



**QUEEN'S
UNIVERSITY
BELFAST**

**INSPIRING.
INCLUSIVE.
IMPACTFUL.**

LEADERSHIP AND MANAGEMENT FRAMEWORK GUIDE

MY LEADERSHIP AND MANAGEMENT FRAMEWORK

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WHY DID WE DEVELOP A FRAMEWORK?

The 2016 Staff Survey identified four institutional areas for action. One of these was: Improve the Visibility and Impact of Senior Leadership.

In response, a Leadership and Management Framework has been developed.

WHAT IS THE PURPOSE OF THE FRAMEWORK?

Simply put, the Framework sets out clearly the behaviours and skills required to lead and manage at Queen's across all levels of leadership.

Supporting Vision 2020 and our People and Culture Strategy, People First, these behaviours and skills are set within a framework – or reference point if you like.

This Leadership and Management Framework has been developed to help, challenge and support. Irrespective of

your level, leadership starts with you, and, recognising the diversity of our leaders, the framework allows you to reflect and self-assess at your own level, identifying the strengths you already have in specific areas. It will help you to have a learning conversation with your line managers and to identify the steps needed to effectively fulfil your current leadership role – and develop those you may need if you aspire to future leadership roles.

Note: The Framework's self-assessment tool is not intended as a compulsory 'box-ticking' exercise. It is offered as a toolkit that will enable you to have informed conversations with your line manager about your development as a leader.



LEADERSHIP STARTS WITH YOU






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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
YOUR CURRENT RESPONSIBILITIES	You supervise and also plan the work of other people within your area or you may be without line manager responsibility but lead a particular piece of work or project. You may be new to the leader role or may have had little or no formal management training.	You have more leadership responsibility – for example, for a team, a particular area of work, or perhaps a specialism that’s strategically important	You have formal leadership responsibility for team(s) covering a significant area of work that has strategic, university-wide impact	You are a senior manager with responsibility for setting the vision and strategic direction of the University.
SAMPLE ROLES / JOB TITLES	Cleaning Team Leader; Research Assistants/Fellow; Operational Team Leader; Advisor of Studies	Mid-Level Manager; Senior Administrator; Senior Technician; Investigator; Module or Subject Lead	Head of Department; Deputy Head of School; Assistant Director; Deputy Director; School Manager; Director of Education/Research; Programme Director; Principal Investigator	Head of School; Director; Dean; Pro-Vice-Chancellor

SELF-LEADERSHIP

SEEING MYSELF: MY ROLE, RESPONSIBILITIES AND RESPONSES


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WHAT I DO AND HOW I DO IT					
PERSONAL DEVELOPMENT AND SELF AWARENESS	<p>I take ownership of my development and demonstrate through my work what I have learnt.</p> <p>I use feedback to adapt my performance and behaviours so that they are aligned to our core values, ICARE.</p> <p>I am aware of factors that cause me stress and put appropriate coping strategies in place.</p>	<p>I seek work opportunities that will develop my strengths and challenge me.</p> <p>I use feedback to adapt my performance and behaviours so that they are aligned to our core values, ICARE.</p> <p>I understand that behaviours and actions have impact on myself and others.</p> <p>I am aware of factors that cause me stress and put in place appropriate coping strategies.</p>	<p>Through my actions and behaviours, I am a role model in relation to managing personal development.</p> <p>I reflect on and can adapt my interactions with a wide range of stakeholders.</p> <p>I actively challenge my own values, beliefs, leadership style and approach – and adapt as necessary.</p> <p>I actively demonstrate our core values, ICARE, when giving and receiving feedback.</p> <p>I consciously build my personal resilience in order to adapt to complexity and ambiguity.</p>	<p>I maintain an external focus, leveraging opportunities to extend and develop knowledge of best practice, so that the impact benefits Queen's.</p> <p>I embrace challenge and use it to improve my effectiveness as a leader.</p> <p>Using resources from within and outside Queen's, I continually reflect on my leadership impact within the wider HE Sector.</p> <p>I understand how the pressures associated with a high-profile role can affect me and my performance.</p>	
	<p>I plan and organise my time and work effectively, to agreed standards.</p> <p>I stay calm and focused under pressure.</p>	<p>I plan and organise my work effectively considering the impact of others involved.</p> <p>In response to the changing environment in which I work I can adapt plans in an assertive manner.</p>	<p>I plan and manage activities within and across teams and areas of work for which I have responsibility.</p> <p>I am resilient when facing setbacks or challenges to achieving goals.</p>	<p>I maintain focus on what needs to be achieved when faced with multiple demands and priorities.</p> <p>I recognise when action is needed to deliver an effective outcome.</p>	
LIVING THE VALUES	<p>Through my actions and behaviour at work, I am a role model for our core values, ICARE.</p> <p>If a colleague is not demonstrating our values, I will challenge their behaviour.</p>	<p>Through my actions and behaviour at work, I am a role model for our core values, ICARE.</p> <p>If a colleague is not demonstrating our values, I will challenge their behaviour.</p>	<p>Through my actions and behaviour at work, I am a role model for our core values, ICARE.</p> <p>I am committed to creating an open and transparent culture for all.</p> <p>If a colleague is not demonstrating our values, I will challenge their behaviour.</p>	<p>Through my actions and behaviour at work, I am a role model for our core values, ICARE.</p> <p>I am committed to creating an open and transparent culture for all.</p> <p>If a colleague is not demonstrating our values, I will challenge their behaviour.</p>	

