ENGAGING WITH LEADERS IN HIGHER EDUCATION

RESEARCH TEAM LEADERSHIP

DEVELOPING YOUR CAPACITY FOR RESEARCH TEAM LEADERSHIP

Leadership Foundation for Higher Education
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Research Team Leadership is offered as an in-house programme. It is designed to develop an individual’s skills as a research team leader, at a time when they may be new to leadership. The two-day programme takes place at your institution, and has the added value of developing a community of leaders who can share and debate research issues together.

PARTICIPANT PROFILE
The participants will be lecturers, senior lecturers or readers, who have recently been appointed as principal investigators or who are currently leading small research teams (up to six researchers), with responsibility for leading contract research staff and postgraduate research students, as well as technical and administrative support staff.

FOCUS
Research Team Leadership will enable participants to discover how to build and lead a research team, run effective research team meetings, motivate and support individual researchers and develop their own role as a team leader. It will enhance participants’ capabilities as research leaders, and so develop their career potential.

The course will be delivered by facilitators with extensive experience of research team leadership and a thorough knowledge of the challenges involved in conducting publicly funded research. Consequently, this programme will help prepare participants for the leadership challenges involved in delivering research on time and within resource constraints, ensuring timely publication of research findings.

BENEFITS
For the institution
- Clearer alignment with university priorities
- Better team understanding, morale and motivation
- A network of leaders working together.

For the team
- More effective research team
- Improved research team morale
- More effective use of resources
- Clear and identifiable team leadership
- Improved research output (publications, grants, etc)
- Clear and synergistic research planning.

For the individual
- Improved listening skills, team working and team building
- Understanding of the characteristics of different teams, the individuals’ team roles and the role and function of a team leader
- Learned how to help their team focus, provide drive and gain commitment towards achieving research goals.

COURSE STRUCTURE
In-house programmes provide the flexibility of training, customised to your institution’s specific requirements, delivered at your chosen venue on a date that suits you.

Pre-course
Research Team Leadership will start with the preparation of a personal research vision (a template will be provided). Other preparation may also be required.

Day One
- Improving listening skills
- Team working, team building, team roles and dynamics
- Understanding different approaches to leadership
- The leader’s role and responsibilities
- What leaders do
- Team and leadership exercises.

Day Two
- Running effective team meetings
- Motivating yourself and your team
- Leadership styles
- Research team leadership case study
- Personal vision and action planning.

Post-course
Research Team Leadership also includes post-course follow-up from the facilitators.

Participants will be strongly encouraged to support one another in implementing their action planning. They will also be given the opportunity to review their personal vision with a facilitator.

SPECIAL FEATURES OF THE PROGRAMME
- Experiential learning techniques
- Delegate-focused
- Case study-based exercises and discussions
- Experienced facilitators with higher education research backgrounds
- Post-course follow-up to review implementation of participants’ action planning.

PROGRAMME OVERALL OUTCOME
Participants will have:
- Reviewed the role of a research team leader
- Practiced or reviewed taking on a team leadership role
- Considered ways to address and resolve the conflicting demands of research, teaching and administration
- Explored their personal vision for their research career
- Prepared and reviewed a plan for their personal research
- Prepared an action plan for implementing their learning
- Reflected upon their department’s strategic plan and how they contribute to it.
Karen is a highly experienced research leader, having published over 140 papers in refereed journals and presented at more than 80 international meetings. She is part of the management team for the Surrey Ion Beam Centre (IBC) and has in this capacity generated over £6.2 million to support research in the centre from a variety of funding sources, including the Engineering and Physical Sciences Research Council (EPSRC) and the Wolfson Foundation. Karen is also actively involved with the International Atomic Energy Agency (IAEA). In addition to her significant research experience, Karen is an experienced and active educator. She has extensive experience of teaching at both undergraduate and postgraduate level. Within her own school, Karen currently delivers modules at all levels from level 1 to level M. Training programmes also feature in her portfolio – she has delivered training courses in leadership and team working skills, as well as running the Surrey’s IBC training course.

Dr Chris Smewing, CPsychol MCIIPD
Associate, Leadership Foundation

Chris is a self-employed occupational psychologist. Previously, he was the head of psychology at Cubiks (2005-06) and prior to that a senior consultant to Water for Fish (2002-04) and Linkage International (1999-02). He combines a strong academic background, with the practical experience of working as an HR manager in both the private and public sectors. Chris has undertaken training and consultancy assignments across Europe and in Asia. His main focus of work covers psychometric test development, leadership development, change management, culture climate assessment, and organisational healthiness.

Chris has an MSc in Organisational Psychology and a PhD. He has been a research fellow at both the University of Nottingham and Birkbeck, University of London, and is currently a special lecturer at the University of Nottingham.

Shirley Wardell
Associate, Leadership Foundation

Shirley has been a leadership skills trainer since 1995. She is an owner-director of Evolve LEADTEAM Ltd, as well as the business development director of the Adair Leadership Foundation.

Shirley is also a senior Thinking Environment consultant and coach. The ‘Thinking Environment’ is a model of excellence for organisational relationships, change management and individual development. In addition to using this approach with commercial clients, Shirley has applied it successfully in higher education in disciplines, ranging from chemical engineering to the arts. Shirley also has expertise in John Adair’s Action Centred Leadership model, and is engaged in research into developing a coaching framework for leadership development based on this approach.

Shirley trains undergraduates and postgraduates in leadership skills at the University of Surrey and the University of Southampton. She contributes directly to leadership and coaching research projects conducted by the University of Surrey, School of Management. Shirley has also been a leadership trainer at the National School of Government since 1997, and has delivered courses for the Department for Education, the Department of Constitutional Affairs (now the Ministry of Justice) and the Office of the Deputy Prime Minister (now the Department for Communities and Local Government). Her commercial clients include Andrew Page, BP, Robert Bosch Ltd., Blaupunkt, TMP World Wide/Monster, Best People in IT and Digital Steps.

Shirley has a diploma in performance coaching and is a member of the Association of Coaches, an associate of the Chartered Institute of Personnel and Development and a member of the Institute of Sales and Marketing Management, as well as a Licentiate Teacher in Speech and Drama.

For more information, and to enquire about running the RTL programme at your institution, please contact:

Sweta Purohit
Consultancy Manager
T: 020 7849 6914  E: sweta.purohit@lfhe.ac.uk
www.lfhe.ac.uk/supportteam/inhouseleadership
What they say about Research Team Leadership:

“This has been exceptional personal development as well as increasing my skills. I learnt a lot about myself in a safe way and in way that means I want to change because I understand how changing can make a difference.”

“Very enjoyable and a very worth while learning experience.”

“Fantastic! The final exercise completely consolidated my learning and I can still refer to the learning a week later from memory - that is some achievement.”

“Extremely efficient and well structured.”

“This is an outstanding course which will develop your understanding of how you function in a team and how to get your teams to work together better. I cannot recommend it highly enough.”

“An excellent opportunity to reflect on practice and to try out different approaches.”

“I would strongly encourage other Research Team Leaders to attend this course. It is a very stimulating and intensive two days, with lots of learning opportunities. And it’s fun! The facilitators are very knowledgeable and approachable, and the programme is well structured, with theoretical and experiential learning well integrated.”