

Digital leader profile

Staff in leadership roles across the higher and further education sector are diverse, in both their organisational situations and the skill sets they need. This indicative profile enables leaders of all kinds to reflect on the digital capabilities they have and need. No one individual will have all of the capabilities included in this profile: it is intended to demonstrate how new areas of practice are emerging, and how individuals might use their digital skills in different areas of their designated roles.

Leaders may be found in a variety of locations:

- » Senior management
- » Governance bodies, committees, working groups
- » Human Resources (HR)
- » Academic leadership roles
- » Library/learning resources
- » IT/ICT/e-Learning
- » Educational/learning development, student services
- » Student and staff representative bodies

Because of this diversity, the profile is necessarily a general one. It covers a range of capabilities that may be required by digital leaders, whatever their particular responsibilities or areas of expertise. These leaders may well have their own professional body requirements to meet: this profile can be used alongside or adapted into these requirements.

The **Jisc Digital leaders programme** (jisc.ac.uk/training/digital-leaders-programme) can help leaders build on this profile by:

- » Becoming a more effective digital leader through their own personal and professional development
- » Exploring how organisations can engage more effectively with the digital technology at their disposal – at both strategic and operational levels
- » Discovering and reflecting on how digital technology is changing the way organisations operate – creating new leadership challenges and strategic opportunities

- » Learning to lead, manage and influence digitally-driven change across organisations, departments, services and teams

The profile might be used in the following ways:

- » Digital leaders might use the profile to review their own professional development needs, or to ensure their digital capabilities are fully recognised and reflected in the responsibilities they have
- » Leadership teams might use the profile to review their collective skills, agree how best to work together on digital issues, and identify any gaps that require recruitment, development, or delegation
- » HR professionals might use this profile to ensure that digital capabilities and responsibilities are fully reflected in leadership role analyses and person/role specifications

This is one of a number of profiles based on the **'Six elements of digital capabilities'** (http://ji.sc/digicap_ind_frame) model, which includes profiles for staff in a range of specialist roles. For more information on all profiles and other related resources please see the **Building digital capability project page** (<http://ji.sc/building-digicap>).

General ICT use (ICT proficiency)	
ICT/digital proficiency	<p>Use ICT-based devices, applications, software and services – for example: basic productivity software, web browser, and writing/presentation software; digital capture devices such as a camera; digital editing; institutional systems. Use all of these in a professional context and to high professional standards.</p> <p>Find short cuts and work-arounds in digital systems, deal with problems and failures of ICT when they occur.</p> <p>Design and implement ICT solutions to daily tasks; model the confident use of digital technologies in professional practice.</p> <p>Stay up to date with ICT as it evolves and adopt new systems, applications and updates into professional practice.</p> <p>Have a basic general knowledge of computing, coding, and information processing, and a knowledge of the digital systems in use by the organisation.</p>
ICT/digital productivity	<p>Choose devices, applications, software and systems relevant to different tasks, having assessed their benefits and constraints; work fluently across different software/apps and services to achieve task outcomes.</p> <p>Use digital tools to work productively and efficiently eg calendars, task lists, project and time management tools, content management systems.</p> <p>Use institutional ICT systems for administration, management, and other role-related tasks.</p> <p>Adopt and where necessary adapt ICT systems, applications and interfaces to suit personal needs and working practices eg using accessibility features.</p> <p>Have a sound knowledge of the use of digital technologies in education (teaching, learning, research, communication and public engagement), of accessibility and inclusion issues in digital strategy, and of how digital technologies are changing practices in personal and professional life.</p>
Information, data and media literacies (critical use)	
Information literacy	<p>Find, evaluate, manage, curate and share digital information relevant to leadership role and professional needs.</p> <p>Organise incoming information using eg filters, feeds, sort rules, advanced searches, curation tools.</p> <p>Generate and curate digital information; interpret, analyse and re-present digital information on behalf of the organisation; use digital information to support effective decision making and to monitor organisational performance.</p> <p>Evaluate digital information in terms of its provenance, relevance, value and credibility.</p> <p>Have an understanding of the rules of copyright, IPR and open alternatives eg creative commons; have a basic knowledge of information management.</p>
Data literacy	<p>Collate, manage and access digital data in spreadsheets, databases and other media; run queries, data analyses and reports.</p> <p>Use data systems to monitor key performance indicators and other critical organisational data, and in support of quality and compliance processes.</p> <p>Interpret and use organisational data to support planning and decision-making.</p> <p>Contribute to the development of organisational guidelines and policies on the legal, ethical and secure use of data.</p> <p>Share data within and beyond the organisation in ways that foster collaboration and evidence-based practice.</p> <p>Have an understanding of how data is used in professional and public life; of the nature of algorithms, of legal, ethical and security issues in data collection and use, and of the risks these may entail to the organisation.</p>
Media literacy	<p>Critically read and interpret messages in a range of digital media – text, graphical, video, animation, audio, etc.- relevant to professional and leadership role.</p> <p>Use digital media persuasively to communicate within and beyond the organisation eg via presentations, online reports, data visualisations, digital audio and video; be aware of access and inclusion issues in the use of different media.</p> <p>Curate, re-edit and repurpose media, giving due recognition to originators.</p> <p>Have an understanding of digital media as a social, political and educational tool, and of digital media production as a technical practice.</p>

