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| Last updated: | <date> |

**JOB DESCRIPTION**

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| Post title: | **Principal Enterprise Fellow** |
| Standard Occupation Code: (UKVI SOC CODE) |  |
| School/Department: | Southampton Business School (SBS) |
| Faculty: | Social Sciences |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*ERE category: | Enterprise pathway |
| Posts responsible to: | Director of Knowledge Exchange and Enterprise (DoKEE) |
| Posts responsible for: | None |
| Post base: | Office-based/Non-Office-based (see job hazard analysis) |

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| Job purpose |
| Under the leadership of the DoKEE, to drive the implementation of a value-and-developmental driven work ecosystem to support SBS’ industry-facing activities and programmes;  To develop and contribute to a broad and significant range of knowledge exchange and enterprise activities within Southampton Business School; To generate significant revenue and further SBS’s reputation, locally, nationally and internationally from entrepreneurial activity;To undertake leadership, management and engagement activities as directed. |

| Key accountabilities/primary responsibilities | % Time |
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|  | Under the leadership of the DoKEE, develop and manage a broad and significant range of knowledge exchange and enterprise activities, e.g. training of executives, executive education, CPD provision, consulting, applied research, service provision, practitioner focused outputs, or facilitating spin-offs for clients, customers and stakeholders external to the University. Drive the implementation of a joined-up ecosystem for all SBS industry-facing activities which can enable leveraging opportunities.  Provide the unique support necessary to implement a coherent, industry-facing ecosystem that aligns with SBS’s long-term goals in terms of KEE. | 80% |
|  | Take a lead role in commercial or enterprise specific management of significant activity including, for example relationship management at a senior level with external clients and stakeholders, and in developing partnerships with external organisations. |
|  | Contribution to developing innovative approaches to Knowledge Exchange and Enterprise activity which advance techniques and standards and serve as a contribution to broader debate. May lead on the introduction of new innovative practice in knowledge exchange and enterprise across the wider School/Department, Faculty, or University. |
|  | Have a significant role in income generation e.g. through generating new income streams, profits and reputation from enterprise activities, e.g., industry-focused programmes, executive education, consultancy and / or co-created research. |
|  | Negotiate projects and programmes of work with clients and client organisations, and manage marketing activities, liaising with client’s senior management. |
|  | Lead the development of new activities or manage significant processes in the running of knowledge exchange and enterprise activity.  |
|  | Contribute to business planning of Knowledge Exchange and Enterprise activities. |
|  | Contribute to the development and management of staff and resources. To line manage direct reports if required, 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. | 15% |
|  | Represent the University in the subject community externally. Attend and participate in or chair national or international conferences sessions and working groups, representing the University as a lead expert. |
|  | Lead in the development of the Knowledge Exchange and Enterprise strategic objectives within the School, in line with the wider KEE and University objectives. |
|  | Participate in impact and public engagement activities. |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| Direct report to Director of Knowledge Exchange and Enterprise (DoKEE)Head of SchoolMBA DirectorColleagues within the schoolAssociate Dean KEE and KEE colleagues across the School, Faculty and UniversityExternal stakeholders including senior leaders in business and government |

| 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 professional qualifications and experience in any discipline that supports the research agenda of the Business School, particularly in leadership / management development and / or organisational behaviour.Well-established national and / or international reputation in any discipline that supports the research agenda of the Business SchoolKnowledge of a core discipline taught on the undergraduate or postgraduate programmes, preferably related to leadership / management development and organisational behaviourExtensive track record of academia / industry enterprise and research consultancy activities. | Membership of relevant professional bodies.Teaching at undergraduate and/or postgraduate level |  |
| Planning and organising | Proven ability to plan and shape the direction of an area of knowledge exchange and enterprise activity with substantial impact on finance and/or reputation of the UniversityProven ability to lead major consultancy activities, developing partnerships and attracting significant fundingProven ability to build project teamsProven ability to coordinate and integrate functionsAble to contribute to the development of policy within the School/Department |  |  |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within own field in response to intractable issues of importance to the research area |  |  |
| Management and teamwork | Able to mentor, manage, motivate and coordinate teams, delegating effectively. Able to resolve performance issues and formulate staff development plans, where appropriate, to ensure team aims are metAble to foster and develop good relationships between own School and the rest of the university. Able to work proactively with senior colleagues to develop cross-School and institution cooperation and effectivenessAble to monitor and manage resources and budgetsWork effectively in a team, understanding the strengths and weaknesses of others to help teamwork development.Able to deliver the Line Manager’s expectations as stated in Appendix 2 |  |  |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audienceExtensive track record of presenting results at group meetings and conferencesExperienced in delivering seminars and training to corporate clients,Able to persuade and influence at all levels, internally and externally, in order to foster and maintain relationships, resolving tensions/difficulties as they arise Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problemsAble to negotiate for the School/Department on key issuesAble to develop and lead key communications strategies |  |  |
| Other skills and behaviours | Compliance with relevant Health & Safety issuesPositive attitude to colleagues and studentsAble to show an understanding of equality, diversity and inclusion, and ability to proactively review activities in regard to data and inclusion strategic objectives.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 / School / University  |  |  |
| Special requirements | Able to attend national and international conferences to present results, if needed |  |  |

**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. |
| [x]  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 mydevelopment |
| 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 othersto contribute and flourish |
| I proactively work through challenge and conflict, considering others’ views to achievepositive 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 andresources |
| I am accountable, for tackling issues, making difficult decisions and seeing them throughto 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 andgaining support to move forward |
| I take time to understand our University vision and direction and communicate this toothers |

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.