



UNIVERSITY OF LIVERPOOL

RESEARCH FELLOW TOOLKIT

Welcome to your Research Fellowship at the University of Liverpool.

Fellowship application processes are highly competitive, and we want to start by congratulating you on gaining this prestigious role. At Liverpool, we support world-class research potential. You are the brightest and best of the next generation of researchers and we are excited to welcome you. The University of Liverpool is a values-led organisation. Our five values embody our expectations for ways of working and can be used as a guide for you as you progress through your fellowship.

Our Values

Ambitious - We dream big and make things happen. We have the confidence to make bold decisions to achieve success

Collaborative - Together, we achieve more. We make an impact through partnerships, releasing the power of collective expertise and shared endeavour

Inclusive - Shaped by diversity, powered by difference. We champion a culture in which all are valued and supported to thrive

Innovative - Original thinking with an independent spirit. We create, reimagine and break new ground

Responsible - A focus on doing the right thing. We create positive change that improves lives

[Click here](#) if you want to know more about the University's strategic ambitions and priorities.

PURPOSE OF THIS LEARNING CATALYST TOOLKIT

Embracing learning agility

This self-directed learning toolkit is designed to support your journey as a new Research Fellow at the University of Liverpool. This resource is your first step in what is anticipated to be a transformative period of transition and growth. Central to this toolkit is the concept of learning agility—the ability to learn and evolve. As Marshall Goldsmith aptly put it, "What got you here won't get you there." The skills and knowledge that have served you thus far will need to change and develop to meet the demands of your new role.

Preparing for transition and growth

This toolkit is designed to:

- Encourage self-reflection
- Highlight your current strengths
- Give you an understanding of priority areas for focus
- Help you anticipate what may be most challenging or crucial in the coming years

Whilst you are part of a wider Fellow community, each Fellow's journey is unique, and this resource is designed to help you tailor your development to your specific needs and aspirations.

You will see three regular themes emerge throughout this toolkit:

Self-awareness – your key strengths and areas for development.

Reflection – where you have come from, the transition you are making, and your aims for the course of your Fellowship.

Evolving – considering the things that have served you well up until this point in your career but that may now need to change.



Self-directed learning experience

Your Fellowship aims to cultivate you as future leaders and expert thinkers in your field. This toolkit establishes the foundation for a self-directed learning experience, where your engagement with the development opportunities will shape your growth and achievements.

This is an introductory document rather than a comprehensive resource. It includes links to further reading and tools.

At this stage, some elements of this toolkit will resonate with you more than others. With that in mind, we invite you to 'follow your curiosity'. We have included a range of topics and learning activities that serve as a means for you to deeply engage with your personal development journey.

Please select the elements that are most relevant or interesting to you, rather than viewing them as mandatory or as a linear set of tasks.

The power of evolving

A key aspect of this transition involves letting go of practices and mindsets that may have been beneficial in the past but could hinder your progress now. For example, you will need to look beyond your own research to consider how you will effectively engage stakeholders or deliver research impact.

As you work through the toolkit, you will see further visual representations of the things you may now need to let go of (on the left), alongside the more relevant and effective approaches that align with your new role (on the right).



Leading with confidence

We recognise that starting any new role can be daunting. As a Research Fellow, you have the power to make things happen. Take advantage of the opportunities available to you to leverage your position, create value and drive projects forward.

Self-affirmation statements can be hugely helpful to tackle negative self-talk or during the times we may feel like an 'imposter'. Reflect on some positive self-affirmation statements you can use at moments of doubt or difficulty. These could be related to the University of Liverpool values and how you bring skills and abilities that underpin those values. You could also revisit your application to this role. Take a good look at the key strengths that you highlighted in your application and let this serve as a reminder that you have earned this position.

The University's Prosper team (part of the wider Researcher Development team) have put together a suite of resources and tools to support you in building your self-awareness. [Click here](#) for more information.



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SECTION 1. STRATEGIC THINKING

As you step into your role as a Research Fellow, strategic thinking skills will be crucial. This section is designed to help you to take a step back, look at the bigger picture, and align your efforts with the broader context of global, political, economic, and social factors that influence the research landscape. By reflecting on these elements, cultivating self-awareness, learning new approaches and leveraging useful resources, you can future-proof your work ensuring that it remains ambitious and innovative in a changing world, thereby maximising your impact.