Digital creation, problem solving and innovation (creative production)	
Digital creation	<p>Produce digital materials – text, images, video, audio, digital presentations, podcasts and screencasts, blog and web posts – according to the needs of the role.</p> <p>Model a creative approach to digital practice and digital transformation.</p>
Digital research and problem solving	<p>Collect, understand and use digital evidence for organisational decision making; model an evidence-based approach to management and organisational change.</p> <p>Create opportunities for organisational research using digital tools and data; lead such research where appropriate.</p> <p>Investigate and evaluate new digital approaches in education and in leadership; identify challenges and opportunities in new digital trends.</p> <p>Have an understanding of digital methods relevant to organisational research.</p>
Digital innovation	<p>Adopt new digital approaches in leadership and management; use digital technologies to develop new ideas, projects and opportunities.</p> <p>Lead digital transformation initiatives.</p> <p>Identify barriers to innovating practice across the organisation.</p> <p>Be recognised internally and externally as a digital thought leader.</p> <p>Have an understanding of innovation, enterprise and project management in digital settings.</p>
Digital communication, collaboration and participation (participating)	
Digital communication	<p>Use a wide range of digital tools and media to communicate within and beyond the organisation – appreciating the modalities of different media, and the norms of different communication contexts; use accessible and inclusive forms of communication.</p> <p>Conduct meetings via digital means where possible, for efficiency and sustainability benefits.</p> <p>Communicate organisational messages effectively via digital channels; contribute to and follow an organisational plan for digital communications.</p> <p>Manage email and other communications so as to avoid distraction and overload.</p> <p>Model respectful, inclusive behaviour in public communications, and security in private communications; identify and deal with false or damaging digital communications on behalf of the organisation.</p> <p>Have an understanding of the features of different digital media for communication, and of the varieties of communication norms and needs.</p>
Digital collaboration	<p>Lead and facilitate digital teams and working groups to achieve organisational goals.</p> <p>Collaborate effectively in digital spaces eg building shared resources, wikis, web pages, digital writing and presentations, taking on different facilitative roles.</p> <p>Use digital networks and media to build and sustain external partnerships.</p> <p>Encourage an inclusive and collaborative workplace by supporting the use of shared digital tools and media, by supporting collaborative projects, and by promoting work across boundaries (of teams, roles, cultures, and institutions).</p> <p>Have an understanding of the features of different digital tools for collaboration, and of the varieties of cultural and other norms for working together.</p>
Digital participation	<p>Use digital networks and media to build partnerships externally.</p> <p>Use digital networks and media to promote the vision and identity of the organisation eg to prospective students, employers, partners.</p> <p>Develop, influence and participate in internal networks for knowledge exchange and sharing practice.</p> <p>Build personal networks and participate actively with other education leaders and change agents (eg via Twitter, LinkedIn, other social media, blogs, media sharing sites).</p> <p>Promote the benefits and manage the risks of a participative organisational culture.</p> <p>Have an understanding of how digital media and networks influence social behaviour.</p>

Digital learning and development (development)	
Digital learning and CPD	<p>Identify and take up digital opportunities for professional development.</p> <p>Share expertise via online communities of professional learning and practice.</p> <p>Model the adoption of digital tools to map, monitor and reflect on personal professional practice; foster a culture of personal development and organisational learning with digital tools.</p> <p>Have an understanding of how digital media and tools can support learning.</p>
Digital teaching	<p>Use digital technologies and tools to support individual staff eg in a mentoring role.</p> <p>Contribute to TEL strategy; plan to develop digital capabilities across the organisation; plan to embed digital capabilities into the curriculum; plan to make learning more accessible and inclusive through the use of digital technologies.</p> <p>Lead, facilitate and advocate for initiatives in digital learning, teaching and assessment; lead departments or curriculum teams.</p> <p>Have an understanding of the educational value of different digital tools for teaching, learning and assessment, and of different pedagogic approaches in digitally-rich settings.</p>
Digital identity and wellbeing (self-actualising)	
Digital identity	<p>Develop and project a positive digital identity; monitor and manage personal impact and reputation in professional networks.</p> <p>Manage a range of personal and professional profiles and reputational assets online.</p> <p>Use digital technologies to communicate effectively on behalf of the organisation, internally and externally.</p> <p>Contribute to and follow an organisational plan for digital branding and reputation management.</p> <p>Have an understanding of the reputational benefits and risks involved in digital participation.</p>
Digital wellbeing	<p>Model healthy digital behaviours eg manage distraction/overload, be respectful online, have a good work-life balance.</p> <p>Explore how personal and organisational values are expressed in digital spaces; contribute to strategies and policies on appropriate digital behaviours.</p> <p>Investigate the wellbeing benefits and risks of adopting new digital technologies and practices in the organisation.</p> <p>Ensure equality of access to digital opportunity; use digital technologies to support access and inclusion.</p>

Digital capabilities: the six elements

