LEADERSHIP
FRAMEWORK

HANDBOOK

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MESSAGE FROM THE VICE-CHANCELLOR

One of the defining characteristics of a great university is the calibre of its leadership across the organisation.

We are not all born leaders and acquiring leadership skills is often gained through dedicated time and commitment to developing and reflecting on our personal approach and working hard to practice and build our abilities.

The University of Newcastle values good leadership at all levels. The Leadership Framework provides an opportunity for our many talented staff across the organisation to develop their skills and to reflect on what is required of a good leader. The Framework recognises that our leaders each have their own way of communicating and engaging with colleagues and partners and helps to develop our leadership in this context.

The Framework also supports the University's emerging leaders across research and education, and our professional staff by providing clarity on the expected behaviours at senior levels. It offers a guide for personal and career development planning that supports aspirations in the context of the University's goals and priorities.

Tailor-made for the University, the Framework captures the characteristics and behaviours of good leadership, which is articulated through six Leadership Capabilities. At the University of Newcastle leaders shape the future, engage beyond the University, work collaboratively, strive for excellence, drive performance, and show courage and respect. These are attributes for all of our leaders to practice and develop – from those without any management responsibilities to those leading large research teams, Divisions and Faculties.

Great leadership by staff at all levels and in all parts of the institution will underpin The University of Newcastle's efforts as we work towards realising our 2025 Vision to be a global leader in each of our spheres of achievement. I encourage everyone to take advantage of the opportunities provided through the Leadership Framework to make a valuable investment in your own development and in the University's future.

01

INTRODUCTION TO THE LEADERSHIP FRAMEWORK

INTRODUCTION TO THE LEADERSHIP FRAMEWORK

This handbook is intended to help you understand the Leadership Framework and how it will be used at the University of Newcastle. The Leadership Framework and this handbook are for all University staff.

WHAT IS THE LEADERSHIP FRAMEWORK?

The Leadership Framework comprises a set of principles that clearly outlines the expected behaviours and characteristics required to successfully deliver on our Strategic Plan. It highlights the University's commitment to building leadership capacity and capability and a strong leadership culture at the institution.

HOW WAS THE FRAMEWORK DEVELOPED?

The Framework was developed through consultation and dialogue across the University and guided by leadership literature, research and practice. It is built on a solid understanding of our strategic priorities and challenges, with our values as its foundation. It recognises current strengths, while also capturing those behaviours that everyone needs to develop to meet the demands of the global university sector landscape.

WHO IS THE LEADERSHIP FRAMEWORK FOR?

The Leadership Framework provides support for all University staff and is not limited to those who manage others, or who are in designated leadership roles. We believe that leadership can be exercised by anyone with the capacity and desire to make real improvements, regardless of their position.

HOW WILL THE FRAMEWORK BE USED?

We seek to unlock the full value of the Leadership Framework by embedding it in our established people management practices – in performance management, professional development, recruitment, induction, promotion, and succession.

02

WHAT ARE LEADERSHIP CAPABILITIES?

WHAT ARE
LEADERSHIP CAPABILITIES?

OUR VISION FOR 2025
To be a world-leading university for our regions

- To deliver an exceptional student experience, preparing graduates for in in an increasingly interconnected society.
- To serve our regions by taking research that matters to the world and bringing our global expertise home.

OUR VALUES

- Excellence
- Equity

- Engagement
- Sustainability

OUR LEADERSHIP CAPABILITIES

- Our Vision and Values in Action
- What you see - our behaviours
- What is expected of me

WHAT ARE
LEADERSHIP CAPABILITIES?

Leadership Capabilities are sets of key behaviours and attributes that support the strategic direction of the University by building capability and a strong leadership culture.

The Leadership Framework describes six Leadership Capabilities that provide a common language and focus for all academic and professional staff to role model good leadership practice and to develop their own and others' leadership capability. It does not attempt to provide a comprehensive list of every capability necessary in the University. Many roles will have specialised skill sets that are unique to that role, and these should also be considered alongside the Leadership Framework.

The leadership framework wheel showing the six Leadership Capabilities — SHOW COURAGE & RESPECT, STRIVE FOR EXCELLENCE, SHAPE THE FUTURE, ENGAGE BEYOND THE UNIVERSITY, WORK COLLABORATIVELY, DRIVE PERFORMANCE — surrounding the centre text: OUTSTANDING STUDENT EXPERIENCE / SERVING OUR COMMUNITIES

THE LEADERSHIP FRAMEWORK

This diagram shows the link between the six Leadership Capabilities and
The University of Newcastle Vision

DEFINING
LEADERSHIP CAPABILITIES?

A headline definition of each of the six Leadership Capabilities is provided below and describes in brief the behaviours and characteristics expected of a Leader. It is important to remember that the definitions are highly reflective of the institutions context and language.

For the Framework to work effectively, people need to become very familiar with the definitions and avoid applying generic definitions of what a particular capability might mean by imposing their own view. For instance, the Leadership Capability – Work Collaboratively – clearly reflects what is required for success in our environment going forward and focuses on breaking down siloed-thinking and unhealthy inter-group competition. It is not simply a generic definition of effective teamwork. Beyond the headline definition, each of the Capabilities is defined in detail with specific behavioural descriptors of what one would expect to see at different levels of leadership. These are provided later in this document.

At the University of Newcastle leaders...

