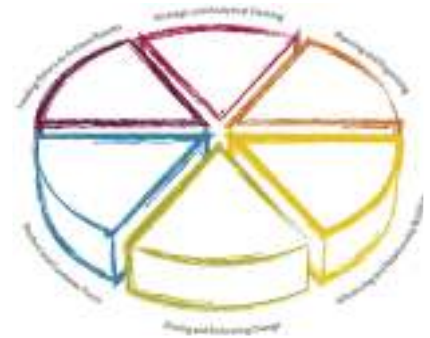


Leadership Competency Framework

Leadership Reflection Tool: Guidance Notes



The Leadership Reflection Tool is designed to help you prepare for the development planning conversation at your CDSA and can also be used during any regular one to one conversation. Both individual and line manager separately complete the tool, noting down any brief examples and using the rating scale against each indicator. These reflections enable you to have a structured, focussed development planning conversation. A Personal Development Plan is included to record development activities most relevant/appropriate to meet any needs identified.

This tool is intended for all leaders and managers who have staff management responsibilities. It is available in three levels, these are typically described as:

- Senior Leadership roles – those who hold a senior leadership role within their Unit, typically a member of the Unit/Faculty Management/Executive Team
- Middle Management roles – those who manage other managers
- First Line Management roles – those who supervise/manage front line staff

In addition, it can be used to consider, and review leadership contributions made by those without line management responsibility but who play a key leadership role within their faculty or unit, for example Professors or Project Leaders.

It can also be used to discuss future development to support career aspirations. As the framework incorporates the Valued Ways of Working, there is no need to use both. The completed tool remains confidential between individuals and their line manager.

Things to consider

- Allow enough time to complete the tool individually before the meeting. Typically, it will take 45 - 60 minutes.
- The tool is designed to be used flexibly, for example you may find it useful to focus on only those competencies that have the greatest impact on your role. Consider examples of skills or behaviours to support your rating. Where appropriate, include a brief note on the form. Recent examples, particularly from significant incidents, are likely to be the most meaningful.
- Use the full breadth of the 1 – 4 rating scale as appropriate. Do not shy away from using the highest rating, nor be concerned about using a low rating, this is simply a way of prompting a meaningful development conversation. Specific examples should be provided if a very low or very high rating is given.

- If you are unable to comment due to limited or no awareness or the competency is not applicable in the role, use N/A.

Additional things for the line manager to consider

- Where the member of staff has an additional leadership role outside of your area of responsibility, it may be appropriate to get input from others.
- If your ratings are much higher or lower than the individual's, provide further examples and discuss your rationale. It may be that the individual is performing well but lacks confidence, or that there is a lack of clarity on what is expected. It is not necessary, however, to reach a consensus rating.

People and Culture is an OU Strategic Plan priority that will enhance the capabilities of the University