PLANNING FOR THE FELLOWSHIP

Over the years of your Fellowship, thoughtful planning and practical steps are essential. Consider the key milestones or targets you want to achieve. Think about the stepping stones that will lead you to your desired impact within the department, the university, and the wider research field. Mapping out these steps will ensure that your efforts are strategically aligned with your long-term goals



When thinking about the future of your research, consider the University of Liverpool's overarching strategic framework and specifically the Research Strategy.

Funders, such as UKRI and the European Union, also publish Research Strategies. It is important to consider how your research aligns with these so that you remain in the best position to be awarded further research funding.



Fast-forward a few years from now. The goals you set for yourself have been achieved... academically, professionally, and personally. What does that look like for you? Who are you working with? How is your research being used?

If you achieve what you want to, what does it feel like?

Write down some key words and phrases.



Now consider:

Work backwards from your end goal(s). What do you need to have been doing in the intervening years to help you get to this point?

Outline the key milestones you want to achieve during your fellowship. How can you position yourself within your department, the university, and the broader research field?

PLANNING FOR THE FELLOWSHIP

Project Agility in a VUCA world

As a Fellow and emerging research leader, you'll encounter a VUCA world – characterised by volatility, uncertainty, complexity, and ambiguity. We have seen this in the past few years with world events such as the Covid pandemic, but it can also be more localised uncertainty such as shifts in the funding landscape or changes in personnel. Understanding and navigating these challenges is critical. The VUCA model helps frame the unpredictable nature of research and funding landscapes, and the wider societal context. Thriving in a VUCA context requires an ongoing series of continuous decisions, big and small, in response to emerging information and changing environments. You will need to be both adaptable and strategic in your approach.



Further reading on this topic:

- [Sunk-Cost Bias and Knowing When to Terminate a Research Project – Wiley](#) (Journal article)
- [What is Agile Project Management? – Association for Project Management](#) (Article)
- [Leading Effectively in a VUCA Environment: V is for Volatility – Harvard Business Review](#) (Article)
- [Leading Effectively in a VUCA Environment: U is for Uncertainty – Harvard Business Review](#) (Article)
- [Leading Effectively in a VUCA Environment: C is for Complexity – Harvard Business Review](#) (Article)
- [Leading Effectively in a VUCA Environment: A is for Ambiguity – Harvard Business Review](#) (Article)
- [Thinking Fast and Slow: by Daniel Kahneman – Shortform](#) (Book Summary)

FUTURE-PROOFING YOUR FOCUS

This consideration of the wider context will enable you to future-proof your research – thinking ahead about where funding may come from, with an appreciation of which areas of research will be of value and have a significant impact. This involves looking up and out from your research field to see how your research aligns with emerging trends. By anticipating future trends and aligning your work accordingly, you can position yourself as an expert in high-demand areas. This strategic foresight will help you make informed decisions about which relationships, events, networks, and opportunities to pursue.



Many different factors will have affected your research so far. Look forward. Are there any indications of what could be coming up on the horizon?



We all have blind-spots and narrowness in our thinking. The PESTLE tool can help us consider a fuller range of factors.



Having looked at the elements of PESTLE, which of these factors may impact your research in the future? How?



How might global events or political changes impact not just the availability, but also the focus, of research funding?



Was it difficult/easy to tackle the questions above? How informed or aware are you of the factors that will impact your research? What actions could you take to become more informed?



STRATEGIC DECISION MAKING

In the coming weeks, months and years you will have to make strategic decisions about where to focus your efforts. Making good choices and knowing when to say "yes" (or no) to opportunities is critical. You will need to consider the broader context in order to prioritise your time and resources in terms of relationships, events, networks, finances, etc. By making strategic (and sometimes difficult) decisions you can maximise your impact and progress towards your goals.

A decision matrix is a useful decision-making tool. It is a way of evaluating and prioritising different options using a list of weighted criteria.



Read [this article](#) for more details and an example of a decision matrix

Keeping long-term goals in mind

Amidst the deep, focussed work of research, it's important not to lose sight of your long-term strategic goals. It can often be hard to strike an appropriate balance and recognise when it is the right time to 'zoom in' (deeply focus on your research area), versus when to 'zoom out' (consider the wider factors that could impact your research area and career goals).