SHAPE THE FUTURE	by taking a University-wide perspective to understand the broader and longer term factors that may impact the university
ENGAGE BEYOND THE UNIVERSITY	by understanding the sector, building strong connections to create a positive public impression of the university and build its reputation
WORK COLLABORATIVELY	by being a good citizen; building relationships across the University and considering the impact actions and decisions have on others
STRIVE FOR EXCELLENCE	by demonstrating a strong 'can-do' approach; striving to achieve high standards and investing time coaching, mentoring and developing colleagues
DRIVE PERFORMANCE	by having a clear understanding of performance expectations and taking accountability for delivering plans/targets/KPIs
SHOW COURAGE AND RESPECT	by challenging unacceptable behaviour respectfully and remaining calm and objective when undertaking difficult conversations

03

USING THE LEADERSHIP FRAMEWORK

USING THE
LEADERSHIP FRAMEWORK

RECOGNISING EVERYONE'S UNIQUE CONTEXT

While all of the capabilities are important, it is recognised that the challenges associated with different contexts and roles within the University, mean that some capabilities have a greater impact on success. Therefore, to ensure the Leadership Framework is applied in the most pragmatic and useful way, people are encouraged to consider the context in which they are operating and to relate the capabilities accordingly.

SUPPORTING PEOPLE MANAGEMENT PRACTICE

The Leadership Framework provides a common language and a consistent framework across all aspects of people management throughout the Employee Lifecycle. As an institution will continue to build our understanding of how best to apply the Leadership Framework to support all staff. Identifying and developing capabilities across the workforce is crucial to effective performance. It ensures focus on how tasks and goals are achieved (i.e. behaviours) as well as what is achieved.

Detailed descriptions of each Leadership Capability are provided in this handbook, illustrating the expected behaviours in an observable and measurable way. The Framework is not intended to be used in isolation but as an integrated part of the people management practices that a manager engages in on a daily basis. For example, when recruiting for a new position, the Leadership Framework can be used to determine the most critical capabilities based on the position requirements and incorporate behavioural questions to assess the capabilities during the interview process.

A brief description of how the Leadership Framework will be used at the University is provided below. Each application will be supported with appropriate tools and training to ensure the Framework is applied in a clear, robust and consistent manner. The Leadership Framework is not designed to replace the Code of Conduct which all staff are required to uphold and comply with in the performance of their duties.

USING THE LEADERSHIP FRAMEWORK

Recruitment and Selection - to be able to clearly articulate expectations around behaviour when recruiting future leaders

Professional Development - to develop leadership capability and capacity

Promotion, Career and Succession Planning - to identify and develop the capabilities required for future roles and to support evidence-based decisions

Performance Review and Development - as part of either Academic Planning and Performance or PRD discussions to provide feedback on behaviour and set performance and development goals
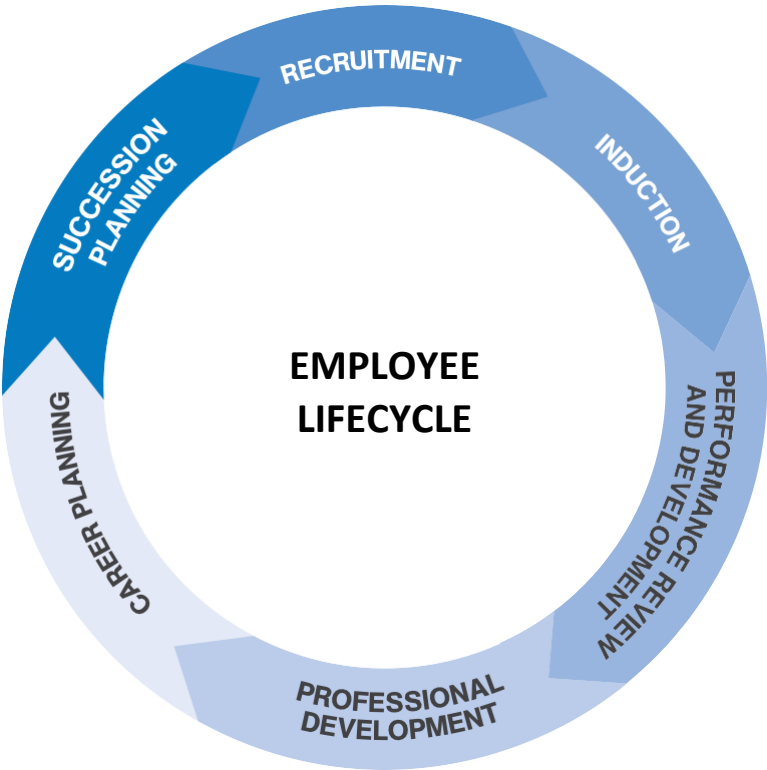
USING THE
LEADERSHIP FRAMEWORK

PERSONAL & CAREER DEVELOPMENT PLANNING	RECRUITMENT & SELECTION	SUCCESSION PLANNING	LEADERSHIP DEVELOPMENT
Identify strengths and areas for development and provide robust feedback	Identify the critical capabilities for the role	Identify and prepare people for the future	Identify which leadership capabilities need developing and how

THE LEADERSHIP FRAMEWORK

How to use the Leadership Framework to get the best out of your people

EMPLOYEE LIFECYCLE

RECRUITMENT
INDUCTION
PERFORMANCE AND DEVELOPMENT REVIEW
PROFESSIONAL DEVELOPMENT
CAREER PLANNING
SUCCESSION PLANNING

EMPLOYEE LIFECYCLE AT THE
UNIVERSITY OF NEWCASTLE

LEADERS
AT ALL LEVELS

We recognise that while leaders exist at all levels, people face different challenges and demands depending on their leadership level (see below). For each Leadership Capability the behaviours have been calibrated to reflect how each capability can be observed at different leadership levels in the University.

