

Managers' Toolkit: Career & Development Conversations

You can navigate this document in 2 ways.

Either you can scroll through it as normal, or you can use the tabs at the top of each page to navigate to the sections that interest you (as in the screenshot to the right).

Some pages will have links to resources on the Queen Mary website or intranet (Connected).



There are 3 icons in the lower right of each page:



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Visit the Staff Support Hub on Connected.

Please contact opd@qmul.ac.uk with any queries about this document and its contents.

Why talk about it?

Preparing & starting

Your role

Development stages

A coaching model

What if...?

There are many benefits to discussions of development and career development, including:

It improves staff motivation and retention, both within your teams and the wider organisation.

Career development can mean developing and building skills within an existing role. Research consistently shows that where staff feel that they have no opportunity or support for their growth, there is an increased likelihood that they will start looking for other roles.

Where staff see lateral moves as an option, it can make recruitment easier and induction faster.

When someone reaches a natural point in their development where they start to look for their next opportunity, they are more likely to look within their own organisation first if they have felt supported. The University benefits from people who understand the institution and have built networks.

It can increase staff confidence and performance in their current role.

As you support staff for their future ambitions, you are developing their skill set and giving them motivation to do better-quality work. Naturally, it follows that we would expect to see the quality of work rise.

It can uncover hidden potential.

Not everyone will feel confident enough to develop their career proactively. Perhaps they have never been given the expectation that they can aspire to better career outcomes, or maybe they are worried that they might fail. Whatever the circumstances, with the right support, you can help them feel safe enough to explore and uncover abilities that they weren't aware of.

It is rewarding when people make their next career step after you have helped them.

It is rewarding to help someone achieve their next step, and what you learn from that experience can be invested in interactions with other staff.

It can help you create succession plans within your own department.

When people move on, the investment in members of staff can minimise the impact of the gap, through capable cover from the rest of the team. It can even help fill that gap, as another member of the team could be interested in taking up that position.

It's important to start development discussions on a positive note – they're all about supporting the growth of a valued colleague.

Let your direct reports know what to expect.

If you don't have regular discussions about development and career plans, let your team know in advance that you're planning to. Remind them the process is two-way: you can support and guide, but they will have to take responsibility for their own decisions and actions.

Decide on the frequency of the conversations you'll have with your direct report(s).

Avoid saving these discussions for appraisal – it needs to be more than an annual box-ticking exercise. You'll need to agree whether career development should be a regular agenda item in 1:1 meetings, or if it'll be more productive to have separate meetings all about development.

Both of you should plan ahead to make the most of the time you'll have.

You should schedule meetings to take place in private, at a time you won't be disrupted. Your direct report should be encouraged to think in advance about any specific interests or ambitions, what they find important about their work, skills they feel good about, and skills they'd like to develop.

Set clear expectations up front.

Make sure your direct report knows your conversations are confidential (unless permission to share is sought and given). They should know that they'll be discussing both short- and long-term goals, and that it's OK if they're unsure of what those goals are, or if they don't yet have any.

Ideas for getting started...

Try to orient these discussions around strengths – what are they good at, and what do they want to capitalise on? Ask about their ideas and interests for their career in the future. Don't be afraid of silence – give them plenty of time to think in response to your questions.

Consider sharing and role-modelling to help open up the conversation.

It can be helpful to talk about your own career to help you illustrate ideas. For example, if you haven't decided what you want to do next and are working on your next move, sharing this can help the person understand that this is OK. Be careful not to imply that your way is the best way!

The manager's role in supporting career development

As a manager, you have a responsibility to support the development of their staff, both within their current role and while looking ahead to the next steps of their career journey.

You should do this by:

- **Ensuring that staff on your team are doing the best job they can day to day:**

Holding regular 1:1s, giving constructive feedback, and ensuring that appropriate development and support is in place.

- **Carrying out annual appraisals:**

Using this opportunity to discuss the individual's plans and aspirations, providing feedback on strengths and insight on how they might be used, aligning to the University's needs. This includes discussions where the appraisee may not be sure of their next step, and supporting them to identify different options. Remember to review and follow up on actions identified every few months.

- **Identifying opportunities to support your team members' career plans:**

Identify possible direction and develop their readiness for opportunities. This could include exposure to different areas of the University, discussion on the future of their professional area, recommending potential mentors, supporting relevant staff apprenticeships, or identifying shadowing/secondment opportunities.

- **Creating ways and time to allow team members to broaden their experience in ways that are suited to their career journey, where possible.**

For example, by delegating budgetary tasks to staff who do not yet have experience in managing finances, exposure to senior committees, contributing to University project groups, or acting up/sideways when vacancies arise (or explaining why this isn't appropriate).

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You can adopt one (or more) of several roles when supporting a member of your team in their development.

Coach: Using questioning to promote exploration and encouragement, a coach will help a member of staff find their own solutions.

A coach believes their coachee can identify their own answers, plans and pathways. They ask powerful open questions to help them identify their skills, values and interest, and follow up to ensure action is taken.

This can be a useful role when a colleague is unsure about their next steps, or confused or frustrated with their progression against career or development goals.

