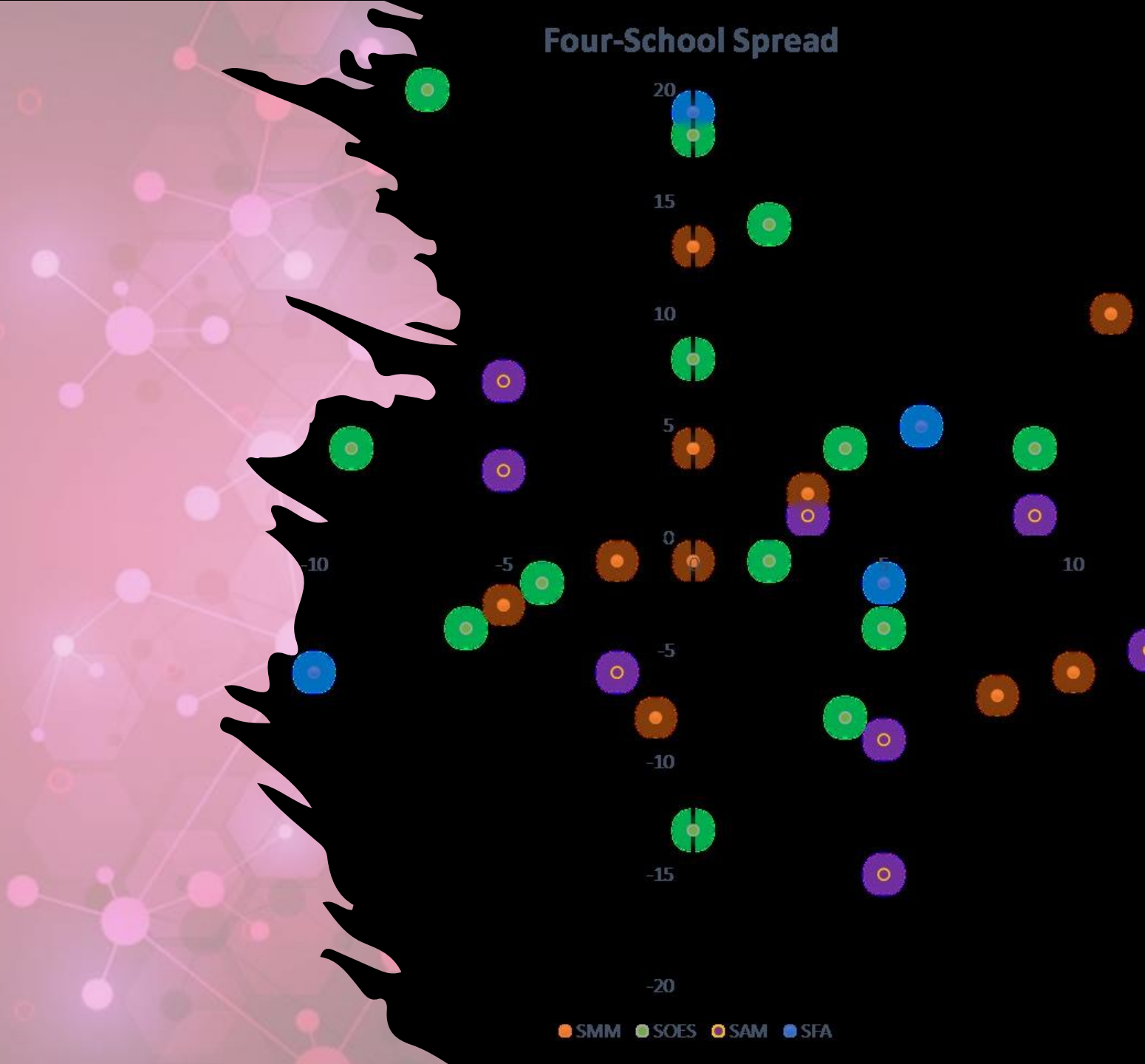


Developing Capability, Liberating Talent

An inclusive approach to leveraging leadership for
professional and self-development
The University of Westminster



A bit of background ...



What is the programme and when was it established?



What was the motivation for it?



Was it driven by a particular issue identified in staff surveys / exit interviews?