To ensure the Framework can be applied in the most pragmatic and useful way we have described the capabilities at four different leadership levels based on the differing demands at each level, rather than describe the behaviours for specific Academic or HEW levels or particular disciplines, functions or operations. When using the Framework staff and their managers will decide which level is most appropriate to the discussion and refer to the behavioural descriptors that highlight what is expected at that level.

LEADERSHIP LEVELS Demands at each Leadership Level

EXECUTIVE LEADERS

- Executive Committee members

- Set University Strategy and drive its direction
- Take a whole of institution view of the University
- Demonstrate a long-term perspective (5-10+ years)
- Consider wide-ranging issues well beyond the scope of the University (e.g. sector-wide, global, government)
- Address multiple issues with high levels of complexity
- Have a far-reaching impact on the entire organisation

SENIOR LEADERS

- Deputy Heads of Faculty
- Heads of School
- Directors
- Associate Directors

- Translate the University's strategy into clear delivery plans
- Provide direction and clarity for those they lead
- Work within medium to long time-scales (current planning cycle and beyond)
- Balance own needs with those of others to manage across the hierarchy and disciplines/functions
- Manage large teams and often manage managers or experts across a number of disciplines

MIDDLE LEADERS

- Academic Levels C-E
- HEW Levels 6-10

- Responsible for own work and that of immediate team/area
- Manage delivery of clear outcomes
- Work within the current planning cycle
- Are able to make discretionary decisions
- Often achieve results through the team

INDIVIDUAL CONTRIBUTORS

- Academic Levels A and B
- HEW Levels 1-5

- Have responsibility for delivering specific tasks or outcomes
- Execute individual or team tasks and activities
- Often work within short to medium time-scales (weeks or months)
- Generally receive clear guidelines for decisions

04

LEADERSHIP BEHAVIOURS

LEADERSHIP BEHAVIOURS

SHAPE THE FUTURE

ENGAGE BEYOND THE UNIVERSITY

WORK COLLABORATIVELY

STRIVE FOR EXCELLENCE

DRIVE PERFORMANCE

SHOW COURAGE AND RESPECT

The following tables provide detailed behavioural descriptors for each of the six Leadership Capabilities at each of the four Leadership Levels: Executive, Senior, Middle, and Individual Contributor. They describe the behaviours one 'Would expect to see' and 'Would not expect to see' for each Capability grouped by level. These should not be considered as polar opposites, but recognise in reality that a continuum of behaviours exists.

THE FRAMEWORK PROVIDES A GUIDE, NOT A CHECKLIST

The behavioural descriptors are intended to be illustrative rather than prescriptive, and hence the Framework should not be interpreted as a universally applicable checklist. The behaviours listed are examples only and are not expected to be equally relevant to every individual at that leadership level, nor are they intended to be an exhaustive list of all of the behaviours that one you would ever expect to see. The Framework recognises that people express their leadership capability in a manner consistent with their unique situation and reflective of their personality and individual difference.

SHOW COURAGE & RESPECT

STRIVE FOR EXCELLENCE

DRIVE PERFORMANCE

OUTSTANDING
STUDENT
EXPERIENCE

SERVING OUR
COMMUNITIES

WORK COLLABORATIVELY

SHAPE THE FUTURE

EXECUTIVE LEADERS

ENGAGE BEYOND THE UNIVERSITY

LEADERSHIP BEHAVIOURS
EXECUTIVE LEADERS

LEADERSHIP BEHAVIOURS
EXECUTIVE LEADERS

SHAPE THE FUTURE
by setting the Vision and Strategy for the University

WOULD EXPECT TO SEE

- Think in a joined-up way to focus on issues of strategic importance for the entire University
- Promote a shared vision of the future; role model University values in everyday behaviour
- Raise the debate to think ahead and focus on the University's long term growth and sustainability
- Challenge the status-quo and encourage others to be innovative in their practice to achieve the University's goals
- Have a deep understanding of what drives value across the University; make decisions that secure the future
- Lead change across the University; build support for continuous improvement and lasting change

WOULD NOT EXPECT TO SEE

- Restrict thinking to own Faculty/Division; do not play an active role in contributing to wider issues
- Make few connections to the big picture; take decisions and actions that could jeopardise the University's future
- Have a short to mid-term focus; address the current year's issues rather than longer-term strategies
- Close down rather than encourage debate on new thinking and ideas for change
- Take the University's long term viability for granted; are insufficiently challenging of approaches that do not add value
- Voice support for change but could take more active steps to communicate and engage people in change

ENGAGE BEYOND THE UNIVERSITY
to position the University strategically in the sector

WOULD EXPECT TO SEE

- Constantly scan the environment for emerging sector developments to position the University strategically
- Position the University competitively to achieve the highest possible rankings locally and globally
- Are highly credible advocates for the University; create a sense of pride in the University and its achievements
- Show strong executive presence in promoting the University regionally, nationally and/or globally
- Drive collaboration, partnerships and community engagement to build the University's international reputation
- Invest time building a strong network regionally, nationally and globally; bring fresh perspectives to benefit to the University

WOULD NOT EXPECT TO SEE

- Set strategy without fully understanding external trends and shifts in the sector
- Over-emphasise regional or national issues to the detriment of building the University's international reputation
- Invest little time championing the University's successes; are content with the University being seen as a 'quiet achiever'
- Rarely capitalise on opportunities to create a positive impression of the University with external audiences
- React to external opportunities rather than proactively identify opportunities for collaboration and engagement
- Place little strategic priority on building networks; focus more on internal than external relationships

LEADERSHIP BEHAVIOURS
EXECUTIVE LEADERS

WORK COLLABORATIVELY
by promoting a culture of co-operation to benefit the University as a whole