Analyst: Working with staff to evaluate performance, the analyst empowers others to identify the best development opportunities.

An analyst supports their colleague to design pathways based on the skills and qualifications they need to progress. They help to connect skills and knowledge to aspirations, and create deliberate plans of action which take into account that not everything will go as planned.

This can be a useful role when a colleague is seeking out a specific career goal or needs help identifying their performance level and development needs.

Advisor: This role actively seeks to provide information, intelligence and organisational understanding to support development plans.

An advisor helps their colleague to connect University-wide and departmental goals to their own personal goals. They share their understanding of what challenges might lie ahead, and how best to meet them. An advisor identifies opportunities arising elsewhere in the University and helps their colleague to take advantage of them.

This can be a useful role when you have been asked for specific information, or when you're supporting someone with little experience.

Connector: Providing specific and targeted help for members of staff through your network at the University or beyond.

A connector introduces colleagues to people and resources that can help them in their career journey. They create or highlight opportunities and help colleagues strategically approach them. They are well-informed and help their colleagues identify current and future connections they might find useful.

This can be a useful role when you have an extensive network to share, or when a staff member is unsure of where they want to go next.

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Where is your member of staff right now, in terms of their career development?

It's important to take an interest and understand what your staff member is thinking and feeling in terms of their career, at any point of discussion. This will help you establish what support you can offer, and what kind of [role](#) you might need to adopt to support them.



For example:

- A staff member doesn't know what they want to do with their career. They might not have an idea of what they can offer in a new role, and so it is difficult for them to think of options.

The **Analyst role** would be a good start here to help them. Then, follow up with the **Coach role** to help them develop their own **self-assessment** habits.

- Someone might know what is next for them but cannot see what **next steps** to take.

The **Advisor role** could help them with their planning, while the **Connector role** could help them find opportunities in your department or elsewhere.

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Using the GROW coaching technique to help staff achieve their goals

The GROW model can be used for problem solving, goal setting, and performance improvement. Through your questioning, it is designed to get the other person thinking about what they can do for their particular situation. Some examples are given below.

Goal: What are you aiming for?

What skills would you most like to use in a future role?
What goals or roles have you considered?
What would you like to achieve in your career?
What area would you like to develop? Why?
What would you like to change about ...?

Reality: Where are you now?

What is your experience of using the skills that interest you?
How much have you done towards this goal so far?
What have you found out about the path you are interested in?
Who have you spoken to for advice?
Are there any conflicts between your goals?

Options: What could you do?

What can you do to bring more of what you want into your role?
What skills are a good fit for the role you are interested in? How did you find that out?
Who could you talk to, to find out more?
What experiments can you try to test a new direction?
What skills does this progression require? How could you grow them?

Will: What will you do and what actions will you take?

What is the smallest manageable step you could do next?
What will you do next? By when?
What might get in the way? How will you overcome that?
What, specifically, could I help you with?
What will you do if you hit a roadblock?
How often do you need to review your progress against this goal?

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What If...

What if they don't want to discuss their career?

Try to understand why this is. Is there some kind of block that is causing them to avoid engaging, or do they feel uncomfortable? Make sure they know the door is always open, even if they don't want to get into the subject yet.

What if we just need to get the job done and there isn't enough time for career development discussions or actions?

Staff who feel valued and have a sense of purpose tend to deliver increased performance. This can be partly achieved through engagement with their careers.

What if they leave my team?

If they have left your team because they have made the next step in their career plan, then this is to be celebrated. It's inevitable that people aren't going to be in their roles forever! It will also help your team and the University gain a good reputation for developing staff, and make recruitment easier.

What if they don't have the skills they need to move on?

As a starting point, you should help staff assess what is required in the roles and directions that they are interested in. You can then help them evaluate their own abilities and reflect on the differences themselves. Where the difference is dramatic, they can make a personal evaluation on whether that path is appropriate or not.

What if they don't get the job they are applying for? What if they blame me?

You should emphasise that you are there to guide and support staff, but they are responsible for their actions. You can help them review why they were unsuccessful and support them in deciding what they should do next.

What if they say it is my responsibility to get them promoted?

You are there to support staff and help them grow, but cannot carry the responsibility of actually getting them the next job or promotion!

Further information and resources to support you as a manager

Human Resources: Including information on recruitment, appraisal, and policies & procedures

Organisational & Professional Development: Including the OPD training catalogue, mandatory training, and coaching/mentoring. OPD also offers:

- **Pathways to Leadership** Queen Mary's leadership development programme for staff at all points in their journey – from those not yet in management roles, to school and departmental leaders.
- **Professional Services Career Development** Resources, tools and case studies on career progression.
- **Coaching** our network of internal coaches have received training to support career discussions
- **Mentoring** for guidance on finding a mentor and being a mentor
- **Communities of practice** there are currently 8 communities of practice open to everyone and more that are open to specific groups.
- **Qualification Programmes:** Enabling colleagues to develop in their fields and gain qualifications while in post.

