**New to UQ – Senior Leaders Program**

FOR SUPERVISORS

SUPPORTING NEW SENIOR LEADERS



GUIDE

NEW TO UQ GUIDE FOR SUPERVISORS

# Why the New to UQ – Senior Leaders Program was developed

Although Senior Leaders bring requisite skills and experience to a position, there is often a significant period of assimilation and learning required when commencing a new role to become fully effective. As such the New to UQ – Senior Leaders Program (New to UQ - SLP) assists senior leaders to quickly access the information, obtain professional support and feedback required to fill their knowledge gaps and become fully productive.

The New to UQ – SLP is an initiative of the UQ Leadership Framework. By providing a structured experience, new Senior Leaders are provided with role clarity and a solid foundation for growth of leadership and performance within the UQ context.

# New to UQ - SLP Objectives

The broader goals and objectives of the New to UQ – SLP are to provide timely, accurate, and relevant information which effectively achieves the following:

1. **Effectively orientates senior leaders** to the nature of their role and provides a familiarisation with **UQ’s culture and environment**
2. Enables new senior leaders to have **timely access to knowledge and information**
3. **Connects senior leaders** to relevant stakeholders and groups
4. Facilitates senior leaders in making **effective and timely decisions**
5. Facilitates senior leader’s **sense of ‘identity/belonging’ to UQ**
6. Contributes to UQ being viewed as an **‘Employer of Choice’**
7. Supports the **retention of key talent** at UQ
8. **Minimises disruption to service delivery** by enabling senior leaders to fully function in their role

The New to UQ - SLP program targets knowledge areas of **understanding of the role** (increasing role clarity), **governance** (senior leadership responsibilities and accountabilities, compliance, strategy, and external relationships), **networking and relationship development** (understanding the culture and opportunities for sharing and collaboration of knowledge between senior leaders), **performance development** (360 leadership survey, mentoring, leadership coaching, career progression), **relocation assistance, wellbeing and health**, **teaching and research development** (providing the appropriate resources and supporting the access to communities of practice and knowledge), and **managing diversity**.

# New Senior Leaders for New to UQ - SLP

For the purpose of this program, we define **New Senior Leaders** as senior appointments within both professional and academic positions who hold significant senior leadership roles within UQ (i.e., HEW 10 and above and equivalent academic leadership positions such as Level E and above). Thus, this includes the Vice-Chancellor, Deputy Vice-Chancellors, Provost, Chief Operating Officer, Pro-Vice Chancellors, Institute Directors, Executive Deans, Heads of School, and Heads of Division. As New to UQ – SLP is a 12 month program, it aims to transition new senior leaders who are starting at UQ or have been internally promoted to a new position permanently or for a fixed-term of 12 months or longer. The program, while standardised, has the flexibility to be tailored to the senior leader’s needs, to streamline their New to UQ process.

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| NEW TO UQ – SENIOR LEADERS PROGRAM  SUPERVISOR GUIDE | | |
| **Name of New Senior Leader** | |  |
| **Position Title:** | |  |
| **Office Location:** | |  |
| **Commencement Date:** | |  |
| **New to UQ Coordinator:** | |  |
| **Supervisor:** | |  |
| **Additional New to UQ – Senior Leaders Program Delegates:** | | (i.e., Other HR Advisor) |
| (i.e., School Supervisor) |
| (i.e., Administration Assistant) |
|  | **Required preparation** | |
|  | I have read the Staff Induction Policy:  http://ppl.app.uq.edu.au/content/5.30.03-staff-induction | |
|  | I have completed “Managing the Induction of New Staff” training: https://staffdevelopment.hr.uq.edu.au/program/INDUCT | |
|  | I have read the Staff Induction Material:  https://staff.uq.edu.au/information-and-services/human-resources/induction-exit/starting/new-staff | |
|  | I have read the New to UQ – Senior Leaders Program Manual for Supervisors | |

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| **Part 1: Pre-Commencement (Post-Acceptance)** | |
| **Action** |  |
| **Recruitment Process** | |
| As part of the recruitment process, it is recommended that the new Senior Leader (where possible) briefly meets with you and the team. |  |
| **Customising the New to UQ – SLP** | |
| Engage with “Customising the New to UQ – SLP” process conducted by the New to UQ Coordinator (this could be involvement in a focus group or one-one-one meeting). They will ask a series of semi-structured discussion questions as part of the process, to gather information about the Senior Leader’s role and requirements. This will be fed back to the team in a follow up meeting and the handover document. |  |
| Having completed the “Customising the New to UQ – SLP” process, meet with the New to UQ - SLP team (e.g., New to UQ Coordinator, school Supervisor, executive assistant) and use the results to customise the New to UQ – Senior Leaders Program, and allocate roles as per the New to UQ - SLP guide. |  |
| *Include any relevant reading materials as part of handover document/information (ie. Reports, Standards, Business Plans, University / Faculty/School/Division/Institute newsletters, etc)* |  |
| *Work with the New to UQ Coordinator to identify a potential Peer in preparation for commencement, and begin to explore options for finding a Mentor* |  |
| **Welcome Onboard** | |
| Send an email advising other staff (Faculty/School/Division/Institute key contacts, senior staff, etc.) of the new senior leader’s commencement date. |  |
| *Add any local Faculty/School/Division/Institute requirements as needed* | |
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Additional Notes