WOULD EXPECT TO SEE

- Demonstrate high levels of personal engagement and inclusivity across the University
- Are good citizens; identify significant opportunities to leverage collaboration across the University
- Effectively balance leadership of own Faculty/Division with the wider University agenda
- Role-model team behaviour at Executive; engage with colleagues as equals and look for win-win solutions
- Promote co-operation across groups to create a positive environment; value diversity and difference
- Are visible and accessible to colleagues; communicate openly and widely to build real understanding of the issues

WOULD NOT EXPECT TO SEE

- Reinforce a silo mentality through own behaviour and actions; limit interactions to own Faculty/Division
- Emphasise the individuality of own area and contribute less to the Institutional agenda
- Are overly competitive; act selfishly to focus on personal success rather than act for the good of the University
- Restrict involvement at Executive; are overly focused on own area and disconnected from colleagues
- Allow people to be excluded: create tension between groups which foster an 'us and them' mentality
- Are seen as distant or unapproachable; do not listen to what people have to say or address their concerns

STRIVE FOR EXCELLENCE
by encouraging and inspiring people to make a real difference

WOULD EXPECT TO SEE

- Provide strong leadership and direction to deliver on initiatives that make a real difference to the University
- Create a strong focus on excellence; always make an extra effort and inspire others to do the same
- Promote and encourage benchmarking; assess achievements against world-class standards and celebrate successes
- Are seen as strong advocates of career development to build leadership capacity and capability
- Create opportunities for people to learn and develop; empower people to take on new challenges
- Progressively build capability for the future; are recognised as outstanding coaches and mentors

WOULD NOT EXPECT TO SEE

- Demonstrate little direction or commitment; are less attuned to engaging and enthusing people
- Express indifference to excellence; fail to inspire people to go the extra mile or raise standards
- Accept mediocre performance as good enough or fail to recognise outstanding achievements
- See career development as an HR responsibility rather than a strategic imperative for the University
- Provide little support for development or furthering learning; allow no room for mistakes
- Accept current skills and capabilities as they stand; provide limited coaching, mentoring, or development

LEADERSHIP BEHAVIOURS
EXECUTIVE LEADERS

DRIVE PERFORMANCE
by providing strong direction on the strategic priorities

WOULD EXPECT TO SEE

- Provide a clear, visible and highly focused strategic direction for the University to achieve its 2025 Vision
- Instill a strong focus on performance across the University; define clear priorities, goals and metrics
- Express high levels of confidence and commitment to the Strategic Plan; inspire people to come on board
- Push accountability for performance down through the University and hold people responsible for delivery
- Drive a performance culture; set a clear example in addressing performance in a timely manner
- Establish systems and structures that drive efficiency and performance improvement

WOULD NOT EXPECT TO SEE

- Provide unclear direction; are vague or imprecise about the focus of the University
- Are easily distracted from driving performance; struggle to stay focused on the strategic priorities
- Convey the Strategic Plan through formal channels only; do little to bring it alive for people
- Allow a lack of clarity on accountability to persist; fail to engage people in driving performance
- Find it difficult to drive performance and delegate responsibility effectively in a tough environment
- Allow inefficient processes and inconsistencies to proliferate across the University

SHOW COURAGE AND RESPECT
by demonstrating confident and influential leadership

WOULD EXPECT TO SEE

- Publicly uphold University values and act swiftly and respectfully to address inappropriate behaviour; set the tone
- Take ownership for difficult decisions at EC; may disagree in private, but present a united front in public
- Make prompt, firm, evidence-based decisions that move the University forward by focusing on the right outcomes
- Express confident leadership and remain resilient and focused in difficult or challenging situations
- Role model open communication; value frank exchange, make clear statements of opinion and are prepared to compromise

WOULD NOT EXPECT TO SEE

- Allow University values to be compromised without challenge; shy away from difficult or frank conversations
- Openly express views that contradict agreed EC decisions; do not demonstrate 'cabinet responsibility'
- Hesitate to move from planning and analysis to action; decisions take too long and lack boldness and firmness
- Do not step up to the plate; react unfavourably to challenge or conflict; either force issues or back down readily
- Rely on position rather than personal impact to influence; resist having own views questioned or challenged
- Misinterpret the signals or dismiss problematic feedback; have a limited or negative impact on others

SHOW COURAGE & RESPECT

STRIVE FOR EXCELLENCE

DRIVE PERFORMANCE

OUTSTANDING
STUDENT
EXPERIENCE

SERVING OUR
COMMUNITIES

SENIOR LEADERS

WORK COLLABORATIVELY

SHAPE THE FUTURE

ENGAGE BEYOND THE UNIVERSITY

LEADERSHIP BEHAVIOURS

SENIOR LEADERS

LEADERSHIP BEHAVIOURS
SENIOR LEADERS

SHAPE THE FUTURE
by focusing on the strategic priorities

WOULD EXPECT TO SEE
- Think beyond own School/Division to consider a University-wide perspective on important issues
- Focus plans and direct action that support the implementation of the Strategic Plan
- Think ahead to consider the long-term strategic direction of the University and its likely impact on the School/Division
- Encourage people to be innovative and bring new ideas and fresh thinking to the table
- Focus self and others on the need to make continuous improvements to enhance outcomes and drive change
- Drive change and new ways of working, communicating the benefits to others

WOULD NOT EXPECT TO SEE
- Get mired in the day to day activity of the School/Division; have no time to consider broader issues
- Create plans in isolation of the Strategic Plan and the University Vision
- Retain a short term focus and react to current issues; rarely highlight major issues for the future
- Discourage innovation preferring to stick with the 'tried and tested'
- Do not challenge standard practice or look for continuous improvements or efficiencies
- Generally assume the University will continue 'as usual'; are openly skeptical of change initiatives