Staff Support Hub: Including Wellbeing, Queen Mary Bystander, and Report & Support

CPD Training: The Queen Mary Learning Management System for staff and students

LinkedIn Learning: A huge collection of learning resources on technical and professional skills

What is this resource for?

- These profiles provide some guidance around what to expect at each grade to help provide consistent expectations across Professional Services. Links are also provided to the full generic profile of each grade, which go into more detail on the typical responsibilities and accountabilities of colleagues at that grade.
- These descriptions are necessarily broad to cover a large variety of roles; they provide an **indicator** of the behaviours you should typically expect to see at each grade – there will be exceptions depending on the specific function and role.
- The individual's **Job Profile** provides clarity on individual responsibility, accountability, and necessary skills/qualifications. If it doesn't, or is out of date, these profiles (along with Our Values in action and Leading Together) could help update the profile.
- Alongside the Job Profile, this information can help to inform discussions around probation, appraisal, and career development.
- They should **not** be used to inform discussions of regrading. In addition to organisational needs, grading and regrading are based on several factors alongside the skills, knowledge and experience needed for the role. It is the demands of the job that are graded, rather than the ability of the person doing the job at any given time.

Leading Together: Each grade has a **suggested level** of the Leading Together framework associated with it. This provides an **indicator** of the behaviours you should expect to see at each grade – there will be exceptions depending on the specific function and role. As a manager, you should be determining the behaviours required by the roles reporting to you. See [Principles](#) for more information.

Grade 1 colleagues...

- Provide services in support of students and colleagues, often as part of a team engaged in similar activities
- Are engaged in prescribed work, performing straightforward tasks within established routines and procedures
- Will usually be working under regular or direct supervision
- Will respond to routine queries, issues and circumstances, referring any unusual or non-routine situations to others
- Typically work to short deadlines, providing courteous and effective service

For more information...

- [Leading Together](#): Grade 1 colleagues will typically be expected to demonstrate behaviours at the **Core** level at least, but this may vary depending on the specific role or function.
- View the full [Grade Profile](#) for more detail on themes such as communication, decision-making and resource management
- Use the interactive [Career Progression Tool](#) to explore the differences between grades
- Explore [coaching questions](#) you can use to discuss relevant behaviours

Grade 2 colleagues...

- Work within established processes and procedures, with minimum day-to-day supervision but clear guidance
- Provide a range of support services to an agreed quality standard or specification
- Require a working knowledge of the system/process/operating environment, and may have specific responsibility for a clearly defined section or sub-section of work
- Deal with less routine queries/issues/circumstances, referring conflicts or more complex situations to a manager/supervisor
- Use independence and initiative in the arrangement of immediate work priorities to react to changing circumstances.

For more information...

- [Leading Together](#): Grade 2 colleagues will typically be expected to demonstrate behaviours at the **Core** level at least with some at **Aspiring**, but this may vary depending on the specific role or function.
- View the full [Grade Profile](#) for more detail on themes such as communication, decision-making and resource management
- Use the interactive [Career Progression Tool](#) to explore the differences between grades
- Explore [coaching questions](#) you can use to discuss relevant behaviours

Grade 3 colleagues...

- Require detailed understanding of methods, systems, and procedures gained through significant work experience and/or formal training.
- Carry out work involving limited guidance and general instructions from more senior colleagues
- Exercise of initiative and judgement on how to address and resolve daily problems.
- Have discretion to determine short term priorities
- May propose and implement improvements to current working methods
- May be involved in manipulation of relatively straightforward data.

For more information...

- [Leading Together](#): Grade 3 colleagues will typically be expected to demonstrate behaviours at the **Aspiring** level at least, but this may vary depending on the specific role or function.
- View the full [Grade Profile](#) for more detail on themes such as communication, decision-making and resource management
- Use the interactive [Career Progression Tool](#) to explore the differences between grades
- Explore [coaching questions](#) you can use to discuss relevant behaviours

Grade 4 colleagues...

- Provide advice and support to department/centre/school/institute work based upon a full understanding of a technical, professional or specialised field.
- Plan and ensure progress within established professional procedures and clearly defined policy.
- Are expected to identify gaps in information, and conduct analyses to solve/resolve problems and issues with short-term consequences.
- Put forward recommendations on managing more complex situations.
- Will be responsible for planning and organising their own work or that of a team of colleagues, who may be involved in different types of work.
- Liaise with, and coordinate activities, across a number of subsections of a department/centre/school/institute.
- Carry out work which involves encountering changing priorities and differing situations.

For more information...

- [Leading Together](#): Grade 4 colleagues will typically be expected to demonstrate behaviours at the **Aspiring** level at least with some at **Emerging**, but this may vary depending on the specific role or function.
- View the full [Grade Profile](#) for more detail on themes such as communication, decision-making and resource management
- Use the interactive [Career Progression Tool](#) to explore the differences between grades
- Explore [coaching questions](#) you can use to discuss relevant behaviours

Grade 5 colleagues...

- Are experienced professionals who provide their expertise to others, and/or manage people and resources.
- Have work that often involves assessing customer needs, identifying trends, and generating and testing original ideas and innovative solutions.
- Are required to plan and organise individual and/or team activity.
- Are typically accountable for the quality of the outcomes of their work.
- Have discretion as to how their work is carried out, provided that activities follow operational policies and precedents.

