Sheffield Leader: Impact

Personal Development Programme

Guidance for Line Managers

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, as a Line Manager, to actively engage with your respective 'priority leader' throughout their 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.

Contents page

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 individuals with the opportunity to develop their skills, behaviours, confidence and drive to respond to and deliver change that is necessary to accomplish their 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 all those who hold, or are aspiring towards, one of these roles 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 individuals to work on real and current institutional challenges and the Personal Development Programme will give them the space to deliver outcomes that strengthen alignment between their leadership role and responsibilities and the University Executive Board's (UEB) strategic priorities. They will gain a wide and current understanding of the institution and contribute collectively to its focus on excellence and ambition.

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

Sheffield Leader: Impact Personal Development Programme formally ends with two 'Support and Challenge' sessions which aim to enable sustainability of participant's development and will support them as they embed their learning and cascade it to others in their team or the wider University. After the programme they will join 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 them beyond their role and departmental and faculty boundaries.
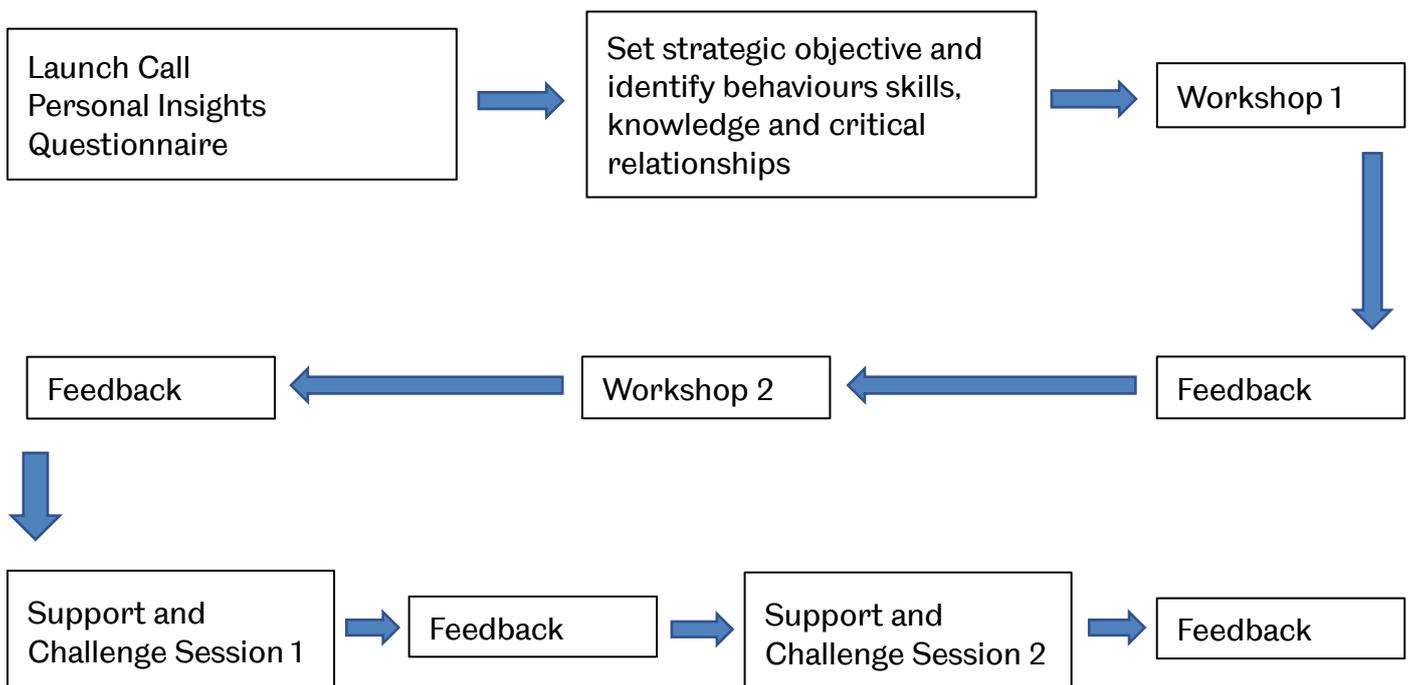
The structure of the Personal Development Programme

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, the journey through the Programme will look like this:

Launch Call Personal Insights Questionnaire → Set strategic objective and identify behaviours skills, knowledge and critical relationships → Workshop 1 ↓ Feedback ← Workshop 2 ← Feedback

Feedback ↓ Support and Challenge Session 1 → Feedback → Support and Challenge Session 2 → Feedback

Further Information

- For this Programme Participants will be in a mixed cohort of up to 12 people from across Faculties and Professional Services.
- Some of them may find themselves 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 individuals do the Personal Development Programme or Executive Team Development Programme first as they do not require a specific sequence.

- The Personal Development Programme requires participants to be away from the workplace for 3 days in total across a period of about 6 months.
- They will have your own virtual learning environment (VLE) which provides a secure and confidential space for them to reflect on their development, view the outcomes of their Personal Insights Questionnaire and receive feedback from yourself, as their Line Manager, and other people chosen by them who are relevant to the achievement of their strategic objective. They will need to work on the VLE to maximise the benefits of the development and joining instructions will be given to them as they commence the programme.
- All feedback data, including the Personal Insights Questionnaire and that captured by the VLE is confidential to participants. It is their choice whether they 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 the Line Manager

As a Line Manager, your involvement in your Priority Leader's development is important and we have ensured that there are multiple opportunities for you to engage with them formally throughout the Personal Development Programme. You will be required to:

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

Your Priority Leader will also have the choice to nominate you 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 they have chosen to focus on and develop in order to deliver their strategic objective.