Consider the University values as you shift from a narrow focus on your research to a broader consideration of the wider landscape. e.g.



What behaviours do you need to embrace to effectively balance your deep research focus with a consideration of wider research factors?
What behaviours do you need to let go of?

Ambitious - what am I doing that has the potential to change my research field? How would I know that?

Innovative - what do I need to be confident to make bold decisions?

'FOLLOW YOUR CURIOSITY' RESOURCES

- [You've Been Told You Need to Be More Strategic. Where Should You Start?](#) – LinkedIn (Article – 3 min read)
- [How to Be a More Strategic Thinker](#) – Forbes (Article, 4 min read)
- [Characterising Strategic Thinking in a Public University Setting: A Qualitative Approach](#) – Scientific Research (Msusa, Chowa, and Mwanza, 2023). (Journal article, 20 min read)
- [Being strategic in your career \(and research\)](#) – Imperial (Short article, with one 10 min video and one 5 min video)

Development opportunities to look out for

Fellowship Development Programme – <https://www.liverpool.ac.uk/researcher/fellowships/>

Making an Impact – <https://www.liverpool.ac.uk/researcher/making-impact/>

Research Staff Conference – <https://www.liverpool.ac.uk/researcher/research-staff-conference/>

LearnWell – The University of Liverpool staff learning portal – <https://www.liverpool.ac.uk/intranet/the-academy/learnwell/>



SECTION 2. NETWORKING INTERNALLY AND EXTERNALLY

As you step into your role as a Research Fellow, strategic thinking skills will be crucial. This section is designed to help you to take a step back, look at the bigger picture, and align your efforts with the broader context of global, political, economic, and social factors that influence the research landscape.

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Networking internally & externally

Networking within field of expertise

Networking with funders, policy makers, commercial sector etc.

Network used for career opportunities

Network for collaboration, resources, knowledge creation etc.

Current geographic network

Build networks with people/organisations that are relevant to research.

EXPANDING BEYOND ACADEMIC CIRCLES

As you settle into your new role at the University of Liverpool, it is important build networks with people within the institution as well as external organisations relevant to your research.

Networking internally isn't solely about connecting with other academics; it's equally important to establish strong, positive relationships with research enablers and professional services colleagues who play a vital role in supporting your work. None of us can succeed alone. You will need to spend time building community and peer networks, and breaking down the silos that can often be built up between colleagues in different roles.

Think about networking practices that have served you well up to this point but may not be effective in your new role.

Inclusive – Shaped by diversity, powered by difference. We champion a culture in which all are valued and supported to thrive.



What opportunities do you have to work beyond the academic sphere and build a network of non-academic partners?



The most beneficial networks are often the most diverse. How can you ensure you are building a network that is shaped by diversity (of thought, experience, background etc.)?

Who can support you to identify any gaps or blind spots?

PARTNERSHIPS AND STRATEGIC COLLABORATION


You have, no doubt, already developed your networking skills and built an extensive network.

Networking as the lead on a research project is different – it's all about adding value. This shift in perspective means recognising the potential of your network to support and enhance your research activities and objectives.

Collaborative – Together, we achieve more. We make an impact through partnerships, releasing the power of collective expertise and shared endeavour

Think about the types of networks and partnerships that will be a valuable to you. How will you retain these connections and how will you build them into something actionable and practical (e.g. partnering to get match funding). Here are some thoughts on how you can make your network work for you:

- Build your credibility. Become known and trusted. Think of ways to showcase your expertise and build relationships based on trust. [Section 3](#) of this toolkit looks at this in more depth.
- Look for alignment. Where are you aligned to others in terms of your research interests, values, aims and endeavours. What common ground or connection can you capitalise on?
- Recognise your status and power. The Research Fellow role gives you opportunities you may not have previously had (e.g. applying for grants, leading on journal articles, organising conferences, recruiting PhD students). How will your status help you to use your network to achieve your aims and support the aims of others?
- Offer help or support. For example, you may have the opportunity to be a consultant for an external organisation. This is an opportunity for knowledge exchange and can be a strategically powerful position. What knowledge, skills or expertise do you have that might benefit others and ultimately bring mutual benefit?