For more information...

- [Leading Together](#): Grade 5 colleagues will typically be expected to demonstrate behaviours at the **Emerging** level at least, but this may vary depending on the specific role or function.
- View the full [Grade Profile](#) for more detail on themes such as communication, decision-making and resource management.
- Use the interactive [Career Progression Tool](#) to explore the differences between grades.
- Explore [coaching questions](#) you can use to discuss relevant behaviours.

Grade 6 colleagues...

- Are professional specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to broad parameters and policy guidance.
- Undertake work including significant professional expertise and/or experience, to develop and implement revised or new administrative/technical/professional policies and processes.
- Are typically managers of functional areas, or senior individual contributors tackling planning and operations over a timescale of a year or years.
- Will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity.
- Work to develop and implement operational plans, and contribute to the longer-term plans for the area to fit with broader functional and University strategy.

For more information...

- [Leading Together](#): Grade 6 colleagues will typically be expected to demonstrate behaviours at the **Established** level at least, but this may vary depending on the specific role or function.
- View the full [Grade Profile](#) for more detail on themes such as communication, decision-making and resource management
- Use the interactive [Career Progression Tool](#) to explore the differences between grades
- Explore [coaching questions](#) you can use to discuss relevant behaviours

Grade 7 colleagues...

- Will typically lead and manage a team of managers and/or highly qualified professionals.
- Will be responsible for contributing to the strategic plans for their area, and be accountable for its delivery in their area of expertise.
- Will initiate and through appropriate consultation and negotiation establish policy changes to tackle major new issues and situations.
- Will review and address performance and make a significant impact upon longer term direction, strategy and objectives, advising the senior management team where appropriate.

For more information...

- [Leading Together](#): Grade 7 colleagues will typically be expected to demonstrate behaviours at the **Established** level at least, with some at **Exemplar**, but this may vary depending on the specific role or function.
- View the full [Grade Profile](#) for more detail on themes such as communication, decision-making and resource management.
- Use the interactive [Career Progression Tool](#) to explore the differences between grades.
- Explore [coaching questions](#) you can use to discuss relevant behaviours.

Grade 8 roles provide strategic and functional leadership, influencing and collaborating with other leaders across the university to address matters of long-term strategic importance. Grade 8 is divided into 4 levels, 8D to 8A, with 8A being the highest category.

Grade 8D colleagues...

- Lead on a key university-wide service that normally spans a range of team/specialisms and are accountable for excellent service delivery.
- Expertly influence their peers, other teams and own reports/teams to make things happen in a timely and efficient manner.
- Have expert operational knowledge across a whole functional area or department, and/or in an important specialism.

Grade 8B colleagues...

- Thought leaders for important functions, creating and leading functional strategies and/or contributing to University strategy.
- Shape important decisions on partnerships and collaborations with third-party organisations.
- Manage large numbers of staff through other managers and team leaders, or directs a small number of specialists to deliver exceptional performance.

For more information...

- [Leading Together](#): Grade 8 colleagues will typically be expected to demonstrate behaviours at the **Exemplar** level.
- Explore [coaching questions](#) you can use to discuss relevant behaviours.

Grade 8C colleagues...

- Lead a specialism, combining operational and long term perspectives, and are accountable for their effective delivery.
- Have in-depth expert knowledge of a strategically important specialism
- Influence and persuade third-party partners and 'manage upwards' - including the most senior leaders - to make things happen.
- Leads a team or series of direct reports.

Grade 8A colleagues...

- Define frameworks and shape strategic context for functional leads, with far-reaching accountability across the University
- Advise, influence and persuade decision-makers at Council/Senior Executive Team and other senior leaders
- Have knowledge and expertise across a range of functions
- Leads senior direct reports and will coach/develop senior leaders.

Behaviours

All colleagues, regardless of grade or role, are expected to demonstrate [Our Values in action](#), develop behaviours in our [Leading Together](#) framework, and support others to do the same. As a manager, using coaching questions can help a team member use the frameworks to reflect. This coaching approach increases motivation and ownership of actions.

Below are some example coaching questions. Any question can be used with any part of Our Values in action and Leading Together.

- **Which behaviours in Values in Action have you demonstrated most in your work this year?**
 - Which behaviours would you benefit from using more often?
- **Where are your strengths in [for example] Inclusive leadership?**
 - How have these contributed to your success?
- **Where and how have you demonstrated Self-Awareness?**
 - Where might these behaviours be overused?
- **Where could you use Strategic Ambition more?**
 - How might that help you?
- **How might Enabling Others help you achieve x project?**
 - What might be a good first step?
- **Which behaviours in Influencer/Motivator do you get most satisfaction using?**
 - How can we create more opportunities for you to do this in your work?

Inclusive

Proud

Ambitious

Collegial

Ethical



Inclusive

Maintaining our tradition of nurturing and supporting talented students and staff regardless of their background.