ENGAGE BEYOND THE UNIVERSITY
to build the University's reputation

WOULD EXPECT TO SEE
- Understand the sector; consider the impact of external developments on the University and factor into plans
- Understand the importance of positioning the University competitively in the global market
- Are strong advocates; actively encourage a sense of pride in the University and its achievements
- Seek opportunities to promote the University and show confidence in representing the University externally
- Proactively identify opportunities for collaboration and community engagement to build the University's reputation
- Invest time building a strong network of connections; bring in new ideas from elsewhere to benefit the University

WOULD NOT EXPECT TO SEE
- Focus inwardly on the University specific issues; have limited awareness of external developments
- Show little interest in the Universty's rankings nationally or globally; maintain a regional focus
- Keep quiet about the University's successes and achievements
- Shy away from opportunities to represent the University externally and build profile and reputation
- Rarely engage with external stakeholders or in building the University's reputation
- Build relationships in a piecemeal manner; have a narrow network of contacts externally

LEADERSHIP BEHAVIOURS
SENIOR LEADERS

WORK COLLABORATIVELY
by building relationships and co-operation across the   University

WOULD EXPECT TO SEE

- Build relationships and networks across the University; are consultative and inclusive actively seeking out others' contributions
- Are good citizens; engage with others as equals and look for win-win solutions
- Build co-operation to form mutually beneficial relationships rather than engage in direct competition with other areas
- Role-model teamwork; effectively balance working collaboratively and autonomously to deliver desired outcomes
- Create a positive and inclusive work environment; respect differences and make people feel valued
- Communicate openly, honestly and transparently with colleagues; listen carefully to their responses

WOULD NOT EXPECT TO SEE

- Encourage siloed-thinking; rarely consult with people outside of own School/Division
- Are highly protective of own School/Division; resist compromise or collaboration, even for a higher purpose
- Create barriers or negative competition between areas; resist involvement in University initiatives
- Do little to engender team-spirit and collaboration; are more concerned with individual than team achievements
- Restrict people's involvement rather than encourage inclusion and understanding of differences
- Come across as having a hidden agenda; withhold rather than willingly share information

STRIVE FOR EXCELLENCE
by focusing on and achieving high standards

WOULD EXPECT TO SEE

- Generate the energy and enthusiasm to deliver on initiatives that make a real difference to the University
- Have a strong can-do approach; drive high standards of performance whilst maintaining well-being
- Assess achievements against national and international benchmarks; recognise and celebrate successes
- Actively engage in conversations about personal growth and career development; encourage people to own their future
- Promote new learning, regularly pushing self and others outside comfort zone to embrace new challenges
- Devote specific time to coaching and developing people to enhance their skills and capability for the future

WOULD NOT EXPECT TO SEE

- Struggle to inspire people to invest discretionary effort; rarely devote the extra time required
- Demonstrate little pace or commitment to delivering high standards; see many barriers to achievement
- Accept mediocre levels of performance as good enough; do little to encourage excellence
- Rely only on formal training provided by the University; invest little personal time coaching or mentoring people
- Do little to further learning or support people to improve; provide few opportunities for development
- Focus on developing the skills to fulfil current job roles; neglect the need to build future capabilities

LEADERSHIP BEHAVIOURS
SENIOR LEADERS

DRIVE PERFORMANCE
by setting clear performance expectations and holding people accountable

WOULD EXPECT TO SEE

- Translate the Strategic Plan into robust corporate and delivery plans that focus on outcomes
- Communicate clear performance expectations; regularly monitor performance against KPIs and targets
- Connect people with the Strategic Plan so they understand how they contribute and take ownership for its execution
- Hold people accountable for delivering a consistently high standard of quality service and world-class performance
- Conduct regular conversations to evaluate performance and give feedback; quickly address any performance issues
- Effectively manage available resources to reduce inefficiencies and drive performance improvements

