

Framework	Title: Leadership framework
Responsible Person	Paul Seldon
Year	2017
Rationale	<p>Drivers behind this framework.</p> <p>Leadership is recognised as an essential skill required of post-doctorates that may be developed during the PhD in parallel to essential research skills.</p> <p>HEA advert for academic leadership programme.</p> <p>".. leadership can be demonstrated at any level and is value-driven not hierarchical in nature."</p> <p>RCUK</p> <p>Researchers should "take opportunities to develop themselves as a potential leader in research, e.g. through network building, collaborative work in the UK or abroad, or in partner organisations in the private, public and civil society sectors."</p> <p>Sarah Blackford</p> <p>"PhD students and early career researchers often take a leading role and are the star performers during the creative production of "academic research". Taking command of the stage and your audience can mean quite literally that when you get the chance to present your work at conferences and meetings...leading the script and influencing your listeners. Similarly, when you write and publish a paper...you are at the forefront, reporting on your results, offering your interpretation and giving your perspective"</p> <p>Dr Steve Hutchinson, Hutchinson Training and Development Ltd (Quote in the leading researcher by Vitae.</p> <p>"Leadership is about challenge. The challenge of getting the best out of yourself and the people around you. Challenging yourself and others to do what is right and not just what is easy. The challenge of influencing when you have no power. The challenge of sharing your passion and values with other people, and hoping they will follow"</p> <p>John Yates ILM in Addressing the leadership lag: ILM manifesto.</p> <p>"The shortage of skilled leaders is a major barrier to organisational performance, resilience and agility..."</p> <p>Organisations recognising the importance of leadership skills include: QAA, UKGOC, Research Councils, industry, ILM and CMI.</p>

Courses	<p>Courses which have this as an explicit component.</p> <ul style="list-style-type: none"> • Successful Interactions 4: Enhance your Leadership Skills • FUMO: Finish up and Move On • Entrepreneurship 6: Building an Enterprising Team • Masters: Understanding yourself and others 6: Leadership skills <p>Courses with this as an implicit component.</p> <ul style="list-style-type: none"> • Entrepreneurship 1: Enterprising skills and entrepreneurial attributes • Entrepreneurship 2: Enterprising Women: Identifying skills and opportunities • Understanding Yourself and Others 4: Building Motivation and Independence • Successful Interactions 1: Understanding and Developing Assertiveness • Successful Interactions 2: Negotiation for Progressing your PhD • Successful interactions 3: Networking for progressing your PhD • Maximising Management Skills 4: Put Project Management into Action • Masters: Understanding yourself and others 2: Responsibilities in teams
Collaborations	N/A
References	<p>Relevant References which provide evidence for approach</p> <ul style="list-style-type: none"> • Research Councils UK Statement of Expectations for Research Fellowships and Future Research Leaders http://www.rcuk.ac.uk/documents/skills/fellowshipstatement-pdf/ • Academic leadership programme HEA https://www.heacademy.ac.uk/training-events/academic-leadership-programme-intensive • ILM: The leadership Lag https://www.i-l-m.com/~media/ILM%20Website/Downloads/Research%20assets/ILM%20Leadership%20lag-%20ILM%20Manifesto_v8%20pdf.ashx • Vitae: The leading researcher https://www.sussex.ac.uk/webteam/gateway/file.php?name=vitae-the-leading-researcher-2011.pdf&site=377 • Are you a leading researcher? Sarah Blackford http://biosciencecareers.org/2016/07/are-you-a-leading-researcher.html