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| **Part 2: First Day (Commencement)** | |
| **Action** |  |
| **Introduction to UQ** | |
| Informal welcome meeting on commencement |  |
| Using the Faculty/School/Division/Institute structural chart, introduce them to their colleagues and their roles, and also explore with them the important relationships to maintain for their role and how their position fits in the wider unit structure. |  |
| *Check in surrounding relocation needs* |  |
| **Opportunities for Networking** | |
| Identify relevant senior leader meetings, committees, board meetings or communities of practice that the new Senior Leader should attend. Dates should be discussed with the Senior Leader, or they should be encouraged to make contact with the group to gain an invitation to attend as part of networking |  |
| **Work Processes** | |
| *Provide relevant reading materials as part of handover document/information (ie. Reports, Standards, Business Plans, University / Faculty/School/Division/Institute newsletters or staff messages, etc.)* |  |
| Briefly discuss the new senior leader’s role and responsibilities, governance responsibilities, financial responsibilities, external relations and industry partnerships, the strategic plan, and risk and compliance at an initial meeting. |  |
| Set a meeting date for the next week to review progress on New to UQ – SLP activities but also provide times for new appointee to access you if other issues present between Day 1 and end of Week 1 review |  |
| *Close the day with opportunities for questions, and determine if there are items they would like to add to ongoing Supervisor meetings as part of identifying key agenda items or professional development conversations.* | |
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| **Part 3: First Week of Employment** | |
| **Action** |  |
| **Training and Leadership Development** | |
| Discuss and review all Senior Leader training sessions offered through HR, including those offered through the UQ Leadership initiative. Share experiences of what may be useful to engage with.  <http://www.uq.edu.au/staffdevelopment/>  www.staff.uq.edu.au/leadership |  |
| **Network Development** | |
| *The Senior Leader may meet with their Supervisor to discuss engaging with a mentor.* |  |
| Debrief meetings attended throughout the week, to identify key stakeholders relevant to the role, and importance of developing relationships. |  |
| **Performance** | |
| Discuss role and expectations at an ongoing fortnightly meeting with supervisee   * Clarify expectations set out in the letter of offer of employment * Clarify new employee’s role and responsibilities and the PD * Discuss the major tasks/roles including reporting relationships and accountabilities * Discuss their governance responsibilities * Discuss their financial responsibilities * Discuss strategies surrounding developing external relations and industry partnerships |  |
| Discuss Career Progression opportunities and process with new staff member. Provide paperwork for them to complete, for review later.   * Explain probation process * Explain purpose of Career [progress and appraisal forms](https://staff.uq.edu.au/information-and-services/human-resources/performance-review):   + For professional staff this involves completion of an Outstanding Performance Form (for   HEW 10 and above)   * + For academic staff this involves completing “Form A - Academic Portfolio of Achievement” and “Form B - Achievements and Objectives” (Level E and above) |  |
| Outline UQ’s strategic direction and link to associated documents i.e., the strategic plan https://about.uq.edu.au/strategic-plan |  |
| Review/Discuss any additional guidelines around principles and standards expected in the delivery of the work, and feedback and communication expectations |  |
| Set up dates for all New to UQ – SLP review sessions - 1 hour meeting with Supervisee (monthly) in the first 3 months |  |

