

University of Manchester

Leadership and Management Development Framework

Middle Managers

University of Manchester - Leadership and Management Development Framework – ‘Middle Managers’

Strategic Orientation: *The effective University middle manager ensures that high level strategies and plans are translated into meaningful and realistic objectives and targets on the ground*

Effective Behaviours	Less Effective Behaviours
<ul style="list-style-type: none"> • Develops concrete plans and strategies in support of wider goals and targets and the University plan • Clearly communicates to others long term plans for their area of control and how this impacts on the work of individuals • Balances the strategic with the operational – pays attention to making things happen • Takes an active interest in external changes and developments and uses this knowledge when determining plans and strategies • Regularly reviews progress against local targets and plans changing direction as needed • Champions new ideas and changes that will make a difference to delivering targets • Develops an effective internal and external network and uses it to support development of strategies and achievement of objectives • Has excellent business knowledge and displays a university wide focus when developing plans and strategies 	<ul style="list-style-type: none"> • Plans tend towards the high level and abstract • Has little ability to plan for the future or set long term goals • Gets bogged down in day to day trivia • Obsessed with minutiae • Talks a good story but less inclined to make things happen in practice • Has little or no awareness of the external environment and the implications for their work • Sticks doggedly to plans and targets irrespective of their continuing relevance and the need to change tack • Resists and always looks at the negative side of change • Does not see the need for a personal network • Is silo focussed- only interested in own function

Operational and Financial Management: *The effective middle manager will ensure that operational objectives are achieved efficiently and within financial restraints*

Effective Behaviours	Less Effective Behaviours
<ul style="list-style-type: none"> • Takes and communicates clear decisions about what has to be done, and what doesn't need to be done • Sets targets and standards for work within their area of control • Regularly reviews progress against particular, targets, objectives and deadlines • Regularly reviews work undertaken within team and curtails any non value adding activity • Aligns operational plans with operational budgets • Reviews and adjusts resources to ensure they can support operational objectives • Ensures staff time resources are optimised to achieved results without placing excessive demands on people • Has an ongoing overview of actual and committed spend within their area and makes adjustments to financial plans as required • Seeks to achieve value for money at all times 	<ul style="list-style-type: none"> • Does not monitor staff workloads and capacity • Is cavalier about financial management • Is unfocussed on operational priorities and imperatives • Sticks rigidly to plans without evaluating whether they are effective

Customer Focus: *An effective University middle manager will identify the needs of multiple stakeholders and customers as the business driver in developing their service and results*

Effective Behaviours	Less Effective Behaviours
<ul style="list-style-type: none"> • Takes action within their area to develop a strong 'customer service' culture – in relation to both internal and external customers • Is proactive in identifying what customers need and takes time to understand their priorities • Establishes and maintains a visible presence with customers to build relationships • Presents a professional and knowledgeable image to customers in all interactions • Sets customer service standards and targets where appropriate • Regularly reviews the quality of customer service within their area, and takes ongoing action to further develop this • Regularly reviews processes, procedures and working methods to ensure they support effective customer service • Responds promptly and takes ownership of customer queries and complaints • Develops new and innovative approaches to customer service • Minimises bureaucracy and inflexibility of response to customers 	<ul style="list-style-type: none"> • Is concerned with processes and procedures rather than customer service outcomes • Bureaucratic and inflexible in their approach to customers • Dismisses the notion of customer service as irrelevant to an educational institution • Only contacts the customer when they have a query • Fails to listen to customers and ignores their concerns over the quality of service

Effective Communications:

An effective University middle manager will demonstrate excellent personal communications practice and act as a role model in developing effective internal and external communications processes.

Effective Behaviours	Less Effective Behaviours
<ul style="list-style-type: none">• Seeks out information important for the success of their work and team• Convinces others with their energy and enthusiasm• Communicates clearly, concisely and persuasively in both verbal and written communications• Holds regular team meetings and briefs staff through processes such as E mail updates and newsletters• Maintains high visibility and levels of personal contact with staff• Uses a range of communications media which are appropriate to the message being conveyed• Is empathetic and aware of the need to tailor communications to the different levels of team or external audience• Provides sufficient details so that context of messages can be understood• Is honest and open in communicating with staff and clear about the limits of own knowledge• Actively listens to others and is receptive to their ideas	<ul style="list-style-type: none">• Is passive in seeking out information that is relevant to business of team• Spin – politicising engages in self promotion which distracts from the main goals• Is dismissive or dogmatic in team discussions and meetings• Deals with people aggressively• Is casual about keeping staff informed• Makes excessive use of non-personal communication – in particular E mail• Bombards staff with too much information – leading to information overload• Only has one style of communication• Is opinionated and does not listen• Blocks the creativity of others

Leading and Developing Teams: *An effective University middle manager recognises the value of teamwork and will take actions to develop team harmony, growth and productivity.*

Effective Behaviours	Less Effective Behaviours
<ul style="list-style-type: none"> • Makes efforts to get to know staff personally • Treats all team members as individuals, avoids patronage or favouritism • Recognises individual skills and styles and uses them to good effect in organising the work of the team • Is willing to let others lead on particular projects and tasks according to their strengths and development needs • Encourages the participation of all team members • Resolves conflict between individuals and groups • Motivates staff and the team through praising and rewarding excellent performance and takes time to celebrate team achievement • Is able to delegate and let staff get on with the job • Consults and sets clear objectives for the team and individuals • Champions team co-operation, promotes sharing of information and collaborative working towards team goals • Regularly reviews the effectiveness of team working and takes action to develop this • Is willing to “pitch-in” and lead from the front during busy times • Is aware of staff needs and takes action to develop working conditions where possible • Encourages communication and collaboration with other internal and external teams 	<ul style="list-style-type: none"> • Ill at ease in social situations • Is dictatorial in their approach • Does not give credit and recognise the achievements of individuals and the team as a whole • Has favourites within the team • Does not care about staff as people • Makes over ambitious or unreasonable demands on the team • Encourages unhealthy competition between team members • Sees knowledge as power and does not share information • Must control, does not trust others to do a good job • Builds barriers with other teams • Fails to encourage groups to communicate and work together

