**Academic Leadership Behaviours: Self-assessment framework**

Leadership is one of the three pillars of academic activity that the University of Bath recognises in its career progression framework, because leaders are needed at all levels across the academic population. The framework is intended to be used in development and career conversations and when considering new roles or promotion.

Leadership and the potential to be a successful leader are defined by behaviours, and the same set of behaviours are associated with effectiveness across diverse sectors. They can also be seen at all stages of a person’s career, in response to the particular context at the time.

For example, a lecturer who has to devise and deliver a new taught programme will use the same decision-making process and social skills, connecting with colleagues and working with integrity and resilience, as a Vice-Chancellor planning a long-term strategic alliance.

The behavioural framework below was derived from discussions with groups of academic leaders in the University of Bath. The discussions focused on what effective leaders were observed to be doing. They are practical but align strongly with the research literature on effective leadership. Use the framework to reflect on your own leadership behaviours, noting evidence of how you display them in your academic work. Think about:

* What are your areas of strength, that you can build on to take on more challenging and rewarding roles and projects?
* How might you develop in those areas where you need to; what opportunities will you seek out to grow your leadership, and how will you get support to consciously develop appropriate behaviours?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Domain | Questions | This describes me…. | | Examples |
|  |  |  | Most of the time | Very rarely |  |
| 1 | Analysis of complex contexts (and acting accordingly) | I analyse complex situations and come to a view of what is really the core issue, using data and detail to inform my analysis without being side-tracked by it |  | |  |
| Having analysed a situation I am prepared to make decisions to act, taking into account a range of inter-dependent factors but always focusing on the optimum (not necessarily perfect) outcome, rooted in reality. |  | |  |
| 2 | Thinking through connections, implications, consequences (systemic thinking) | When deciding a course of action, I think through the time and capability required to achieve my goals (including the details of who will need to do what and how I can access those resources). |  | |  |
| When deciding a course of action, I think through the consequences for other parts of the system, including colleagues, other departments, and professional services. |  | |  |
| 3 | Tapping the collective intelligence | When faced with a problem or decision, I seek the views of a range of knowledgeable people, collectively if possible, and am prepared to learn from them and adapt my actions accordingly |  | |  |
| 4 | Learning and adapting | When I haven’t got the skills, knowledge or capability to achieve something, I seek out and learn new ways of working |  | |  |
| I find ways of working that suit the situation I’m in. When the way I am used to working does not fit the changing context, I change it, or I bring my own knowledge and skills and apply them in a new context. |  | |  |
| 5 | Working with culture | I am curious about what different perceptions people may bring to things, try to understand what they believe by what they see and hear around them. I then adapt my message and communication style / mechanism to suit and influence that culture. |  | |  |
| 6 | Building relationships and working with people | I actively seek and maintain a broad supportive network that I can access for help, advice and collaboration, and am particularly careful to make connections outside my usual circle of activity (department, discipline) into the wider University and beyond |  | |  |
| I establish trust at all levels by doing what I say I will do, honouring confidences and living by the values and standards that I expect of others. |  | |  |
| I display my passion and commitment and get other people involved by linking specific tasks to what they are already motivated by |  | |  |
| 7 | Resilience, self-awareness and managing self (emotions) | I am aware of my own emotional responses and am alert to those of others. I take care to manage my response so that I can deal with difficult situations in a professional way, not taking personal damage but without losing the ability to connect with others to understand their position. |  | |  |
| 8 | Politics: understanding and working with power | I work to understand who has the influence in the University and make efforts to learn what motivates them, to connect with and communicate with them. This may include seeking opportunities for wider and higher-level involvement in committees, projects and governance. |  | |  |
| I work out what the motivations of influential people are, taking time, listening and comprehension |  | |  |
| 9 | Drive and ambition – getting things done (but not just for me) | I am motivated to make changes and focused on achieving goals but they are not purely about my personal reputation and career. |  | |  |
| 10 | Responsibility: looking for what I can do next and taking it on | I notice what needs doing and am hungry to take on responsibility for leading people and organisations. This means I volunteer or engineer opportunities for roles and projects outside my comfort zone. |  | |  |
|  |  |  |  | |  |