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| Last updated: | December 2020 |

**JOB DESCRIPTION**

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| Post title: | **Director of Knowledge Exchange and Enterprise** | | |
| School/Department: | Southampton Business School | | |
| Faculty: | Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 7 |
| \*ERE category: | Enterprise pathway | | |
| Posts responsible to: | Head of School | | |
| Posts responsible for: |  | | |
| Post base: | Office-based | | |

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| Job purpose |
| To provide strategic and operational leadership of the Knowledge Exchange and Enterprise area within the Southampton Business School.   * Facilitate the key strategic goal of utilising the expertise of colleagues in the school to co-create sustainable solutions with regional and global organisations that change the world for the better. * Plan and support the implementation of activities for the effectiveness of enterprise processes, including KEF (Knowledge Exchange Framework) and monitoring. * Support the impact of the school research and educational activities through the identification of enterprise opportunities, engagement with external stakeholders and the dissemination of best practices in enterprise. * Strategic planning of the school’s executive education strategy, implementation of programmes and support to the delivery plans. * Plan and implement an agenda for societal impact. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | **Leadership and Enterprise**  Lead, manage, and promote the development of the school’s Knowledge Exchange and Enterprise strategy and related delivery plans that support the School/University delivery plans for the Knowledge Exchange and Enterprise. Take responsibility for the strategy, continually monitoring, evaluating and revising to ensure excellence and coherence, identifying areas where current provision is in need of revision or improvement.  Work with the Head of School/Deputy Head of School for Research and other colleagues as directed by the Head of School, to support the identification of new enterprise opportunities and the diversification of income streams within the school.  Work in collaboration with colleagues across the School and Faculty to share and harmonise good practice to ensure consistency, efficiency and effectiveness of enterprise processes.  Contribute to the School, Faculty and University level network working groups and committees, as appropriate, to support delivery of the School’s Knowledge Exchange and Enterprise strategy.  Ensure that effective processes are in place for governance, approvals, review and conduct of Knowledge Exchange and Enterprise activities.  Knowledge Exchange Framework (KEF) planning responsibilities: coordinate and support the implementation of the University KEF planning and data collection across the school.  CABS Small Business Charter (SBC) planning responsibilities: promote, coordinate and implement the delivery plans for the CABS SBC HTG:M programmes.  Facilitate and support the school’s accreditations efforts, especially regarding research impact (i.e., societal, business and industry impact), corporate and professional connections, and student entrepreneurial skills, and plan accordingly to particularly meet the relevant standards of the school’s accrediting bodies, such as AACSB, AMBA, EQUIS and CABS Small Business Charter, and programme accreditations by specific professional bodies. | 95% |
|  | **Research and Enterprise**  Work closely with the school’s research leaders, including the Deputy Head of School (Research), Departmental Heads of Research, Directors of Research Centres, Research Excellence Framework (REF) Impact Champion, REF Environment Champion, impact case writers, to facilitate the development of the School’s real-world impact for REF and non-REF purposes for the School.  Develop and implement plans for ad-hoc industry projects through various funding schemes/instruments that leverage the school’s expertise and translate in additional streams of revenues. |
|  | **Education and Enterprise**  Work in close collaboration with the directors of the DBA, MBA and Executive Education programme in developing links with local, regional, national and international companies, bodies, and organisations to identify high quality students, thus supporting students’ recruitment to these programmes.  Leverage the funding opportunities through the HE Innovation Funding Scheme or equivalent schemes.  Develop, facilitate and review the delivery of the school’s executive education programmes by working in collaboration with the Director of Executive Education, other senior leaders as appropriate (i.e. DBA and MBA programme directors, SBS programme leaders and/or module leaders, KTP managers, Departmental Heads of Research/Directors of Research Centres, etc.)  Work in close collaboration with the Director of Career, Employability, Placement and Alumni Relations (CEPAR) to support the enhancement of further learning opportunities for students in the world of practice.  Build a community of entrepreneurs in-residence within Southampton Business School to enrich research and educational activities.  Share databases with the Director of CEPAR and other school stakeholders as appropriate. |
|  | **International and Enterprise**  Work in close collaboration with the Director of Internationalisation to support connections of colleagues with international companies, bodies and organisations that will lead to impactful collaborative research projects and income-generating knowledge exchange and enterprise activities.  Facilitate and support the school’s internationalisation efforts, especially corporate connections and data collection elements relating to actively and positively influencing our international rankings, such as the QS and Times rankings (with a particular attention to employers’ score). |
|  | **Line Management**  To line manage direct reports, exercising good people management practices including mentoring, coaching, training, advice and guidance as necessary. Ensure the right mix of skills and capabilities through continuous professional development, recruitment and performance feedback. |
|  | **Operational management**  Take responsibility for the management and delivery of new strategic and operational projects for the School as required.  Support the implementation of the School’s Ethics and Corporate Sustainability agenda through targeted actions. |
|  | **School representation**  Represent the School at the relevant Faculty and University enterprise committees as appropriate | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. |