-  Reflect on how you have established your professional partnerships and collaborations in the past. Consider specific instances where your networking efforts led to significant opportunities or collaborations.
- Which connections were most beneficial and why?
 - What strategies did you use to build and deepen these connections?
 - What were the challenges you faced, and how did you overcome them?

STRATEGIC NETWORKING AND INFLUENCING

Consider who you are networking with. It may not always be obvious who has the potential to be a valuable, strategic connection, and some connections might not provide immediate payback but could be invaluable in the future. Think strategically about your network and how different relationships can contribute to your long-term goals.

This research suggests that there are three forms of networking: Operational, Personal and Strategic



This article outlines a specific approach to 'mapping' your stakeholders and those in your network. It suggests plotting your stakeholders based on level of trust and level of agreement and approaching the different stakeholder groupings in different ways.

It may be helpful for you to reframe networking and influencing and think of it as "a processes of knowledge construction through iterative and interactive information seeking".
(Pontis, 2015).

You might not think that influencing is interesting or relevant. However, to be an effective researcher, you can't rely on knowledge in isolation.

Your network and your ability to influence are key factors that support you in a sense making process. This is how your research becomes elevated. This is how true knowledge creation happens.

Navigating a changing network landscape

As you progress, the nature of your network will evolve. You'll find yourself connecting with more senior and influential individuals, and the dynamics will become more political. Embrace this shift and use it to your advantage by learning to navigate these new dynamics effectively.



What forms of power do you have in your toolbox? Consider your new role as a Research Fellow and the prestige this brings – what forms of power should you be making use of?

Read this blog post summarising French and Raven's 'Forms of Power' model. Reflect on your own forms of power – particularly on 'personal' power.



'FOLLOW YOUR CURIOSITY' RESOURCES

- [How to Get Networking Right as an Academic – De Gruyter Conversations](#) (Article, 3 min read)
- [Building Networks – Women in Research](#) (Article, 5 min read)
- [Gender differences in networking – University of Essex & Lund University](#) (Journal article, 25 min read)
- [How Leaders Create and Use Networks – Harvard Business Review](#) (Journal article, 5 min read)
- [French and Raven's Forms of Power: A Simple Summary – World of Work Project](#) (Article, 5 min read)
- [Leading Change: Know Who You Need to Succeed – and Who You Don't – Wharton](#) (Article, 3 min read)
- [Stakeholder Analysis – Leadership Centre](#) (Article, 3 min read)

Influencing others:

- [Science of Persuasion – Influence at Work](#) (Article, 5 min read with 12 min video)
- [Why is 'relationship management' so important in research environments? – University of Oxford](#) (Article, 2 minute read)
- [Understanding "influence:" an exploratory study of academics' processes of knowledge construction through iterative and interactive information seeking – Wiley Online Library](#) (Journal article, 30 min read)
- [You Can't Sit Out Office Politics – Ascend \(Harvard Business Review\)](#) (Article, 10 min read)
- [Influencing With Integrity – Genie Zaborde](#) (Book)
- [French and Raven's Five Forms of Power – MindTools](#) (Article, 8 min read with 3 min video)

Development opportunities to look out for

Research Partnering Toolkit - <https://www.liverpool.ac.uk/intranet/research-partnering-toolkit/>

University of Liverpool Enterprise - <https://staff.liverpool.ac.uk/research/enterprise/>

Making an Impact - <https://www.liverpool.ac.uk/researcher/making-impact/>

Enhance your peer network by joining the **University of Liverpool Research Fellowships Team**

Join the **Research Staff Association Buddy Scheme**



SECTION 3. ESTABLISHING YOUR PROFILE AS A RESEARCH LEADER

While it's crucial to avoid an individualistic mentality and embrace collaborative leadership, it's equally important to proactively establish your professional and leadership profile. To be recognised as a research leader or expert, you need to continue to build your visibility in your field and beyond.

