## Lens development

The leadership lens on the Vitae Researcher Development Framework has been developed by Vitae and the Research Staff Development Advisory Group (ReSDAG) in consultation with the Leadership Foundation for Higher Education and other individuals and organisations with an interest in leadership.

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## Leadership quotes

"The role of principal investigator or research leader is a critical one, both for the future of research in the UK and for the experience of researchers"[2]

Dr Andrew Wilson, Loughborough University, Chair, CROS/PIRLS Steering Group

"Whether or not you are currently in an 'official' leadership role, developing your leadership skills will make a significant contribution to your success in getting things done, forging collaborations and advancing your career"[2]

"The single biggest way to impact an organisation is to focus on leadership development. There is almost no limit to the potential of an organisation that recruits good people, raises them up as leaders and continually develops them"[3]

## How to use the leadership lens

**Researchers may wish to use this lens to:**

- identify how leadership can contribute to their professional development as a researcher
- identify how the skills and attributes they have developed through research can contribute to, or underpin their leadership development
- select areas that they need to develop to be more effective leaders and use this to inform development reviews
- provide evidence of the transferability of their leadership skills in their CV, in job applications and at interviews.

**Researcher developers may wish to use this lens to:**

- demonstrate to researchers and other stakeholders how developing leadership abilities can contribute towards the overall professional development of researchers
- enable researchers to recognise the learning they have acquired through leadership activities and highlight the transferability of these abilities
- strategically align leadership learning and development provision around the lens.

# Leadership lens on the Vitae Researcher Development Framework

## Overview

The Vitae Researcher Development Framework (RDF) underpins a major new approach to developing world-class researchers. The framework has been developed by and for researchers working in higher education as an aid to planning, promoting and enhancing professional and career development. It articulates the knowledge, behaviours and attributes of successful researchers and encourages all researchers to realise their potential.

This is one of a series of lenses on the Vitae Researcher Development Framework.

For further information about the Vitae Researcher Development Framework visit **www.vitae.ac.uk/rdf**

Supporting materials relating to this lens are available at **www.vitae.ac.uk/rdflenses**

## Purpose of a lens

Using the Vitae Researcher Development Framework, the leadership lens provides an overview of the key knowledge, behaviours and attributes typically developed by researchers that can be acquired through or used in leadership.

## Context

"The importance of research innovation and a highly-skilled research workforce has repeatedly been articulated in the policy of recent governments as key elements of strategy to support the future economic prosperity and well-being of the UK. Increasingly it is recognised that obtaining greater impact from research requires investment in good leadership and management."[1]

The Researcher Development Framework demonstrates to researchers and higher education institutions how leadership potential can be developed.[1]

## Describing leadership

'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 others, and hoping they will follow.'[2]

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To protect and maintain the integrity of the Vitae Researcher Development Framework (RDF) and the Researcher Development Statement (RDS)[4] and to ensure a consistent approach to the development of lenses on the RDF, anyone wishing to create a lens on the RDF should seek permission from Vitae, and must adhere to the RDF conditions of use[5]. Enquiries regarding the development of a lens on the RDF should be directed to **rdf@vitae.ac.uk**
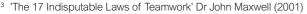
For further information about the range of Vitae activities go to **www.vitae.ac.uk** or contact **website@vitae.ac.uk**

[3] 'The 17 Indisputable Laws of Teamwork' Dr John Maxwell (2001)
[4] www.vitae.ac.uk/rds
[5] www.vitae.ac.uk/rdfconditionsofuse

[1] Principal Investigators and Research Leaders Survey (PIRLS) 2011 UK aggregate results, Vitae 2011
[2] The Leading Researcher, Denney, Mead, Toombs, Vitae 2011

# Leadership lens on the Vitae Researcher Development Framework

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**Researcher Development Framework**

**Behaviour:**
- Recognises, acknowledges (and encourages) the contribution of others and own part in team success
- Builds relationships in academic and commercial contexts; approachable and interacts constructively with others; manages expectations and resolves conflict
- Leads, motivates, (empowers others, communicates vision and values) and influences where appropriate; persuades through listening and convincing discussion
- Builds and sustains collaborative relationships and works pro-actively to create and develop knowledge with a range of stakeholders, including researchers, funders and users of research