Maintaining our tradition of nurturing and supporting talented students and staff, regardless of their background

For all of us, this means:

- Welcoming people, their voices and experience from our entire University and beyond, to add depth, insight, value and diversity of thought to everything we do
- Striving for equity and fairness, and maintaining dignity and respect for all our communities
- Actively considering the range of needs in our community
- Nurturing and celebrating our networks of students, colleagues, and community
- Respecting people's different skills and knowledge, acknowledging their contribution and their demands as well as their successes

Inclusive

Proud

Ambitious

Collegial

Ethical

Proud of the difference we make when we work collectively.

For all of us, this means:

- Highlighting our own and others' successes
- Ensuring we are informed about the University's achievements, and celebrating them widely, recognising that we are stronger together than individually
- Recognising our strengths, communicating and building on them
- Providing appropriate, healthy challenge and support to others
- Holding ourselves individually and collectively accountable for our commitments



Proud

Proud of the difference
we make when we
work collectively.

Inclusive

Proud

Ambitious

Collegial

Ethical

Foster innovation, disrupt convention, respond with imagination to new opportunities.

For all of us, this means:

- Aiming for excellence in everything we do
- Seeking out the best available evidence to inform sustainable, timely, robust decisions
- Seeking opportunities for continuous improvement, being ready to challenge the status quo
- Having the confidence to experiment with new and creative approaches
- Understanding that we will sometimes fail, but having the confidence to acknowledge and learn from our mistakes and to support others to do likewise
- Focusing on outcomes rather than processes
- Being clear about our priorities, to sustain successful delivery



Ambitious

Foster innovation, disrupt convention, respond with imagination to new opportunities.

Inclusive

Proud

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Ethical

Strong community built on openness, listening, understanding, co-operation and co-creation.

For all of us, this means:

- Working collaboratively, building strong partnerships across Queen Mary and beyond, to resolve major challenges
- Seeking to understand academic and professional services challenges so that we can build healthy, productive working relationships
- Being prepared to, and feeling comfortable to, share ideas as well as offering constructive challenge when appropriate
- Listening to and acting on constructive and supportive feedback
- Working with others to resolve issues respectfully, and committing to the decisions and outcomes
- Actively supporting and endorsing each others' work and being committed to each others' success



Collegial

Strong community built
on openness, listening,
understanding,
co-operation and
co-creation.

Inclusive

Proud

Ambitious

Collegial

Ethical

Always acting with the highest ethical standards and integrity.

For all of us, this means:

- Demonstrating Queen Mary Values through both our work and our behaviours
- Acting with integrity at all times
- Seeking out, implementing and championing good practice
- Understanding our own capacity and capability to deliver
- Accepting personal responsibility for resolving issues
- Understanding our impact on others, including our partners and stakeholders
- Building a supportive network to identify when we, or others, need help



Ethical

Always acting with the highest
ethical standards and integrity.

The guiding principles of Leading Together

We are all citizens of the Queen Mary global community, and we all contribute to its success. We are driven by our Values to achieve our ambitions set out in Strategy 2030.

We believe that inclusive leadership is a shared responsibility

Leadership is not limited to those who manage others. We have a wealth of diverse expertise across a broad range of disciplines, each one essential to realising our ambitions.

We recognize that we need leadership from all areas of Queen Mary

To guide, support and inspire us.

We know that each one of us brings unique experience and expertise

And understand that personal development enables us to grow and improve.

As leaders, we will be role models of Our Values in action

And will build strategies to apply [those behaviours](#) as they develop within their own field to contribute to the delivery of Strategy 2030.

Guidance Note

The behaviours of the Queen Mary leader change depending on role and seniority – you'll see on following pages that they're divided into five levels. **There are suggested levels associated with each grade.** Some roles, for example, will need more advanced behaviours in Self-Awareness than they will in Enabling.

We recommend discussing with your line manager the levels you should be demonstrating.

We all have our area of expertise, but for most of us that is in an academic, research, technical or professional discipline and is not focussed on leading others.

This framework concentrates on those elements that sit beyond our specialist area but are fundamental to contributing to Queen Mary's overall success. There are 5 elements; each has 5 levels.

How to use:

Leading Together can be used to help us reflect, give feedback, consider development, and support the writing of Job Profiles. To help you, there is:

- A [self-assessment tool](#) to help focus your development, with some suggestions for development activities both to enhance your current role and to prepare for your next career move. This tool provides the ideal conversation starter for you to use with your direct reports.
- [Pathways to Leadership](#): a suite of development programmes to support your progression
- A 360° feedback tool aligned with the framework. Please contact opd@qmul.ac.uk if you want to take part.

How does this fit in with an individual's Job Profile?

A Job Profile should be the first point of reference for the specific tasks, standards and responsibilities of any given role. If, over time, a Job Profile has become inaccurate, it should be updated. Leading Together describes expectations around leadership behaviours and can be used as described above.

Discussing the use of behaviours can be helpful for several reasons:

- Often, you can find that someone is able to show a particular behaviour in one situation but finds it difficult in another - exploring this can be helpful.
- "Good" is dependent on context: choosing the right behaviour in a particular context or situation is worth discussing.
- Focussing on building and leveraging strengths is shown to be more impactful than addressing weaknesses.