Managing Individual Performance: *An effective middle manager in the University strives to maximise the contribution of all team members through effective formal and informal staff management processes.*

Effective Behaviours	Less Effective Behaviours
<ul style="list-style-type: none"> • Ensures that new staff have effective induction programmes to help them in their job • Clearly communicates to staff the accountabilities, behaviours and standards required for effective performance in the job • Closely monitors and supports staff through their probation period reviewing progress regularly • Sets and agrees clear, challenging but realistic objectives and carries out regular staff appraisals and follow-ups • Uses a range of methods to help staff develop in their job, including training, coaching, delegation and empowerment • Gives encouraging positive, and constructive critical feedback to staff • Takes prompt and decisive action when staff performance falls below requirements • Promotes a culture of continuous improvement and development 	<ul style="list-style-type: none"> • Is casual about and fails to pay attention to formal elements of staff management including induction, probation and appraisal • Does not monitor and discuss with staff their performance in the job • Ignores or is uncomfortable in dealing with situations where staff are under-performing in their job • Shows little interest in developing the capabilities of others • Only gives negative feedback • Does not challenge or stretch staff

Negotiating and Influencing: *An effective University middle manager has well developed negotiating and influencing skills to mediate between the conflicting demands made of them*

Effective Behaviours	Less Effective Behaviours
<ul style="list-style-type: none"> • Is clear about the outcomes required in a negotiating situation and the relative room for compromise • Focuses on win-win solutions when dealing with others on problem situations • Makes a convincing and rational case for a particular action or plan • Stays calm and objective when dealing with disagreements on a course of action • Acknowledges issues, handles objections skilfully and puts forward alternatives • Knows when to walk away from a situation they can not influence • Is assertive in dealing with staff at all levels, expressing their needs and wants clearly • Does not submit to unreasonable demands of others, and negotiates a more acceptable solution • Listens and uses well developed questioning, reflecting, and summarising skills to understand the views of others 	<ul style="list-style-type: none"> • Loses their temper when others are not able to meet their demands or accommodate their requirements • Inclined to stray off the subject and pursue irrelevant information in negotiating situations • Is intransigent and unwilling to compromise • Handles conflict aggressively and is directive and bullying in ensuring they get what they want • Submits to undue pressure to respond to the whims of senior staff

Problem Solving and Decision Making: *An effective middle manager in the University will be pro-active in addressing problems and taking decisions to develop the quality of service and results within their area of control*

Effective Behaviours	Less Effective Behaviours
<ul style="list-style-type: none"> • Conducts risk analyses when considering future plans and strategies • Is proactive in identifying problems takes decisions using a variety of information sources and drives issues to conclusion • Consults widely when investigating problems and reaching decisions • Is prepared to take calculated risks and innovate when finding solutions to problems • Makes decisions based on evidence and investigation rather than hunch or gut reaction • Communicates the rationale and implications of decisions clearly to others to gain buy-in • Follows up and reviews the impact of decisions taken • Decisive and confident in own judgement and prepared to take tough decisions 	<ul style="list-style-type: none"> • Procrastinates when faced with problems or ignores their existence • Does not take responsibility for action when problems arise • Is rash and impulsive when making decisions • Decisions tend to be based on gut reaction rather than researching the facts • Takes decisions without reference to key stakeholders, fails to get buy-in • Becomes over loaded with detail and finds difficulty in making decisions even after reviewing all the relevant data • Avoids taking decisions which are unpopular • Dithers and constantly seeks approval from others

Self Management, integrity and trust: *An effective middle manager in the University will demonstrate a willingness to learn and develop in their role, and display the highest personal standards of honesty and integrity*

Effective Behaviours	Less Effective Behaviours
<ul style="list-style-type: none"> • Shows commitment to their work • Sets a good example in terms of regular time keeping, attendance and standards of behaviour • Can be trusted, and is even-handed and consistent in dealing with others • Displays unquestionable integrity, applies rules/procedures consistently to oneself and to staff • Shows respect to team members, other professional colleagues and other contacts • Commands respect by being approachable and easy to engage with • Will stand by the team and support them when things may go wrong unexpectedly: consciously strives to maintain a no blame culture • Remains calm and displays consistent behaviour when under pressure • Resilient, recovers quickly from setbacks and sorts things out • Is aware of and acts in line with University policies on health and safety, work life balance, equality and diversity, dignity at work and other relevant HR policies • Actively engages in their own personal and professional development 	<ul style="list-style-type: none"> • Demonstrates little enthusiasm or commitment for their work • Expects others to 'do as I say not as I do' • Lies to others and has a reputation of unable to be trusted • Is inconsistent and unfair in their dealings with others • Undermines staff publicly • Takes the credit for work that has been undertaken by others without acknowledging their contribution • Engages in bullying, hectoring or discriminatory behaviour • Unapproachable, makes people feel uncomfortable • Tends to attribute blame when things go wrong • Lacks control and shows negative emotions when under pressure • Gives up when faced with obstacles • Overworks staff, allows them to work excessively long hours and develops a macho working culture • Considers they have nothing to learn and repeats the same things