Establishing your profile

Focus on you as an individual

Embracing collaborative leadership

Rely on reputation

Proactively build your profile or brand

Talk about yourself in terms of your research

Talk about how you add value more widely e.g. problem solver



YOUR REPUTATION

When you join your department at the University, you will have opportunities to build upon your existing academic profile and reputation. At the University of Liverpool, a wide set of contributions are valued and recognised, alongside more traditional research measures. The University contributions framework outlines these in more detail but here are some areas to consider:

1) Supporting people

How can you help others to develop (e.g. through mentoring or coaching)? What support can you give and receive from academic colleagues? How will you embed the value of inclusivity into your work?

2) Knowledge Generation

Including publication of outputs, opportunities to communicate your work, research grant activity etc. What steps could you take now to enable you contribute in this way as quickly as possible?

3a) Knowledge Exchange

Engagement with external non-HEI partners such as business, 3rd sector, NHS trusts, research users and beneficiaries. This also includes undertaking consultancy or other external collaborative R&D projects. There is more about this in Section 2: Networking internally and externally.

3b) Wider Research Environment

Contributions in this area include peer reviewing, grant applications, impact case studies, support for PGR cohorts, activities that enhance research integrity etc. How will you balance your contributions to the wider research environment whilst maintaining focus on your own research activities?



YOUR REPUTATION

In the world outside academia, your profile isn't built solely on your academic reputation, such as conferences and citations. Instead, it's built on many different facets of your reputation... solving problems and innovating; working together with others in an inclusive way; harnessing collective expertise; being trusted to do the right thing; being an ambitious leader etc.

This requires a shift in how you think about your profile and communicate your work. You are not 'just' a researcher; you are many other things.



Write down how you would currently describe your work (in one or two sentences). Now, reframe it to highlight the impact you have and the values you embody. Do this using non-academic language.



Self-rating activity – on scale of 1-10, how well known are you outside of academia? Where do you want this to be by the end of this fellowship? How can you get there?

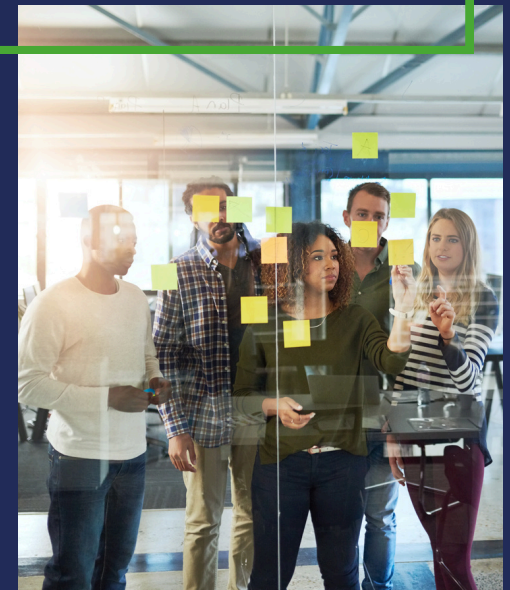
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YOUR REPUTATION

What do you want to be known for?

Your reputation is all about the things you are known for (the things people say about you when you are not in the room!). Your personal brand or profile is comprised of the things that you want to be known for and are intentional and strategic about making known.

Step 1: Fill in the left-hand column in the table below by writing 5 words or phrases that people would use/ have used to describe you in your professional life. Think specifically about those that resonate with your own personal values and with the University of Liverpool values.

Step 2: Consider the words you wrote in the left-hand column. If someone didn't know you, and only had that description of you, what assumptions might they make about you (good and bad)? Write these assumptions in the central column.

Step 3: Consider what you have written so far...are there any gaps? Is there anything you want to be known for that is not currently the case? Think specifically about any values (yours, or the University of Liverpool's) that are not represented in the list in the left-hand column.

Step 4: Finally, in the right-hand column, write 5 words or phrases that you would want people to say about you in the future. (What do you want to be known for? What will be important for you and your work?)

| 5 words people would use to describe you in your professional life | Assumptions people would make about you based on the column to the left | The words you would want people to use to describe you in the future |
|--|---|--|
| | | |

LEADERSHIP

Collaborative leadership

At the University of Liverpool we recognise that we can achieve more and have a greater impact if we work together. By working in an inclusive way and valuing difference, we can break new ground.