COLLABORATIVE LEADERSHIP

WORKING WITH OTHERS: DEFINING MY APPROACH AND WORKING PRACTICE

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		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
WHAT I DO AND HOW I DO IT					
CONNECTING STAKEHOLDERS	<p>I understand that it is more effective to work collaboratively with colleagues and stakeholders.</p>	<p>I am able to identify the key stakeholders needed to solve a problem collaboratively.</p> <p>I facilitate meetings to share information, resolve issues and deliver outputs.</p>	<p>I recognise individuals and teams that I can collaborate with in order to effectively achieve agreed outcomes.</p> <p>I take responsibility for the success of Queen's as a whole – not just my own priorities.</p>	<p>I can set individual interests aside, supporting and actively implementing collaboration and interdisciplinary ways of working both internally and externally.</p> <p>I take responsibility for the success of Queen's as a whole – not just my own priorities.</p>	
TEAMS	<p>I ensure that every member of the team understands their role and responsibilities and encourage collaborative working to reach the overall goal.</p> <p>If the team is unable to make a decision, I take responsibility.</p> <p>I work with the team to connect each individual's values to our core values, ICARE.</p>	<p>I provide support for team members to enable them to meet shared goals.</p> <p>I engage others, respecting their views and opinions by providing opportunities for team discussion, collaboration and input.</p> <p>By understanding team strengths, work preferences and styles, I develop and empower team members to encourage effective performance.</p> <p>I work with the team to connect each individual's values to our core values, ICARE</p>	<p>I engage with the range of diverse viewpoints expressed by my team and make decisions to solve any issues that arise.</p> <p>I facilitate constructive conversations and help teams to reach consensus.</p> <p>By encouraging and facilitating appropriate leadership behaviours, I support managers to create high-performing inclusive teams.</p> <p>I strive to maintain a sense of optimism and confidence.</p>	<p>I play an active role in and lead senior teams.</p> <p>I engage in building Queen's internal capacity by providing opportunities for others to take on leadership activities.</p> <p>I lead effective boards and set challenges that will deliver key strategic objectives and the vision.</p> <p>I provide opportunities for others from within and outside Queen's to positively contribute in order to effect positive change.</p>	
POSITIVE RELATIONSHIPS	<p>I listen to, respect and take on board the views of others.</p> <p>I take action where appropriate, building the trust of my team.</p>	<p>I focus on people rather than tasks, building and maintaining relationships with all those involved while recognising diversity.</p>	<p>I build effective relationships across Queen's and with external stakeholders.</p> <p>I welcome a range of inputs and constructively deal with competing agendas.</p>	<p>I recognise where I need to build internal and external relationships to advance Queen's regional, national and global impact.</p>	

