Leadership and Management Competency Framework Factsheet

Leadership integrity

- Champions student and service focus
- Translates and communicates direction
- Manages others
- Achieves results
- Fosters teamwork
- Develops self and others

Human Resources

The University for World-Class Professionals

Manchester Metropolitan University
What does the Leadership and Management Competency Framework mean for me?

At its heart, the Leadership and Management Framework describes the behaviours that we expect leaders and managers to demonstrate in their day to day work. You should therefore be using the Framework to think about your approach to leading and managing, to recognise your strength areas and to consider areas where you can develop further.

The Framework should be used at an individual level for your leadership and management development planning, but you will also see it used at a University level in the following ways:

- The Framework is currently being used as part of the recruitment process for posts in grades 7-11
- The leadership and management development for staff will use the Framework

To use the Framework effectively, you need to reflect on the competencies given your role in the University. You are encouraged to discuss the Framework with your line manager to identify the competencies that apply most to your job role and the situations where you are going to be putting the competencies into place.

How can I use it?

You can start by carrying out a self-assessment against the competencies.

For each identified core competency, look at the behavioural indicators and consider which ones you have to demonstrate as part of your role. Read the behavioural indicators for each selected competency and make an assessment of how you measure up. Consider the extent to which you meet the indicators consistently and in a wide variety of circumstances. You might want to discuss this with your manager, other team members or key people who you work with across the University for their viewpoint.

A self-assessment template is included below.
Leadership and Management Competency Framework

Self-Assessment and Action Plan
You will need to review the Leadership and Management Competency Framework and the behavioural indicators within this to complete the following self-assessment.

Leadership integrity

Generic behaviours if someone is demonstrating this capability

- Open and transparent in their decision making and communication
- Listens to others and accepts that they are not always right
- Makes fair and balanced decisions
- Takes the right decision, even if it is not the easiest
- Recognises the impact of their behaviour on others
- Reflects on their own actions and learns from their experiences and mistakes
- Respects confidentiality
- Treats employees fairly by applying consistent management principles
- Respectful of others by acknowledging different opinions
- Takes their social responsibility seriously
- Considers whether results have been achieved ethically

Development indicators

- Holds onto information, does not explain decisions or update others
- Makes decisions for personal gain
- Does not reflect on and review their actions
- Gossips about staff
- Dismisses different opinions
- Uncaring about staff, students and the University
- Does not consider the impact of results

Self reflection – how far I think that I demonstrate this competency

Reflect on how you approach your work, the interactions that you have with other people and your personal work values.
Champions student and service focus

**Generic behaviours if someone is demonstrating this capability**

**Understanding context**
- Recognises the local/regional/national/international context
- Considers external and internal stakeholders when planning any changes
- Aware of best practice, whether internally or externally
- Has some knowledge of the detail and awareness of student needs

**Managing change**
- Adapts to and anticipates change
- Prepares in advance for changes, so avoidable problems can be foreseen
- Invites feedback from customers/students so the team have something to focus on and aim for
- Makes things happen on time for customers

**Building relationships**
- Able to build relationships, show empathy and build rapport
- Communicates with staff about what our customers are told/systems that they use, so that staff are in the best position to help
- Talks to staff and asks what they think to be able to deliver the best results in a timely way

**Development indicators**
- Has limited knowledge about what is happening beyond their own team/department
- Does not consider others when planning changes
- Struggles to build relationships with our customers
- Resistant to changes in existing practice or technologies
- Unaware of the work of their team and what students are looking for day to day
- Is constantly fire-fighting

**Self reflection — how far I think that I demonstrate this competency**

Reflect on how you approach your work, the interactions that you have with other people and your personal work values.
Translates and communicates direction

**Generic behaviours if someone is demonstrating this capability**

**Communicating**
- Communicates information clearly
- Explains how team members fit in the structure, vision and plans
- Provides clarity about roles and responsibilities where necessary
- Highlights the important elements for the team within wider strategies/plans
- Is proactive and positive
- Offers a definition of success and rewards it

**Decision making**
- Analyses situations and information to inform decisions and see links
- Realises the implications for other services or teams of any changes – and takes action accordingly
- Understands where decisions have to be made – and makes them
- Explains decisions made

**Influencing**
- Understands their own contribution to the University
- Uses opportunities to influence peers/senior managers/team/service
- Involves others in decisions they can have influence over
- Is honest with staff about where they cannot influence decisions made

**Planning**
- Provides clear project management by setting clear goals and objectives and giving clear explanations of what is needed
- Prioritises work and takes the initiative
- Keeps up-to-date with University policies