There are some questions on the [Coaching Questions](#) slide you might ask yourself, or your direct report(s), to explore Leading Together.

Have a look at the '[Feedback](#)' tab for some guidance on giving effective feedback.

Inclusive: The Queen Mary Leader will...

Core

- Be collaborative in their approach
- Show an awareness of how their own culture and perspective may influence their choices
- Demonstrate respect and sensitivity for other cultures.



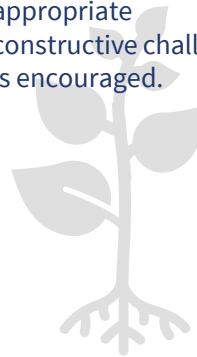
Aspiring

- Adapt their approach, inviting diverse views and voices to inform their practice on a day-to-day basis, so as to improve decision-making.
- Show willingness to challenge their own and others' assumptions, stereotypes, and behaviours that fall short of Queen Mary's expectations.



Emerging

- Value and nurture differences across the University.
- Enhance and engaging with the diversity of thought and expertise.
- Support colleagues to resolve issues respectfully, creating a culture where appropriate constructive challenge is encouraged.



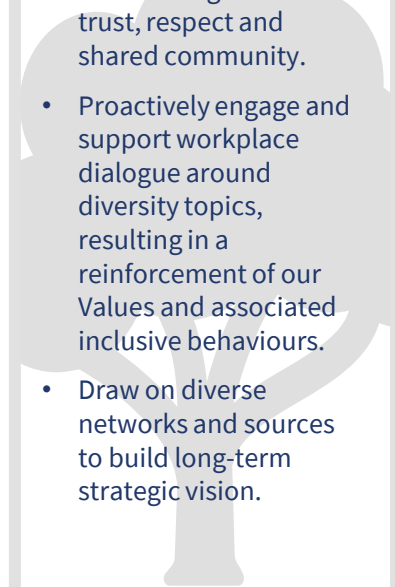
Established

- Ensure that all areas of their influence and responsibility offer an inclusive delivery
- Encourage new ideas on ways to expand diversity and inclusion in the workplace.
- Promptly address and respond to diversity issues (both positive and negative situations) with appropriate action.



Exemplar

- Empower others to express themselves freely, establishing and maintaining a culture of trust, respect and shared community.
- Proactively engage and support workplace dialogue around diversity topics, resulting in a reinforcement of our Values and associated inclusive behaviours.
- Draw on diverse networks and sources to build long-term strategic vision.



Self-Awareness: The Queen Mary Leader will...

Core

- Recognise and acknowledge their own strengths, weaknesses, motivations and biases.
- Seek regular feedback on their performance, reflecting on it to develop.
- Recognise their own pressure points, managing emotions, developing strategies to adapt positively to change.



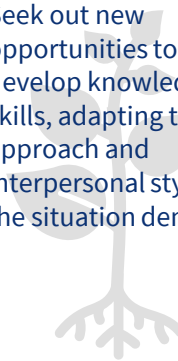
Aspiring

- Build diverse, effective support networks, contributing to and learning from them to support their own resilience, and that of others.
- Adopt a mindset of continuous improvement and learning.



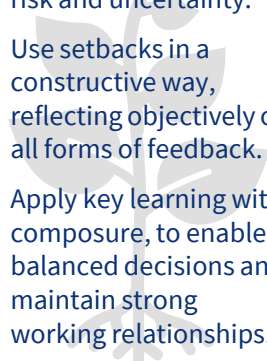
Emerging

- Become comfortable acknowledging their vulnerability and limitations.
- Be confident about asking for help in order to develop and improve, creating an environment for others to do likewise.
- Seek out new opportunities to develop knowledge and skills, adapting their approach and interpersonal style as the situation demands.



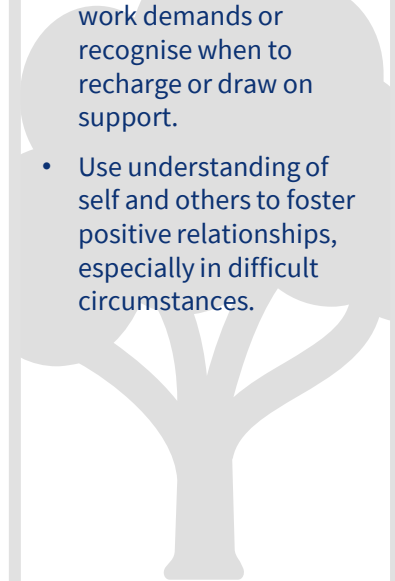
Established

- Develop deeper self-awareness and understanding of their impact on others as they progress.
- Exercise sound judgement and make good decisions in pressured situations, comfortably handling risk and uncertainty.
- Use setbacks in a constructive way, reflecting objectively on all forms of feedback.
- Apply key learning with composure, to enable balanced decisions and maintain strong working relationships.