WOULD NOT EXPECT TO SEE

- Operate with limited regard to plans or targets; regularly change plans and priorities
- Set unclear, inconsistent or unrealistic performance goals; are reluctant to commit to action
- Leave people in doubt or uncertain about their role in delivering the Strategic Plan
- Hesitate to hold people accountable for delivering against the plan; accept poor excuses for non-delivery
- Allow performance issues to go unaddressed; are reticent or slow to address under-performance
- Focus more on inputs than outputs; adhere to processes even when they are not delivering the desired outcomes
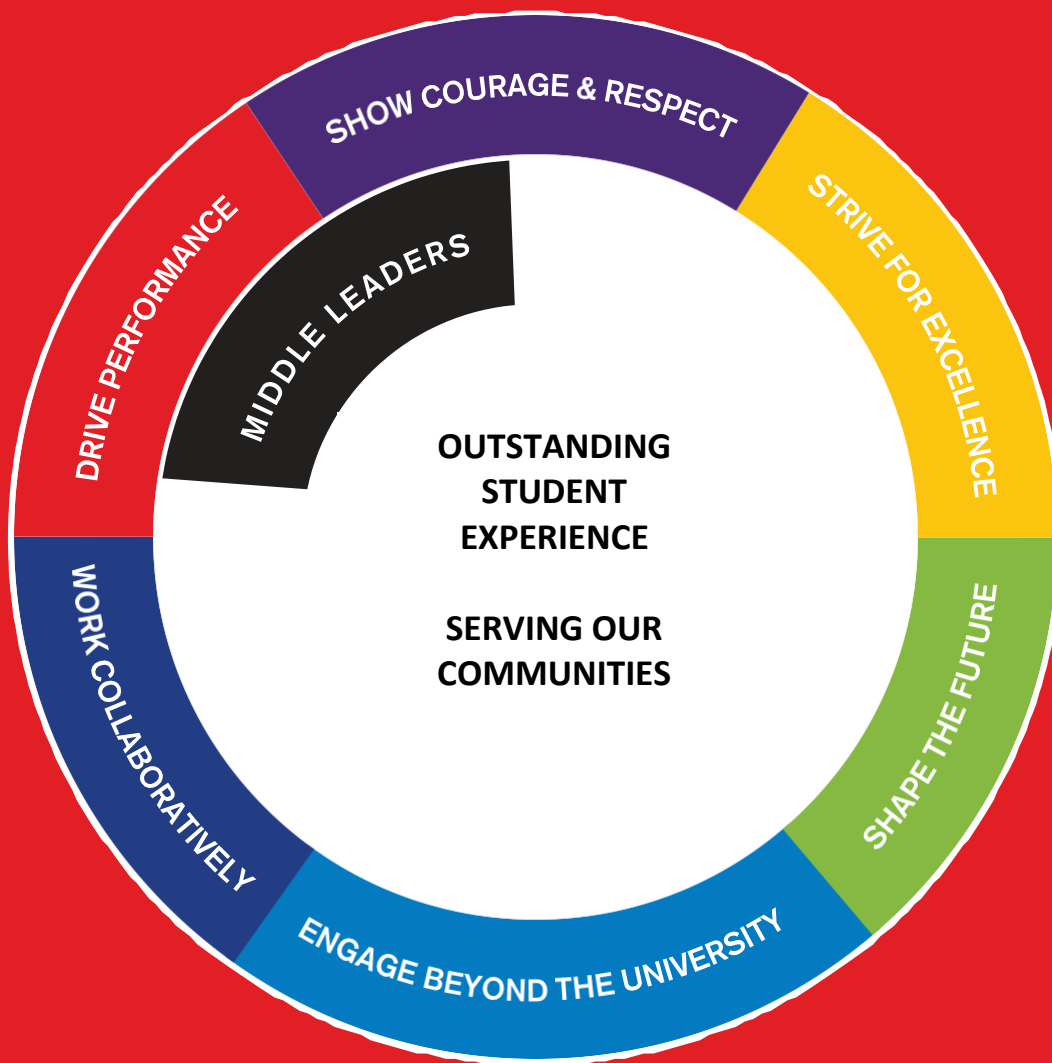
SHOW COURAGE AND RESPECT
by making difficult decisions when necessary

WOULD EXPECT TO SEE

- Face up to issues; are adept at having difficult conversations in a respectful way in line with the Code of Conduct
- Are willing to make difficult decisions when necessary; identify and resolve conflicts respectfully
- Make evidence-based decisions in a transparent way; keep people informed and give strong rationales for decisions
- Remain calm and objective in difficult situations; have high levels of integrity, courage and resilience
- Facilitate open communication, seek feedback and consider the point of view of others
- Are highly self-aware; manage the impact of their behaviour on others and adapt to suit the situation

WOULD NOT EXPECT TO SEE

- Avoid difficult conversations and make allowances or excuses for not addressing poor behaviour
- Have a tendency to delay difficult decisions or find it difficult to make a decision and refer upwards
- Refuse to make decisions without absolute data; find it challenging to move from analysis to action
- Hold back in contentious situations; are easily daunted by the prospect of challenge or confrontation
- Are unapproachable or act in ways that are seen as disrespectful; use position in the hierarchy to impose views or force issues
- Act in ways which are seen as insensitive; are reluctant to ask for feedback and take criticism personally

SHOW COURAGE & RESPECT

STRIVE FOR EXCELLENCE

DRIVE PERFORMANCE

MIDDLE LEADERS

SHAPE THE FUTURE

WORK COLLABORATIVELY

ENGAGE BEYOND THE UNIVERSITY

OUTSTANDING
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SERVING OUR
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LEADERSHIP BEHAVIOURS
MIDDLE LEADERS

LEADERSHIP BEHAVIOURS
MIDDLE LEADERS

SHAPE THE FUTURE
by directing action that supports the strategy

WOULD EXPECT TO SEE

- Keep abreast of what is happening in the wider University and how it impacts own area
- Understand the University's strategic direction and own area's contribution
- Identify future issues that may impact the University and recommend effective responses
- Have an appetite to do things differently and are prepared to give new ideas a go
- Identify smarter ways of working that drive efficiency and process improvement
- Take ownership and execute changes in own area; gain people's involvement and support for change

WOULD NOT EXPECT TO SEE

- Focus solely on own area's activity; are unaware of broader issues facing the University
- Develop plans that are inconsistent with the Strategic Plan
- Focus discussion on what is happening now or in the past; rarely think ahead
- Protect and defend the way the University has always done things in areas where change is required
- Continue to follow standard practices that are no longer 'fit for purpose' without questioning their relevance
- Are resistant to change; openly express negativity or uncertainty about change

ENGAGE BEYOND THE UNIVERSITY
to develop a strong network of connections

WOULD EXPECT TO SEE

- Keep abreast of new and emerging developments in the sector and their likely impact
- Understand the external pressures faced by the University and the need to build and maintain reputation
- Are an advocate for the University; communicate a sense of pride and enjoyment in working at the University
- Show confidence in representing the University with external stakeholders (e.g. government, professional associations etc)
- Build external partnerships and community engagement to enhance the University's profile and reputation