MANAGING

PLANNING, PEOPLE AND PERFORMANCE






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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
WHAT I DO AND HOW I DO IT				
PLANNING	Working with my team, I share and contribute ideas in support of the operational planning process.	<p>Considering risks and alternatives, I work with others to develop and implement plans to support the achievement of strategic objectives.</p> <p>I ensure strategic objectives are translated into operational plans.</p>	<p>I take responsibility for ensuring that my team fully understands our strategic goals and oversee our planning processes to deliver.</p> <p>I communicate the progress and results of our plans with our internal and external stakeholders.</p>	When developing strategic plans I consider the potential impact on Queen's of broader external context and factors (regional, national and global).
RESOURCES	I allocate available and appropriate resources.	<p>I manage resources within time and budget to achieve results.</p> <p>I monitor the effective use of resources and consider the impact of my decisions.</p>	<p>I anticipate what resources are needed to realise our goals.</p> <p>I adhere to Queen's processes and guidelines when managing resources.</p>	I ensure that executive boards have the correct information to enable effective discussions and decision-making on the strategic resources required to deliver the Queen's vision.
PEOPLE AND PERFORMANCE	<p>I define expectations of what needs to be delivered and how.</p> <p>I ensure that each person has the tools, training and support they need to be successful.</p> <p>I provide feedback on performance and use my knowledge to make suggestions in order to improve performance standards and recognise good performance as necessary.</p>	<p>I provide team members with a clear purpose and set goals that promote success and high performance.</p> <p>I set performance standards, monitor performance against those standards and find solutions for areas in which performance objectives are not achieved.</p> <p>I coach others to build skills and confidence, enabling them to take responsibility for achieving their personal performance standards and development goals.</p> <p>I help the team to link our core values, ICARE, with performance standards, creating a culture where feedback is actively welcomed not feared.</p>	<p>I coach others to facilitate excellent performance and development</p> <p>I plan development aligned to short-term and long-term career objectives</p> <p>I establish challenging performance improvement goals that drive Queen's forward.</p> <p>I ensure my team know that we are all responsible for delivering excellent performance aligned to our core values, ICARE.</p> <p>I challenge managers to look outside Queen's to bring in new ideas about delivering excellence.</p>	<p>In line with our core values, ICARE, I champion the use of inclusive and interdisciplinary teams.</p> <p>I realise Queens's vision and goals through positive relationship and collaboration with others.</p> <p>In line with our core values, ICARE, I promote and champion an inclusive workplace where everyone has a voice and is listened to.</p> <p>I ensure that performance processes support the culture</p> <p>I empower leaders to use feedback to improve engagement and deliver culture goals.</p>

PROVIDING DIRECTION

DECIDING, DRIVING, DELIVERING






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WHAT I DO AND HOW I DO IT					
LEADING CHANGE	<p>I help the team to understand why they are being asked to make changes.</p> <p>I assess the effects of change, and make recommendations for improvements.</p>	<p>I encourage my team to learn from change, evaluating how new value is created and embedding new approaches into working practices in order to capitalise on future benefits.</p> <p>With the future vision of Queen's in mind, I highlight factors that can effect change both within and outside the University and enable positive discussion about the reasons for change.</p>	<p>I challenge my team to question the impact of external factors and consider their response in order to deliver increased value for Queen's.</p> <p>I identify gains that can be applied elsewhere in Queen's and incorporate these into operational/ business plans.</p> <p>I disseminate learning from changes that have been introduced to the wider University.</p>	<p>I consider the broader external context and factors that may create challenge and opportunity for Queen's, enabling the University to undergo positive change.</p> <p>I ensure Queen's best interests are a key influence for change.</p> <p>Following a period of change, I reflect on the learnings and build on these as part of strategic planning.</p>	
USING KNOWLEDGE	<p>I seek feedback on my work performance and its impact on others, using this to explore new ways of working that will have a positive effect.</p>	<p>I gather information about interdependencies within my department /area/discipline in order to make suggestions that will improve collaboration and create improved outputs.</p>	<p>I gather information about interdependencies across Queen's in order to make suggestions that will improve collaboration and deliver strategic goals.</p>	<p>When devising future development plans for Queen's I take into account my knowledge and experience of external factors regionally, nationally and globally.</p>	
DECISION MAKING	<p>I work with my manager and contribute to decisions that affect my performance and my team's performance in line with our core values, ICARE.</p>	<p>I involve the right stakeholders in making decisions.</p> <p>I actively engage both functional and cross-functional teams in making decisions, taking into account our core values, ICARE, that will shape the future of Queen's.</p>	<p>I operate comfortably with high levels of ambiguity, and am accountable for making timely decisions in complex situations.</p> <p>I take a proactive approach to decision-making that considers all available information, emerging circumstances and is underpinned by our core values, ICARE and strategic priorities.</p>	<p>I uphold the Queen's core values, ICARE, to ensure decision-making is carried out with integrity and in line with the Queen's strategic direction.</p> <p>I am capable of making difficult decisions that are in the best interests of Queen's strategic goals, even when they are not well-received by all.</p>	