- Initiative: The Learning Leader Programme
- Recognition that CLs focus: mechanistic and administrative; impact on engagement (feedback from surveys).
- Recognition that 'the middle of the pack' needed to lift their gaze and connect with their potential
- From interview panels, recognition that leadership is cross cutting capability and supports development and progression. Observation that despite technical skills BAME staff often rated lower – issue of how they describe their leadership approach, how they talk about themselves.
- Personal motivation: long history of leadership development here and internationally; experimental mindset

How did you get it off the ground?

- Piloted it in own School
- Word-of-mouth
- Delivered to 6 Cohorts at University of Westminster, Business School academics
- Delivered to 2 London Higher cohorts

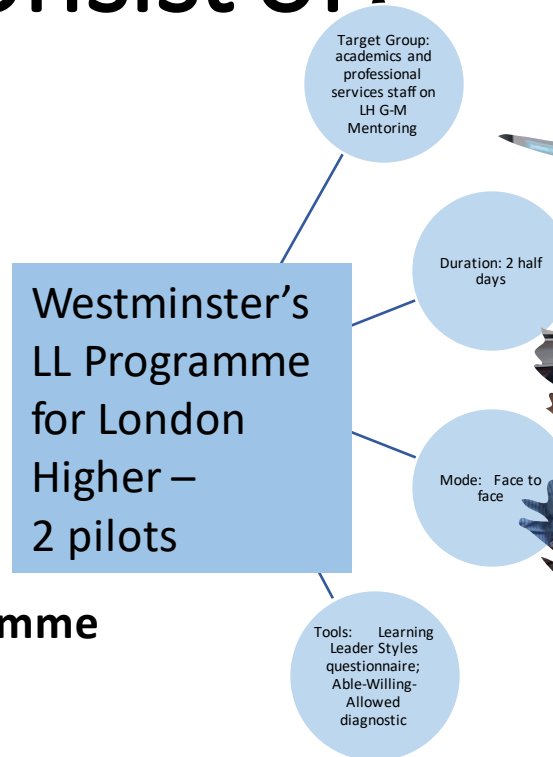




Who is the programme open to and how is take up encouraged?

- Westminster CLs: For midlevel academic. Plan to pilot with professional services.
- London Higher: mix of academic and professional services staff?
- Direct emails of all CLs/mentees/self-nomination.

What does the programme consist of?



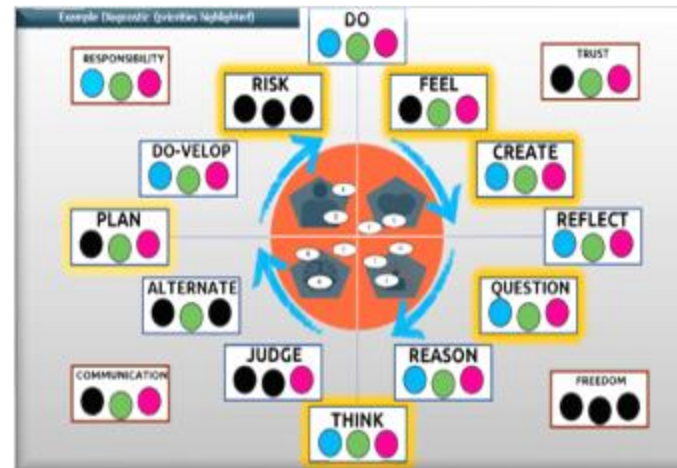
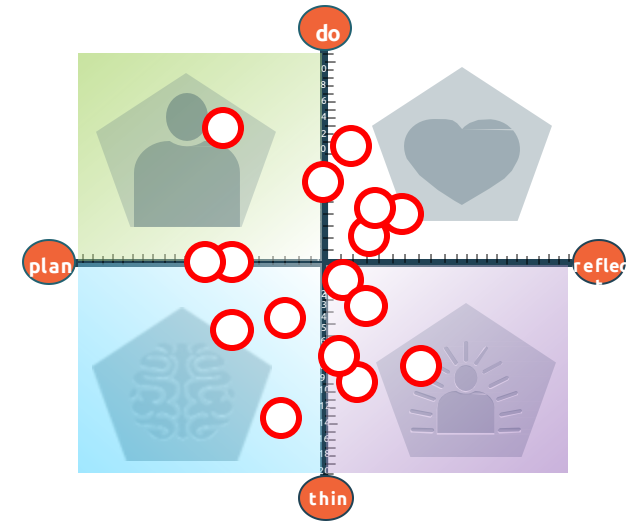
Advantages of Learning Leader Programme