Exemplar

- Remain energized, enthusiastic and confident in the face of difficult and prolonged work demands or recognise when to recharge or draw on support.
- Use understanding of self and others to foster positive relationships, especially in difficult circumstances.



Strategic Ambition: The Queen Mary Leader will...

Core

- Apply an understanding of the strategy and Values to improve personal effectiveness.
- Be both a collaborative and an independent problem solver, as well as a timely decision-maker, to achieve goals consistently.
- Be aware of when to be persistent and when to be pragmatic in order to achieve desirable results



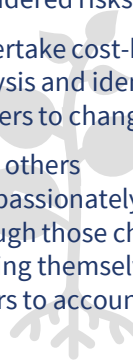
Aspiring

- Employ their understanding of the strategy and Values to identify areas for improvement
- Analyse options, agreeing outcomes informed by a range of sources both internal and external, statistical and experiential.
- Consistently focus self and others to deliver against challenging goals.



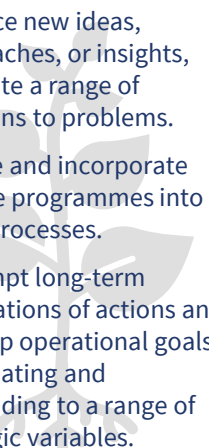
Emerging

- Identify changes that will have the biggest positive impact in supporting the delivery of Strategy 2030 and are aligned with Queen Mary's Values.
- Makes clear decisions which may include tough choices or considered risks.
- Undertake cost-benefit analysis and identifies barriers to change.
- Lead others compassionately through those changes, holding themselves and others to account.



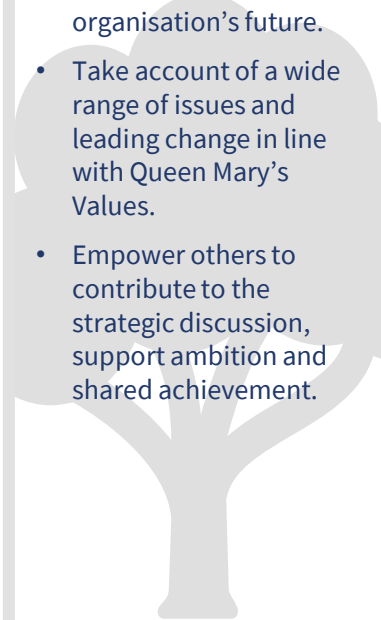
Established

- Be driven by Queen Mary's Values to deliver excellence and develop strategy in their area.
- Contribute to resolving challenges across the wider Institution, developing our future direction.
- Produce new ideas, approaches, or insights, generate a range of solutions to problems.
- Initiate and incorporate change programmes into work processes.
- Pre-empt long-term implications of actions and develop operational goals, anticipating and responding to a range of strategic variables.



Exemplar

- Identify and develop positive and compelling visions of the organisation's future.
- Take account of a wide range of issues and leading change in line with Queen Mary's Values.
- Empower others to contribute to the strategic discussion, support ambition and shared achievement.



Enabling: The Queen Mary Leader will...

Core

- Be willing to challenge themselves and others.
- Give honest, constructive feedback to promote development.
- Express positive expectations of others, speak of team members in positive terms, supporting others and acknowledging their strengths.



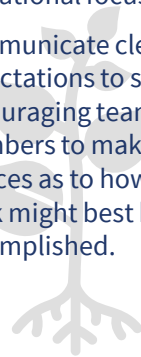
Aspiring

- Encourage and support others to develop their decision-making.
- Produce innovative solutions and to consider the impact of their choices.
- Prioritise workloads effectively to ensure a balance between successful delivery and individual wellbeing.
- Give credit to others who have performed well.



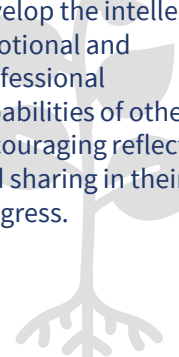
Emerging

- Invest in the potential of those around them, supporting them to take innovative steps courageously.
- Lead by example, with integrity, compassion and judgement, to achieve both an aspirational and operational focus.
- Communicate clear expectations to staff, encouraging team members to make choices as to how their work might best be accomplished.



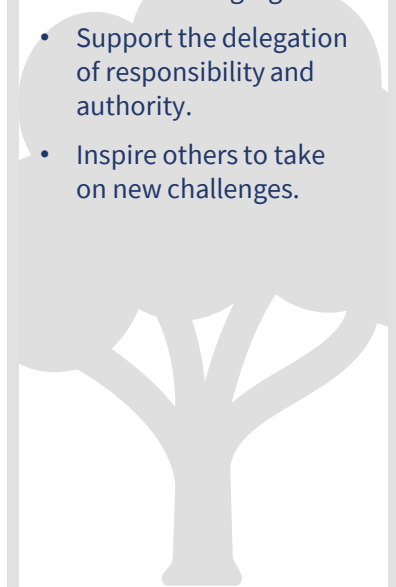
Established

- Establish effective team working and team spirit, maintaining a culture of creativity and innovation.
- Assign appropriate resources to achieve business goals.
- Create and support opportunities to develop the intellectual, emotional and professional capabilities of others, encouraging reflection and sharing in their progress.