| Internal and external relationships |
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| Member of the School Operational Board, Examination Board (if appropriate) and of the Faculty/School/Department committees relevant to their administrative duties.  To work closely with the School’s research leaders, including the Deputy Head of School Research, Research Excellence Framework (REF) Impact Champion. |

| Special Requirements |
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent in any discipline that supports the research agenda of the Business School.  Strong reputation as an expert in a significant field of enterprise; proven experience of developing, selling and leading Enterprise programmes for a wide range of organisations.  National or international reputation as an expert in a significant field of enterprise; proven experience of leading challenging work at the leading edge of the profession  A sustained record of excellence in enterprise and consultancy activities with high levels of income generation and/or significant reputational benefit. | Membership of Higher Education Academy  Involvement in national and international events  Sit on national or international advisory bodies |  |
| Planning and organising | Proven ability to champion and oversee key contributions to faculty and/or University enterprise, research or education strategies.  Proven ability to lead enterprise activities, grants and/or contracts of national and international importance. |  |  |
| Problem solving and initiative | Proven ability to implement successful change management initiatives and formulate strategic plans that reflect and support the priority needs. | Proven ability to implement successful change management initiatives/strategic initiatives within a university context. |  |
| Management and teamwork | Proven ability to oversee people and resource management processes in order to deliver key knowledge exchange/enterprise activities, research or education initiatives.  Proven ability to make a sustained contribution to academic leadership at School/Department /faculty and across the University.  Proven ability to demonstrate leadership abilities in Higher Education and to raise performance standards through own work areas.  Proven ability to recognise and deal with obstacles and difficulties so that the team can deliver.  Able to deliver the Line Manager’s expectations as stated in Appendix 2 |  |  |
| Communicating and influencing | Proven ability to establish and build major relationships with stakeholders.  Proven ability to act as the main figurehead for key activities, developing important national and international contacts.  Able to contribute to the development of the University’s profile in the UK and internationally.  Proven ability to use influence to develop positions or strategies.  Proven ability to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems |  |  |
| Other skills and behaviours | Ability to understand the differences between academic and corporate cultures and to work productively within both  Collaborative style – strong relationship builder – ‘uncompromising reasonableness’  Compliance with relevant Health & Safety issues  To role model the Southampton behaviours (see appendix 1) and work with the management team to embed them as a way of working across the department / directorate / University |  |  |
| Special requirements | Able to attend national and international conferences/enterprise events as required. |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  | x |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |

Appendix 1. Embedding Collegiality

Collegiality represents one of the four core principles of the University; Collegiality, Quality, Internationalisation and Sustainability. Our Southampton Behaviours set out our expectations of all staff across the University to support the achievement of our strategy.

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| **All staff** | **Behaviour** |
| **Personal Leadership** | I take personal responsibility for my own actions and an active approach towards my  development |
| I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly |
| I show pride, passion and enthusiasm for our University community |
| I demonstrate respect and build trust with an open and honest approach |
|  | |
| **Working Together** | I work collaboratively and build productive relationships across our University and beyond |
| I actively listen to others and communicate clearly and appropriately with everyone |
| I take an inclusive approach, value the differences that people bring and encourage others  to contribute and flourish |
| I proactively work through challenge and conflict, considering others’ views to achieve  positive and productive outcomes |
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| **Developing Others** | I help to create an environment that engages and motivates others |
| I take time to support and enable people to be the best they can |
| I recognise and value others’ achievements, give praise and celebrate their success |
| I deliver balanced feedback to enable others to improve their contribution |
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| **Delivering Quality** | I identify opportunities and take action to be simply better |
| I plan and prioritise efficiently and effectively, taking account of people, processes and  resources |
| I am accountable, for tackling issues, making difficult decisions and seeing them through  to conclusion |
| I encourage creativity and innovation to deliver workable solutions |
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| **Driving Sustainability** | I consider the impact on people before taking decisions or actions that may affect them |
| I embrace, enable and embed change effectively |
| I regularly take account of external and internal factors, assessing the need to change and  gaining support to move forward |
| I take time to understand our University vision and direction and communicate this to  others |

Appendix 2. Line Manager Expectations

The statements below provide additional clarity on what is expected of our line managers and supervisors.

Managing People: Manage and support your peoples work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth.

Managing the Student and Customer Experience: Ensuring our students and the customer are at the centre of everything we do, always considering their needs before acting, to ensure we deliver a high quality experience every time.

Managing Financial Decisions: Make well informed and timely financial decisions with an understanding of the consequences and impact on the financial sustainability of the University.

Managing Compliance: Understand and apply the University regulations, policies, guidelines, and legal requirements to ensure continued operational compliance.

Managing Risk: Identify potential risks, assess probability and impact and take appropriate steps to mitigate the risk or maximise potential benefits.