- Compact (short in length)
- Agile (quick and easy set up)
- Adaptable (pick n mix tools)
- Build collective team leadership + personal leadership
- Links to culture change
- Modest cost/affordability/ROI+

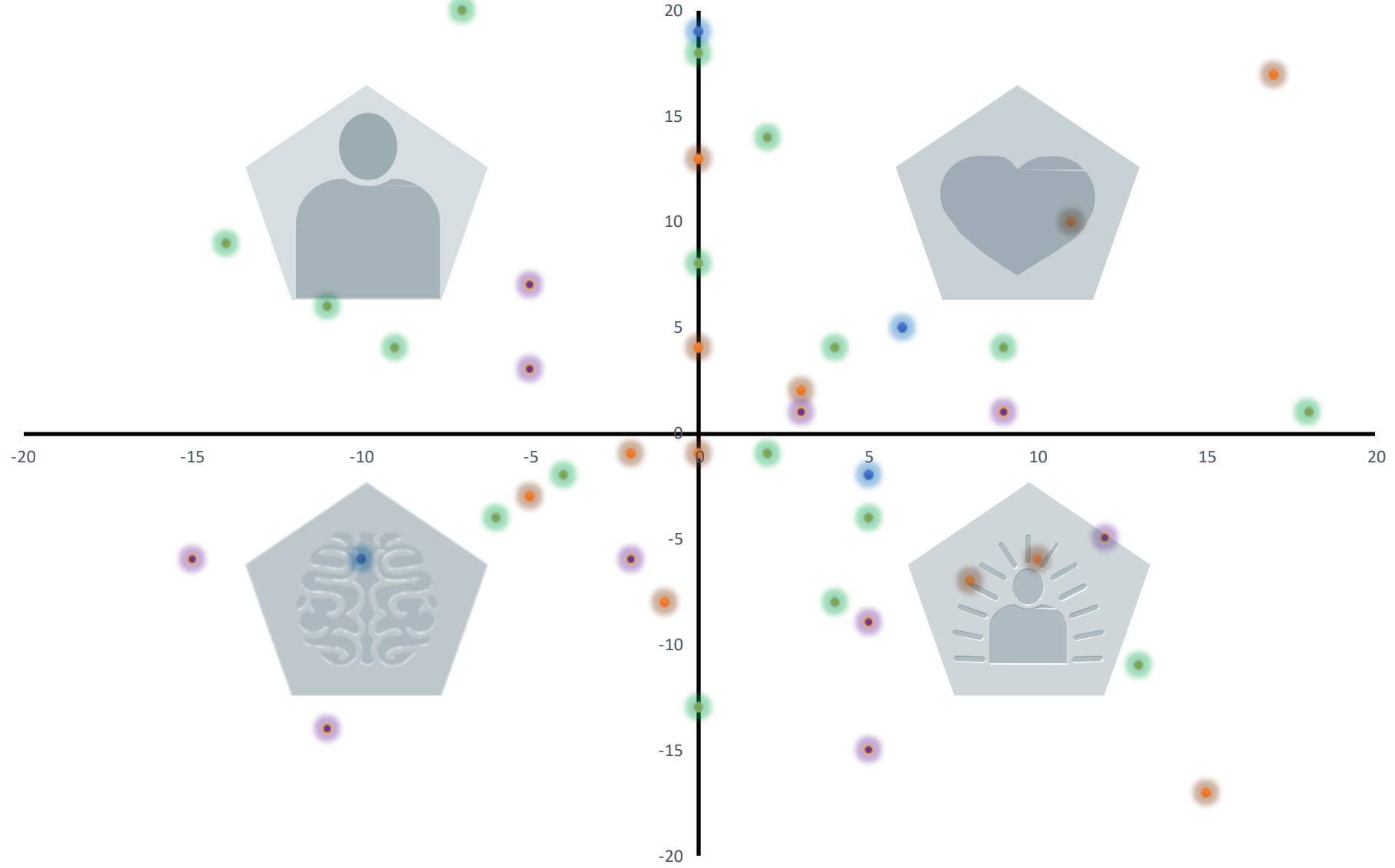


Diagnostic Tools

- Learning Leadership Learning Styles questionnaire
- AWA questionnaire
- 60:60 questionnaire