Relational leadership is a people-centric leadership style that focuses on building strong relationships between leaders and team members. This style encourages empathy, collaboration, communication and appreciation within teams, led by the leader. Relational leaders set a good example and put the values of the University at the forefront of their behaviours and decision-making.

Consider how the development of your own leadership skills and approach will help you to support and collaborate with colleagues and create inclusive and innovative environments. Building your profile is not only about building partnerships – it is also about finding mutual benefit.

Led by the University of Liverpool (and run in partnership with AHRC and Advance HE), the Thrive project is dedicated to redefining how research teams operate. It explores how a more collaborative approach might lead to better research. [Click here](#) to find out more.

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Can you recall a time where colleagues (research leaders) have focused mainly on their own work and have been less collaborative or inclusive of others? What was/is your perspective on their approach? Perhaps you have led many research projects and have already been in a position of leadership. As a result of these experiences, would you say you are naturally collaborative and inclusive, or do you prefer working more independently?

'FOLLOW YOUR CURIOSITY' RESOURCES

- [Enhancing Transdisciplinary Research Through Collaborative Leadership](#) (Journal article, 20 min read)
- [Impact Beyond Academia – Women in Research](#) (Article, 5 min read)
- [Reputation management: your identity, your story – University of California](#) (Article, 5 min read)
- [5 steps to building a personal brand you can feel good about – TED](#) (Video, 6 mins)
- [Why Personal Branding is Important and How to Build Yours – Forbes](#) (Article, 5 min read)
- [A New Approach to Building Your Personal Brand – Harvard Business Review](#) (Article, 7 min read)
- [Personal Branding: What It Is & Why It Matters – Harvard Business School](#) (Article, 4 min read)



SECTION 4. LEADING OTHERS

As you transition into your role as a research leader, you will need to discern when to relinquish control and trust others with responsibilities – a skill crucial for your growth and the success of your research endeavours.

Delegation is a process of assigning an activity to someone else, while retaining responsibility for the outcome.

Not only will delegation make you more effective, it can also enable a more collaborative leadership approach and support the career development of those around you.



MOVING FROM CONTROL TO LEADERSHIP

Moving into leadership is often perceived as gaining control over various aspects of your work. In reality, effective leadership frequently involves relinquishing control over many aspects of your work – often tasks that you excel at, enjoy, and have become known for – to others. The least effective leaders are those who micro-manage and hinder their team's progress by remaining overly involved in the minutia of the work. In this role, you will not have the time, nor the energy, to be focused on every element of a project, however personally interesting or fulfilling it may be. Transitioning to leadership can sometimes feel like giving up what you love, but being able to delegate effectively is essential for your development and the advancement of your team.



Spend some time reflecting on what you love in your role – what got you into research in the first place. Consider how ready you feel to step away from those tasks and if this might present challenges.



Reflect on your ways of working in previous projects – have you found it easy/difficult to allow others to do the tasks that you enjoy?



Think of leaders who have done this well / less well.... what can you take from this?

“Elevating your impact requires you to embrace an unavoidable leadership paradox: You need to be more essential and less involved. When you justify your hold on work, you’re confusing being involved with being essential. But the two are not the same – just as being busy and being productive are not necessarily equal.”

Jesse Sostrin, Director of PWC’s Leadership Coaching Centre of Excellence

Balancing Leadership and Wellbeing

Effective delegation and letting go of control are essential for leadership. However, for you to thrive, you must also balance leadership responsibilities with wellbeing. It is crucial to include strategies that help leaders avoid burnout or compromising their mental health. Consider incorporating wellbeing check-ins as part of leadership responsibilities for both yourself and your teams.

Further resources:



- [Managing your Emotional Responses to Workplace Stress](#) (LinkedIn Learning, 2 mins)
- [Mindfulness Daily at Work -Audio Only](#) (LinkedIn Learning, 2 hours plus)

University of Liverpool resources:

- [Stress awareness and Wellbeing modules on LearnWell](#)
- [Wellbeing Hub](#)
- [Team wellbeing for managers](#)

DELEGATION

Effective delegation is not just about offloading tasks. It's about trusting others and enabling them to grow while freeing yourself to focus on strategic activities that are more suited to your level of expertise and commensurate with your responsibilities. There needs to be psychological safety when delegating, that encourages open dialogues about concerns or uncertainties from both sides. Delegating involves the setting of clear goals, choosing the right people, providing support, and following up regularly to offer feedback and ensure success.