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| **Relocation Assistance** | |
| *Inquire as to how the new appointee’s family are transitioning to life in Brisbane (If Relocation was applicable)* |  |
| Inquire as to whether any additional arrangements can be organised to facilitate the transition |  |
| *Schedule a meeting to discuss how the new employee is settling in and review progress on New to UQ - SLP activities.*  *Close the week with opportunities for questions, and determine if there are items they would like to add to the agenda for the rest of the month’s orientation.* | |
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| **Part 4: 1 – 3 Months** | |
| **Action** |  |
| **Policies, Procedures, OH&S** | |
| *Discuss the support and resources available in Teaching and Support Services and where this information is located (i.e., brief description and links to ITaLI website and Blackboard, including explanation of acronyms, orientation to T&L, Academic Integrity, Library, T&L Policies & Guidelines, Timetable Information, Student Evaluation Review & Reporting Unit etc.)*  https://itali.uq.edu.au/ |  |
| *Discuss the support and resources available in the Research Division and where this information is located (i.e., Research Activities Calendar, Research Funding Information, UQ Integrity and Ethics, Graduate Research, Research Performance, Australian Code for the Responsible Conduct of Research etc.)*  <https://research.uq.edu.au/>  https://research.uq.edu.au/research-support/research-management |  |
| *Encourage attendance at monthly meetings with financial officer (if required) to assist in understanding of financial responsibilities at the next level* |  |
| *Check in surrounding access to health, and facilities available to them and their family (i.e., have they read about the staff wellness program?)* |  |
| *Discuss UQ’s strategy of career progression for women. It may be appropriate for them to seek advice and feedback from available resources and other senior leaders, to ensure focus on this agenda in people management, and support the strategy at faculty/school/division/institute level.* |  |
| **Performance** | |
| Review the senior leader’s career progression plan |  |
| Schedule times in diaries for ongoing Performance and Career Development conversations |  |
| Set a meeting date for end of new staff member’s probationary period review and signoff |  |
| Continue fortnightly meetings to discuss compliance, financial accountabilities, expansion of external networks and progress on goals established through performance development plan |  |
| Review [progress and appraisal forms](http://www.uq.edu.au/current-staff/career-progress-and-appraisal-for-professional-staff):   * + For professional staff this involves completion of an Outstanding Performance Form (for   HEW 10 and above)   * + For academic staff this involves completing “Form A - Academic Portfolio of Achievement” and “Form B - Achievements and Objectives” (Level E and above) * Agree on relevant career development activities to support achievement of objectives and personal career goals. Develop an Action Plan to achieve goals and objectives. Set meeting dates to complete performance development plan. Finalise forms. |  |
| Ensure requirements in Offer of Employment are understood and are incorporated into objectives and goals. |  |
| Encourage new Senior Leader to identify other opportunities for receiving feedback in relation to their work progress and in checking understanding of role requirements (i.e., holding regular meetings with work unit and asking for feedback in processes, getting feedback from mentor on approaches, etc.) |  |
| *Schedule a meeting to discuss how the new employee is settling in with the team and work environment and review progress on New to UQ - SLP activities.* | |
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| **Part 5: 6 Month** | |
| **Action** |  |
| **Networking** | |
| Explore possible professional networking groups or opportunities external to the immediate context (i.e., professional communities across the Go8 universities? Upcoming conferences? Professional development sessions?) |  |
| **Performance** | |
| Probation review and extended contract offer |  |
| Review career progression plan, and amend goals and timelines as necessary given current context. |  |
| *Encourage new Senior Leader to receive feedback from mentor on their understanding and application of governance principles* |  |
| *Supervisor to set financial planning duties and provide feedback on approach (i.e., opportunity to perform higher duties as part of on the job learning and career progression)* |  |
| *New appointee to conduct an internal strategic review, engaging their peer, mentor and Supervisor for feedback and input into this plan* |  |
| *New appointee to conduct an external review, engaging their clients to provide feedback on provided services and satisfaction on delivery of end result* |  |
| *Schedule a meeting to discuss how the new employee is settling in and review progress on New to UQ - SLP activities.* | |
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| **Part 6: 12 Month** | |
| **Action** |  |
| **Performance** | |
| Review required completion of mandatory training / renewal courses |  |
| Check policies and procedures for Faculty/School/Division/Institute are up to date and included in strategic planning |  |
| Discuss application to increase governance roles and responsibilities (or exchange / secondment opportunities) |  |
| Discuss application to increase financial responsibilities or delegation authority |  |
| **Network Development** | |
| Review benefits of attendance at faculty/school/division/institute senior leader meetings, Head of School forum, V.C.’s forum etc. to gather information and for professional networking and development. |  |
| Review benefits of attendance at new senior leaders social events and common themes that emerged (i.e., sharing what information was most useful to you?) |  |
| End of year celebrations with work unit to congratulate achievements within the team |  |
| Conduct the annual formal Career Progression Review Plan.   * Reviewing plan to ensure that goals and objectives are being achieved. * Provide appropriate feedback to support performance and access career development opportunities. * Identify further opportunities for knowledge growth. |  |
| New appointee to conduct an annual review, to identify new opportunities for expansion, and revise their strategic plan as needed, in conjunction with Supervisor |  |
| *Schedule a meeting to discuss how the new employee has settled in and review progress on New to UQ - SLP activities.* | |
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