The Role of the 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.

Participants also have the choice to nominate their 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 they have chosen to focus on and develop in order to deliver their strategic objective.

The Role of the Feedback Provider

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

They will be asked to provide the Participant with feedback in relation to:
a) the delivery of their strategic objective
b) their identified Sheffield Leader: Impact leadership behaviours (Appendix 1), relevant to the achievement of their strategic objective,
c) identified skills and areas of knowledge, relevant to the achievement of their strategic objective,
d) stakeholder relationships, relevant to the achievement of their strategic objective.

They may be asked to provide feedback on one, two, three or all four of these areas depending on what the Participant has 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 Participants to reflect on their development and receive feedback from a Feedback Provider, and other people chosen by them who are relevant to the achievement of their 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 the Participant to see and reflect on in relation to their personal development.

The feedback provided will be important for the Participant to reflect on their 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 Participants need to do before the first workshop so that they make the most of their time there:

- Complete the Personal Insights Questionnaire
- Complete the Collect and Reflect pre-work
- Work with you, as their Line Manager, to agree a strategic objective that they will focus on as part of the Personal Development Programme and log this in their 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 the strategic objective
4. the Virtual Learning Environment (VLE)
5. the Workshops
6. sustaining their development after they have completed the programme

For more information to enable you to support your Priority Leader 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 Participants will see the feedback from their Feedback Providers. This will enable them to have open and honest conversations with their Feedback Providers to better understand why they have given the feedback they have and to support the Participant's development planning.

A copy of the PIQ is attached at Appendix 2 for your information. At the start of the Programme, Participants will receive a link to their PIQ from our development partner, t-three and they will be asked to do the following:
- Complete the PIQ themselves
- Nominate up to 10 people to give them feedback - please note, one of them must be you, as their immediate Line Manager

They can nominate people who work at the University or any external stakeholders. These individuals will receive an introduction email and will then be asked to give the Participant feedback. The Participant is advised to contact their nominated Feedback Providers beforehand to explain why they have been chosen and to encourage them to give open and honest feedback to support the Participant's development. Participants are advised to have a good mix of Feedback Providers from:
- those who they get on well with at work and those who they feel they may not get on with so well
- those who work for them and those who work elsewhere, and they perhaps need to work with

- those who they feel will be confident to give honest feedback and with whom the Participant will be able to have a follow up conversation with, to explain why they have given the feedback they have.

The PIQ will be used throughout the Personal Development Programme, and Participants will be provided with full instructions and a Frequently Asked Questions document when they commence the Programme.

Only Participants will see the results of their feedback and this will be displayed in their VLE. They are, however, encouraged to share it with yourself, as their Line Manager, as part of their development discussions, but this is their choice.

2.   Pre-work: Collect and Reflect

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

3.   Setting their 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 Participants to work with you, as their Line Manager, to identify one strategic objective that they can focus on during the duration of their development journey. This could be an issue that they are facing in their role, a departmental challenge or one that they have already identified as part of their SRDS. What is important is that they agree this with you, as their Line Manager, and that there is still progress to be made on it. Participants are asked 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, Participants are asked, when they log their objective, to identify one strategic theme that their 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 Participants in delivering a measurable impact throughout the Personal Development Programme

- enable them to receive feedback on their progress relating to:
  - progress towards their identified strategic objective
  - deployment of their chosen Sheffield Leader: Impact leadership behaviours
  - the key skills and knowledge development that they have identified as important to develop during the Programme
  - the growth in stakeholder working relationships critical to achieving their strategic objective
- provide Participants with helpful prompts relating to their development during the Programme. Notify their feedback providers when feedback is required and display the outcomes in a visual format, so it is easy for them to see and reflect on this in relation to their 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 Participants complete the VLE elements as the feedback this generates will be important for them to reflect on their progress and will also be used in the workshops.

5.   Workshops

Participants 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 received from the (i) Personal Insights Questionnaire, (ii) Feedback Providers identified through the Virtual Learning Environment and (iii) personal reflection (Pre-Work: Collect and Reflect). There will also be a heavy focus on what actions the Participants need to take to continuously improve themselves 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 Participants by the Sheffield Leader: Impact Team.

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

Workshop 2 – Making it Real - My Leadership Challenge

This workshop is an experiential learning event where 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 them to work collaboratively on a project, delivering recommendations that will then be shared with the UEB Project Sponsor.

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

development further.

The objectives of this workshop are:
- to re-visit, think about and articulate their 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 Participants in their role as a priority leader at the University
- to focus on how they are experienced and received by others through engaging in a Making it Real - Leadership Challenge experiential workshop
- to reflect on their leadership style and behaviours through the giving and receiving of feedback during the event
- to recognise where and how they could "pivot" their leadership style and make some new and conscious choices
- to start to try different styles out, see how well they work and make them their own – and get real time feedback on this experience
- to practise giving insightful feedback - and to receive feedback
- to develop their Personal Development Action Plan further.

6.   Support & Challenge sessions

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

These sessions will be two hours in duration and will give the 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 they choose, they can continue to work together with a development focus after the formal development programme ends.

We also want to encourage Participants to have a formal 'sign off' meeting with you, as their Line Manager, to assess the development journey they have undertaken and to identify any areas that they 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

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

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

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

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

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

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

	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	○	○	○	○	○
11	Make clear decisions, consulting where appropriate, and follow them through	○	○	○	○	○
12	Communicate openly and honestly and am transparent, principled and truthful with others	○	○	○	○	○

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

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

Resourceful

delivers innovative and creative solutions to the challenges we face

Scale

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

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

Open Ended Questions

You are completing your Sheffield Leader: Impact Personal Insight Questionnaire

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

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

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

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

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.