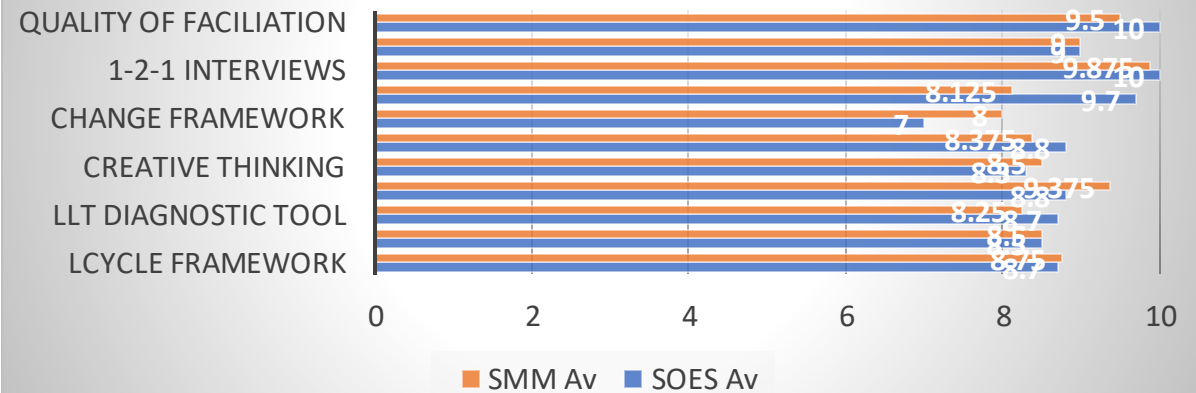
Four-School Spread



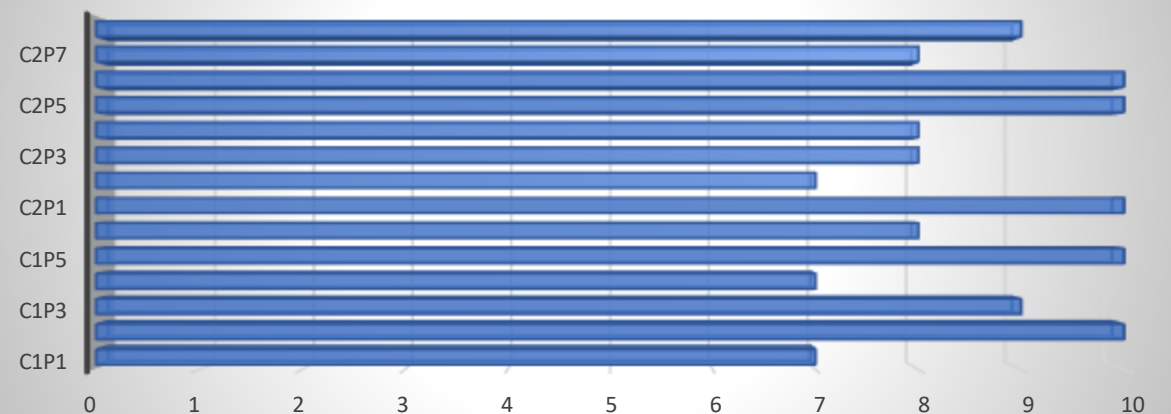
How is it evaluated?

- Participant survey
- FUDs + End event
- Impact to date: progression, reported confidence improvement, more stepping up, common language within leadership group, greater engagement with teams.

Figure 2: A Comparison of Rating of Activity by School



Reported Increase in Confidence - LH C1 & C2



Qualitative Comments LH

“Enjoyed the sessions, excellent learning experiences.”

“Learning Leaders was truly exceptional, providing me with an incredibly insightful journey of self- discovery. Engaging in invigorating discussions, I had the opportunity to explore the depths of my leadership capabilities. The diverse range of ideas and experiences shared by fellow participants greatly enriched our collective learning experience.”

“My personal and professional development have undoubtedly benefited greatly from the Learning Leaders workshop. I am eager to put the lessons I have learned into practice and to continue my development as a compassionate and efficient leader. Together, let's continue to push boundaries and have a positive impact! I have truly enjoyed the entire journey in spite of these unknown biases!”

“This course has really helped me to reflect about my personal and professional development as well as strengthen relationships with my colleagues..”





What are the institutional conditions for success?



- Freedom to implement it
- Resources
- Time for participation
- Senior leadership recognition a bonus not prerequisite

For more information

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