**Knowledge of:**
- The area of research, the advances within it and its relationships with other research areas

**Behaviour:**
- Makes original contributions to knowledge

**Behaviour:**
- Communicates effectively in both written and oral modes with a range of audiences formally and informally through a variety of different techniques and media
- Actively engages in publication and dissemination of research results and impacts (and encourages this in others)

**Behaviour:**
- Thinks originally, independently and critically
- Evaluates progress, impact and outcomes of research

**Behaviour:**
- Contributes to increasing public awareness, engagement and understanding of research and associated impacts
- Identifies innovative trends, ideas and applications;
- Works collaboratively, (and promotes collaborative engagement) with all stakeholders to create, develop and exchange research knowledge to influence and benefit policy development, society and the economy; seeks new outlets and promotes the application of research in innovative ways

**Behaviour:**
- Identifies new trends; creates new opportunities
- Develops convincing and persuasive arguments to defend research

**Behaviour:**
- Respects, acknowledges and attributes the contribution of others (and uses them to best effect)

**Attitude:**
- Respects, upholds and meets professional standards and requirements

**Attitude:**
- Approaches research/(activities) with enthusiasm, passion and confidence
- Is resilient and perseveres in the face of obstacles
- Is self-reflective; seeks ways to improve performance and strives for research excellence
- Is pro-active, independent, self-reliant and takes responsibility for self and others
- Shows integrity

**Behaviour:**
- Sets goals and plans and manages resources to deliver results
- Effectively assesses and manages risks

**Behaviour:**
- Anticipates and responds to directions and trends in research

**Attitude:**
- Has a strategic approach to research
- Has focus, commitment and ambition

**Behaviour:**
- Responsibly manages (resource income generation), finances, resources and infrastructures related to research

**Behaviour:**
- Shows commitment to continuing professional development and enhancing employability
- Actively networks for professional and career purposes and seeks to enhance research reputation and esteem

## Wheel diagram

**Domain D — Engagement, influence and impact**
The knowledge and skills to work with others and ensure the wider impact of research.

- Working with others (D1)
  - Collegiality
  - **Team working**
  - **People management**
  - Supervision
  - Mentoring
  - **Influence and leadership**
  - **Collaboration**
  - Equality and diversity
- Communication and dissemination (D2)
  - **Communication methods**
  - Communication media
  - **Publication**
- Engagement and impact (D3)
  - Teaching
  - **Public engagement**
  - **Enterprise**
  - **Policy**
  - **Society and culture**
  - Global citizenship

**Domain A — Knowledge and intellectual abilities**
The knowledge, intellectual abilities and techniques to do research.

- Knowledge base (A1)
  - **Subject knowledge**
  - Research methods: theoretical knowledge
  - Research methods: practical application
  - Information seeking
  - Information literacy and management
  - Languages
  - Academic literacy and numeracy
- Cognitive abilities (A2)
  - Analysing
  - Synthesising
  - **Critical thinking**
  - **Evaluating**
  - Problem solving
- Creativity (A3)
  - Inquiring mind
  - **Intellectual insight**
  - **Innovation**
  - **Argument construction**
  - Intellectual risk

**Domain C — Research governance and organisation**
The knowledge of the standards, requirements and professionalism to do research.

- Professional conduct (C1)
  - Health and safety
  - Ethics, principles and sustainability
  - Legal requirements
  - IPR and copyright
  - **Respect and confidentiality**
  - **Attribution and co-authorship**
  - Appropriate practice
- Research management (C2)
  - **Research strategy**
  - **Project planning and delivery**
  - **Risk management**
- Finance, funding and resources (C3)
  - Income and funding generation
  - Financial management
  - **Infrastructure and resources**

**Domain B — Personal effectiveness**
The personal qualities and approach to be an effective researcher.

- Personal qualities (B1)
  - **Enthusiasm**
  - **Perseverance**
  - **Integrity**
  - **Self-confidence**
  - **Self-reflection**
  - **Responsibility**
- Self-management (B2)
  - **Preparation and prioritisation**
  - **Commitment to research**
  - Time management
  - **Responsiveness to change**
  - Work-life balance
- Professional and career development (B3)
  - Career management
  - **Continuing professional development**
  - Responsiveness to opportunities
  - **Networking**
  - **Reputation and esteem**

**Bold text in outer circle** – key RDF descriptors that relate to leadership and vice versa
**Boxed text** – summary statements from the Vitae Researcher Development Statement that relate to leadership www.vitae.ac.uk/rds