[Read this blog](#) and consider the DELEGATE model.



When you have delegated in the past, which of the six steps have you been strong on? Which have you neglected? (If you have not yet had the opportunity to delegate, look at it from the other side...which steps were done well/missing when someone delegated to you?)



Think about the sorts of tasks you may want to delegate when you move into your research fellow role. How will you approach this delegation?

When to delegate

The "Eisenhower matrix" is a useful tool when considering how to manage your workload. It encourages you to consider how urgent something is and how important it is and how to respond accordingly.



Look at your current "to do" list. Use the model to the right to categorise the activities on your list. You may not yet have anyone you can delegate to, but what other approach might you take?

| | Urgent | Not urgent |
|---------------|---|---|
| Important | Do Do it now | Decide Schedule a time to do it |
| Not important | Delegate Who can do it for you? | Delete Eliminate it |

DELEGATION

Here are some other suggestions about when you should consider delegating...

- Delegate small/ easy /mundane tasks.
- Delegate tasks that are outside your area of familiarity.
- Delegate tasks that can be broken into teachable steps.
- Delegate if you are not great at it or if someone else is better.
- Delegate tasks to build the skills of others / boost their career aspirations.

Reluctant to delegate?

In general, there tend to be three things that stop us from delegating:

- Lack of trust
- Confidence
- Reluctance to relinquish control



Which of these do you think most often applies when you are reluctant to delegate?

Benefits of delegation

- Increased efficiency and productivity
- Research/project growth and success
- Personal and team growth
- Builds trust and empowers teams
- Strengthens relationships
- Higher confidence in self and others
- Opportunity for innovation

**When you delegate tasks, you create followers.
When you delegate authority, you create leaders.**

Craig Goeschel, New York Times bestselling author



POWER AND INTEGRITY

When you begin your role, you will be exposed to a new world of institutional politics. This may or may not be a comfortable space for you, depending on your personal preferences and previous experiences.

It is important that, as you navigate this new landscape, you are able to do so in a way that is consistent with your values and with the values of the University of Liverpool. Unless you feel that you can influence and lead others with integrity (for example in an inclusive and responsible way), it will always be an uncomfortable experience.

If you don't do politics, politics will do you.

Niven Postma



Think of someone within your wider professional experience (a former colleague, a leader in your field etc) that you admire. Write down five things that you admire about them.



Look at your list. What does it tell you about your values and what is important to you? How can you use this insight to frame (or re-frame) your thinking on how you lead others?



Inclusive – Shaped by diversity, powered by difference. We champion a culture in which all are valued and supported to thrive

Responsible – A focus on doing the right thing. We create positive change that improves lives.

'FOLLOW YOUR CURIOSITY' RESOURCES

- [Delegating within a research team – Vitae](#) (Article, 2 mins)
- [Delegate to allow achievement – Imperial](#) (Article, 3 min read with 10 min video)
- [DELEGATE model](#) (Blog, 3 min read)
- [Skill vs Will matrix](#) (Blog, 2 min read)
- [What Many Managers Get Wrong About Delegation –Forbes.com](#) (Article, 3 min read)
- [Emotional Intelligence in Leadership](#) (Blog, 6 min read with 2 min video)
- [How Strong are your Leadership Soft Skills –Forbes.com](#) (Article, 3 min read)
- [Psychological Safety: Clear Blocks to Innovation, Collaboration and Risk-Taking](#) (LinkedIn Learning, 45 mins)
- [Leading with Emotional Intelligence](#) (LinkedIn Learning, 90 mins)
- [Facilitation Skills for Managers and Leaders](#) (LinkedIn Learning, 60 mins)

Development opportunities to look out for

Liverpool Academy (Leading) – <https://www.liverpool.ac.uk/intranet/the-academy/leading/>

Liverpool Academy (On-demand) – <https://www.liverpool.ac.uk/intranet/the-academy/on-demand/>

LearnWell – The University of Liverpool staff learning portal – <https://www.liverpool.ac.uk/intranet/the-academy/learnwell/>

