These might be behaviours that you feel you confidently deploy now or ones that you feel you need to develop more. What is important is that they are the most important ones that will enable you to successfully achieve your objective.
6. You will next be asked to identify three people who will be able to provide you with feedback on how you are progressing against the leadership behaviours you have selected to work on. They will be asked to provide feedback at three points during the development programme (at the beginning of the programme, the middle and near the end).
7. You will need to enter the names and email addresses of these three people and they will be contacted at the relevant point to give you feedback, which will show on your VLE.
8. You will next be asked to think about the skills and areas of knowledge that you need to further develop in order to deliver your strategic objective successfully. We have sought to identify the critical skills and areas of knowledge; please choose three from those shown.
9. Now identify three people who will be able to see how you develop these skills and areas of knowledge over the next six months, as they will be asked to give you feedback on these at three points (at the beginning of the programme, the middle and the end). You will see who has said what and so it is important that you choose people who will see enough of you to give you feedback and who will be open and honest with you.
10. Please enter the names and email details of the three people and they will be contacted at the relevant point to give you feedback, which will show on your VLE.
11. Now identify up to three important stakeholders with whom you would like to develop or further develop a collaborative working relationship that will support the achievement of your strategic objective. We want to give you the opportunity to obtain feedback from these colleagues on your working relationship during the Personal Development Programme.
12. You will need to enter the names and email addresses of the three people and they will be contacted at the beginning, middle and end of the programme to give you feedback, which will show on your VLE.

13. The final screen is called 'About You'. On this screen you be asked to select your department and faculty/professional services area. It's vital that you indicate where you work in the University to enable us to collect aggregated, anonymised data for evaluation and impact purposes and to also help us focus future leadership development.
14. We would also like to collect some data from you to support an evaluation of the impact of the programme and as part of our commitment to ensuring all our development interventions are accessible to our diverse community. The data you provide will be anonymous and non-attributable. The questions in this section relate to the University's responsibilities under The Equality Act 2010. These questions cover some of the protected characteristics as defined under The Equality Act 2010 and sensitive information under GDPR (General Data Protection Regulation). When reporting on this data, we will ensure that the population is not subdivided into smaller populations that may identify individuals. These sections are optional, and please only complete the sections you are comfortable with answering, otherwise please select the 'prefer not to say' option.
15. Once you have completed these input elements, the VLE will automatically contact your Line Manager and those individuals you have identified to provide feedback, and you will be prompted during the course of the development programme to access the system when feedback has been received from them.