WOULD NOT EXPECT TO SEE

- Have little awareness of sector developments and trends that may impact the University
- Tend not to think about the standing as a University; look inwards rather than outwards
- Keep a low profile; dislike talking about the University's achievements or successes
- Show little interest in, or awareness of, the impression created of the University when interacting with external audiences
- Do not see the importance of building partnerships or engaging with the community
- Rarely build new relationships outside the University; see little value in networking or sharing good practice

LEADERSHIP BEHAVIOURS
MIDDLE LEADERS

WORK COLLABORATIVELY
by encouraging co-operation and engagement within and across teams

WOULD EXPECT TO SEE

- Build relationships and an inter-disciplinary way of working to build understanding of what other people do
- Are good citizens; will compromise own team's needs for wider University interests
- Regularly bring people from different areas together to participate in School, Division or University wide initiatives
- Generate a strong sense of team-spirit, co-operation and collaboration within and across teams
- Respect people as individuals and support diversity in the workplace
- Communicate in a timely manner and with clarity; bring people into the discussion and readily share information

WOULD NOT EXPECT TO SEE

- Restrict relationships to immediate colleagues; have little regard for their impact on other teams or the University as a whole
- Resist involvement in activities that generate no immediate benefit for self or own team
- Are highly reluctant to relinquish own team's priorities; encourage unhealthy competition with other areas
- Do little or nothing to engender team-spirit and collaboration; adopt a divide and conquer approach
- Are unaware of own biases; openly favour some people above others
- Are disconnected from the team; rarely engage people in discussion or seek their views on matters

STRIVE FOR EXCELLENCE
by encouraging and inspiring people to make a real difference

WOULD EXPECT TO SEE

- Create a sense of urgency in others to drive a real and significant difference in their area
- Are a positive example to others and encourage them to put in extra effort to deliver high standards/excellent service
- Benchmark achievements against other areas/services/universities; recognise and celebrate improvements and successes
- See career development as important and identify opportunities for people to address gaps or develop new skills
- Devote time to developing people to enable them to do a good job and deliver high performance
- Coach and train people to improve both current performance and develop new capabilities for the future

WOULD NOT EXPECT TO SEE

- Are reluctant to expend the required effort or time on delivering beyond the minimum; give up easily when things get tough
- Work without speed or energy; do not make things happen quickly or ensure they are done to a high standard
- Focus on the negatives and come up with excuses as to why things are how they are or can't be done differently
- Concentrate on achievement of tasks to the detriment of career development; see development as a low priority
- Miss opportunities for people to learn and develop; become over-involved in difficult tasks
- Accept own and team's skills and capabilities as they stand; conduct no development planning for the future

LEADERSHIP BEHAVIOURS
MIDDLE LEADERS

DRIVE PERFORMANCE
by delivering against plans and targets

WOULD EXPECT TO SEE

- Identify clear priorities and objectives with a visible link to Divisional/School plans and KPIs
- Translate broader objectives into clear, inspiring and SMART objectives at team and individual level; monitor progress
- Make the Strategic Plan come alive; create clear links between individual/team contribution and the University's goals
- Hold self and team accountable for delivery against targets; are seen as positive role models by others
- Empower people to deliver and provide timely feedback; take appropriate action on performance issues
- Take a systematic and disciplined approach to managing available resources to drive efficiencies and improvements

WOULD NOT EXPECT TO SEE

- Leave people in their area in doubt or uncertain about the priorities; regularly change focus
- Set unclear, unrealistic or vague expectations; fail to get people's commitment to achieving targets
- Manage own area in isolation – do not make explicit links with the Strategic Plan
- Avoid taking responsibility; are reluctant to take ownership for individual and team outcomes
- Shy away from dealing with performance issues or providing constructive feedback
- See additional resources as the only way to create efficiencies and improvements; do not optimise available resources

SHOW COURAGE AND RESPECT
by addressing difficult issues and challenging respectfully

WOULD EXPECT TO SEE

- Set a positive example by challenging inappropriate behaviour respectfully in line with the Code of Conduct
- Make difficult decisions when necessary effectively balancing the concerns of all parties
- Are prepared to make tough calls; have the confidence in own ability to make sound and well-reasoned decisions
- Remain calm and objective when undertaking difficult conversations
- Encourage open communication; express own views clearly and encourage respectful challenge
- Open and straightforward; adapt their style sensitively to suit different situations and people

WOULD NOT EXPECT TO SEE

- Are driven by a strong need to be popular; shy away from difficult conversations or ignore unacceptable behaviour
- Undermine agreed decisions; back down readily under pressure
- Resist making decisions until they have all the information or ask for more information before committing to action
- Back down readily when challenged from above or react defensively to challenge from those less senior
- Are less than open with opinions; avoid expressing honest views in open forum
- Have difficulty influencing particular people; hold on to rigid belief systems about how things should be done

SHOW COURAGE & RESPECT

STRIVE FOR EXCELLENCE

INDIVIDUAL CONTRIBUTORS

DRIVE PERFORMANCE

OUTSTANDING
STUDENT
EXPERIENCE

SERVING OUR
COMMUNITIES

SHAPE THE FUTURE

WORK COLLABORATIVELY

ENGAGE BEYOND THE UNIVERSITY

LEADERSHIP BEHAVIOURS
INDIVIDUAL CONTRIBUTORS

LEADERSHIP BEHAVIOURS
INDIVIDUAL CONTRIBUTORS

SHAPE THE FUTURE
by embracing new ways of working

WOULD EXPECT TO SEE

- Are engaged with the wider University; know how own activity impacts on other teams or parts of the University
- Are aware of the University's strategic goals and the key priorities relevant to own area
- Are interested in new developments and how they might impact the University in the future
- Ask questions about how things can be done differently and put forward useful ideas
- Take the initiative and make suggestions for improvements and efficiencies
- Embrace and respond positively to change, encourage others to do the same