VISION LEADERSHIP

PRESENTING, PROTECTING & PROMOTING

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WHAT I DO AND HOW I DO IT					
BUILDING AN ORGANISATIONAL VISION	I share ideas and feedback about making Queen's a better place to work and learn.	I share ideas and feedback about making Queen's a better place to work and learn.	I plan for the future of Queen's by considering the broader external context and factors that may create challenge and opportunity. I actively engage and seek feedback from internal and external stakeholders on the future of Queen's to inform our vision	Through active engagement with key stakeholders I develop a shared vision that reflects the future needs and aspirations of Queen's and the future direction of education and research. I think about the role of culture in delivering a better working and learning environment, and I promote strategies that align the vision to the values.	
INFLUENCING OTHERS	I positively and actively support the goals and aspirations of Queen's.	I regularly engage my managers and colleagues in discussions about the vision and how to interpret it in order to enable success.	I actively discuss and debate the future of Queen's with internal and external stakeholders. By working in partnership with others, I seek to create a shared vision for Queen's. I work with others to reach decisions that are in the best interests of Queen's.	I actively participate in and lead on conversations about the future of education and research. I am conscious of competing interests and effectively balance organisational aspirations and the broader external landscape. I play a role in influencing external agendas and priorities on a regional, national and global scale. I influence key decision-makers who determine future government policy that directly impacts Queen's.	
COMMUNICATING THE VISION	I regularly share the Queen's vision story and help my team remember what they are part of – and what they are working towards	I am an enthusiastic advocate for Queen's vision and communicate it with passion.	I communicate my ideas and enthusiasm about the future of Queen's and confidently tell the Queen's story in a way that engages and inspires others. I ensure that others understand and feel a sense of shared ownership for Queen's vision to allow them to positively communicate it. I ensure that all symbols, language and processes used within Queen's meet our brand guidelines and I actively remove those that don't.	I empower and enthuse others by communicating our vision with passion. I encourage others to share my enthusiasm for the vision by creating a sense of joint ownership. I prepare for challenges and take a proactive approach to dealing with set-backs. Through my daily activities and behaviours, I demonstrate a passion and personal commitment to enacting Queen's vision. I ensure I act with integrity and credibility in order to convincingly advocate for the Queen's vision.	

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Of course, the opportunity to apply leadership will differ as an individual's career progresses. The context in which competence can be achieved will become more complex and demanding as leaders move through each level in the Leadership Framework.

We have used four stages to describe this progress, to ensure that every leader understands what is expected of them.

This Leadership and Management Framework has been developed to help, challenge and support. **Irrespective of your level, leadership starts with you, and,** recognising the diversity of our leaders, the framework allows you to reflect and self-assess at your own level, identifying the strengths you already have in specific areas. It will help you to have a learning conversation with your line managers and to identify the steps needed to effectively fulfil your current leadership role – and develop those you may need if you aspire to future leadership roles.

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