**Development indicators**
- Allows their team to ‘drift’ and allocates resources on an ad hoc basis
- Does not consider the impact of what they are doing on other services or teams and/or does not take action to mitigate/help this
- Regurgitates the University strategy, without translating/making this relevant for their team
- Is reactive and negative
- Avoids involving others in areas that they could influence and help shape
- Does not keep up-to-date with university policies

**Self reflection** – how far I think that I demonstrate this competency

Reflect on how you approach your work, the interactions that you have with other people and your personal work values.
Manages others

**Generic behaviours if someone is demonstrating this capability**

- Sets and maintains high performance standards for self and others
- Holds self and other team members accountable for achieving results
- Motivates others to translate ideas into actions and results
- Recruits and manages individuals effectively to create a high performing team
- Provides leadership, direction and feedback on team and individual objectives
- Gives both positive and constructive feedback
- Has difficult conversations to confront any performance issues, providing support to enable improvement or taking appropriate formal action
- Meaningfully engages in the PDR process, probation processes and other people management systems and processes

**Development indicators**

- Avoids difficult conversations about poor performance
- Does not engage or pays lip service to the PDR process

**Self reflection – how far I think that I demonstrate this competency**

Reflect on how you approach your work, the interactions that you have with other people and your personal work values.
Achieves results

Generic behaviours if someone is demonstrating this capability

• Identifies clear outcomes
• Sets appropriate targets and milestones
• Recognizes and capitalizes on opportunities
• Tries new things to reach challenging goals and persists until individual and team goals are achieved and commitments met
• Addresses challenges and manages change in support of corporate and local objectives
• Manages project and other workloads to meet timescales, budgets and deliverables
• Reviews progress
• Understands risk culture, including the taking of opportunities while managing risk. Puts measures in place to identify, manage and minimise risks (e.g. financial, business continuity, health & safety)
• Celebrates successes
• Learns from mistakes

Development indicators

• Lack of clarity about what they are looking for
• Over focused on the process at the expense of outcomes

Self reflection – how far I think that I demonstrate this competency

Reflect on how you approach your work, the interactions that you have with other people and your personal work values.
Fosters teamwork

**Generic behaviours if someone is demonstrating this capability**

**Within the team**
- Engages staff, listening and responding to their views
- Is approachable; understands the challenges faced and works with the team to resolve problems
- Recognises staff as a resource for ideas and for achieving common goals
- Shares praise and recognition and celebrates team achievement and collective goals
- Is open to compromise/concede when others share their views
- Provides a good induction for new team members so that they know their role in the team
- Draws on the valuable knowledge of experienced staff to enable newer staff to work more effectively
- Aware of the team’s workload and provides support where necessary

**Beyond the team**
- Encourages dialogue within and between teams/departments/services/ ‘the centre’
- Recognises their role in knowledge sharing, in highlighting and sharing good practice from their team/area
- Is a conduit for 2-way communication between more senior managers and team members

**Development indicators**
- Does not encourage dialogue within and between teams
- Keeps good practice/approaches within the team
- Is unapproachable and out of touch with the day to day working of the team
- Is not open to making changes or amendments as a result of others’ views

**Self reflection – how far I think that I demonstrate this competency**

Reflect on how you approach your work, the interactions that you have with other people and your personal work values.
Develops self and others

**Generic behaviours if someone is demonstrating this capability**

**Develops self**
- Aware of own strengths and weaknesses
- Offers help in areas where their own expertise is relevant
- Recognises when support is needed and seeks it from others
- Recognises the need for continuous learning and acts as a role model in pursuing this
- Open to receiving feedback and acting on it to improve their own performance

**Develops others**
- Provides encouragement and support to their staff or other team members
- Demonstrates confidence in others to do the job/deal with the problem
- Able to delegate effectively, by delegating authority as well as responsibility
- Creates opportunities to be innovative and think about things differently
- Recognises that the same task can be done in different ways
- Provides development opportunities through various approaches, including training or giving new responsibilities (with appropriate support)
- Gives opportunities for others to step outside their comfort zone
- Encourages the sharing of skills

**Development indicators**
- Under or over estimates own strengths or weaknesses
- Does not develop and is ‘stuck in a rut’
- Micromanages
- Continues to do things in the same way, particularly using time pressures as an excuse not to think about things differently
- Takes a ‘one size fits all’ approach
- Avoids difficult conversations about poor performance
- Does not engage or pays lip service to the PDR process
- Thinks development is only achieved by sending people on a course
- Does not give staff tasks designed to put new skills into practice or provide opportunities to stretch staff

**Self reflection** — how far I think that I demonstrate this competency

Reflect on how you approach your work, the interactions that you have with other people and your personal work values.
Leadership and Management Competency Framework

Action Plan

STOP
Things that I am going to stop doing as a result of my self reflection

CONTINUE
Things that I am going to continue doing as a result of my self reflection

START
Things that I am going to start doing as a result of my self reflection