WOULD NOT EXPECT TO SEE

- Show little awareness of, or curiosity about issues outside own area
- See few connections between own activities and the Strategic Plan
- Show little interest in what might happen in the future; focus solely on current tasks and activities
- Tolerate or complain about practices that are not working well, but do little to change or improve them
- Show little interest in new approaches; are constrained by current process/systems limitations
- Actively resist change; make changes only when absolutely necessary

ENGAGE BEYOND THE UNIVERSITY
to create a positive impression of the University

WOULD EXPECT TO SEE

- Keep up to date with new developments in the sector likely to affect own or team's activities
- Understand the external pressures faced by the University
- Understand the importance of building and maintaining the University's reputation externally
- Demonstrate a sense of pride in the University during conversations with people externally
- Form positive links with external stakeholders and local communities, creating a good impression of the University
- Have a range of contacts in external organisations that can be called upon when necessary to explore new ideas

WOULD NOT EXPECT TO SEE

- Tend not to look beyond own activity or show an interest in what is happening in the sector
- Show little interest in the external pressures faced by the University
- Do not make the connections between own team's activities and how they can impact on the University's reputation
- Are openly critical or negative about the University to external audiences
- Are not always aware of the impression they create or how their behaviour affects the University's reputation
- See little value in building contacts outside the University unless the task demands it

LEADERSHIP BEHAVIOURS
INDIVIDUAL CONTRIBUTORS

WORK COLLABORATIVELY
to build a supportive and inclusive team environment

WOULD EXPECT TO SEE

- Regularly interact with people; are interested in learning about and, working with people from different teams
- Are good citizens; are considerate about the impact of own activities and decisions on colleagues and teams
- Relate well to others; are approachable and supportive colleagues who are prepared to go out of their way to help others
- Are good team players; participate in working groups and University events, engaging in dialogue and discussion
- Are highly inclusive, embracing diversity in the workplace and setting a positive example for others
- Communicate with clarity, openly sharing information with others and listening to their concerns

WOULD NOT EXPECT TO SEE

- Focus on own work; show little interest in or understanding of the work of colleagues
- Are openly judgmental of, or skeptical towards those from different teams or areas – 'don't know what they do'
- Express reluctance or refusal to support colleagues; focus on own tasks at the expense of others
- Talk only about task issues; spend no, or little, time reinforcing relationships or team spirit
- Prefer to work with people who have similar backgrounds, knowledge or expertise rather than value diversity
- Withhold information from colleagues or treat knowledge as power

STRIVE FOR EXCELLENCE
by taking the initiative to make a difference

WOULD EXPECT TO SEE

- Take the initiative to identify and focus on making a difference in own area
- Approach challenges with energy and confidence to deliver the best results and outcomes
- Strive to achieve high standards of performance and/or excellent service using internal and external benchmarks
- Actively build a personal and career development plan with their manager to identify gaps and opportunities to develop
- Show an interest in extending own knowledge/skills and learning new ways of working
- Are willing to coach and mentor colleagues by providing sound advice and guidance

WOULD NOT EXPECT TO SEE

- Rarely take the initiative to make a real difference
- Are reluctant to undertake activities beyond their position description where this would assist the team or own development
- Accept mediocre standards of performance and/or quality of service; pay little attention to benchmarks
- Think in terms of having a 'job' rather than a 'career' at the University; limited or no planning for the future
- Do little to further own learning or take more time than many to embrace new approaches or ideas
- Prefer to do the job alone rather than coach others how to do it

LEADERSHIP BEHAVIOURS
INDIVIDUAL CONTRIBUTORS

DRIVE PERFORMANCE
by taking accountability for delivery

WOULD EXPECT TO SEE

- Fully understand the priorities and take responsibility for delivering to plan and on time
- Are self-starters; regularly engage in conversation on performance expectations and achievements
- Understand own personal contribution to the success of the Strategic Plan
- Take accountability for delivering objectives/targets/KPIs
- Monitor progress towards goals and seek regular feedback on performance to ensure they are on track
- Are always on the lookout for ways of reducing inefficiencies and improving performance

WOULD NOT EXPECT TO SEE

- Often await instructions before acting; do not take responsibility for the plan or their deliverables
- Do not seek clarity on performance expectations when unsure what is required
- Operate with little or no understanding of the Strategic Plan; just do what asked to do
- Push accountability upwards; are reluctant to own objectives/targets/KPIs
- Allow performance issues to go unaddressed; are reticent to ask for or slow to address feedback
- Are content with 'making do'; accept outdated processes and inefficiencies as 'the norm'

SHOW COURAGE AND RESPECT
by making their views known to relevant people

WOULD EXPECT TO SEE

- Are prepared to challenge inappropriate behaviour respectfully in line with the Code of Conduct
- Have the confidence to makes difficult decisions when necessary, with the appropriate level of support
- Are prepared to make well-reasoned and sound decisions within their own sphere of responsibility
- Remain calm and objective in difficult situations; make own views clear while staying respectful of colleagues
- Encourage open communication with colleagues and take on board their points of view
- Communicate and influence successfully; are sensitive to others and act on feedback

WOULD NOT EXPECT TO SEE

- Allow inappropriate behaviour to go unaddressed
- Are reluctant to make difficult decisions; repeatedly ask others what to do
- Push responsibility for own decisions upwards; tend to over-analyse or procrastinate
- Readily back down when faced with conflicting views; are uncomfortable about expressing a firm position on issues
- Communicate indirectly; find it hard to trust people or be open about their views
- Are not always aware of the impression they create with others; can sometimes act in ways that are insensitive or disrespectful