Exemplar

- Create a culture that fosters responsibility for the achievement of teams' strategic goals.
- Support the delegation of responsibility and authority.
- Inspire others to take on new challenges.



Influencer/Motivator: The Queen Mary Leader will...

Core

- Establish personal and professional credibility.
- Communicate effectively so that others can understand key messages.
- Ensure open and honest conversation.



Aspiring

- Speak fluently.
- Express opinions, information, and key points of an argument.
- Be able to influence others.



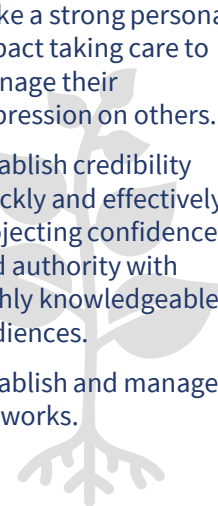
Emerging

- Have skill and confidence in conveying credible new ideas, or a course of action, to gain agreement, support, and/or buy-in from a variety of stakeholders.
- Respond quickly to the needs of an audience and to their reactions and feedback.



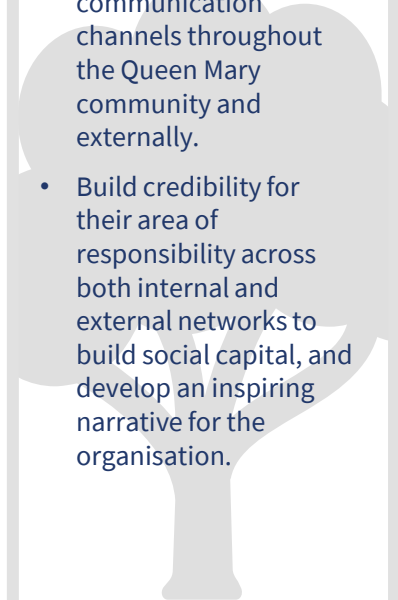
Established

- Relate well to a diverse range of people.
- Manage conflict effectively to build consensus around an approach.
- Make a strong personal impact taking care to manage their impression on others.
- Establish credibility quickly and effectively, projecting confidence and authority with highly knowledgeable audiences.
- Establish and manage networks.



Exemplar

- Establish and maintain effective, timely contribution and communication channels throughout the Queen Mary community and externally.
- Build credibility for their area of responsibility across both internal and external networks to build social capital, and develop an inspiring narrative for the organisation.



Ideally the conversation will be led by the individual describing how they fulfil the description of one of the levels. You, as their manager, can then explore the examples they offer using open, non-judgemental coaching questions.

Below are some example coaching questions. Any question can be used with any part of Our Values in action or Leading Together.

Which behaviours in Leading Together have you demonstrated most in your work this year?

- Which behaviours would you benefit from using more often?

Where are your strengths in [for example] Inclusive leadership?

- How have these contributed to your success?

Where and how have you demonstrated Self –Awareness?

- Where might these behaviours be overused? Where might you use it more?

Where could you use Strategic Ambition more?

- How might that help you?

How might Enabling Others help you achieve x project?

- What might be a good first step?

Which behaviours in Influencer/Motivator do you get most satisfaction using?

- How can we create more opportunities for you to do this in your work?

Summary

- What steps have you already taken to develop your behaviours? What's worked? What immediate action\changes could you take?
- What will make the biggest difference to your effectiveness as a leader?
- What impact will improving this make? If you don't make changes, what will the impact be? How much of this have you known before?
- What might have prevented you from acting before? What is going to be different this time?
- What support will you need to achieve them? What will success look like?

Ask the individual to summarise actions, then agree and schedule a time to review.

Giving your team member honest, helpful feedback is a necessary part of a healthy working relationship, and crucial for their development as well as being an essential part of your role as manager. Therefore, it's important to prepare for these conversations. Studies confirm that we respond productively when feedback is specific, focused on behaviour or performance (rather than personality traits), and framed positively. Managers should take this approach rather than one that highlights faults.

The general principles for these discussions are:

- Arrange a time to meet, in a meeting space that gives you and your team member some privacy.
- Remember the [tools that might help](#) – particularly the **self-assessment tool**, which can provide a helpful starting point if it's completed in advance. Alternatively, working through it together it could be the framework for your conversation.
- The conversation is to support the team member in taking ownership of their development – they are more likely to do this through their own reflection along with constructive observation from you, their manager.
- Start with their reflections:
 - “Where would you put yourself on [an element of the Leading Together Framework]?”
 - “How does that come through in your work?”
- Talk through their examples, listening to their reflections and accepting that different styles and approaches can return equally successful results.

- Offer your observations, both positive and negative – you might find it helpful to use the CEDAR model for this.

Context: It's important to set the scene and be clear about any standards you're using.

Example: Give a specific example (if you haven't got one, ask yourself what's behind the feedback you want to give: check your own assumptions).

Discuss: a 2-way discussion about the example you've just given: so that you both understand what happened to create the situation.

Actions: Having explored the root cause(s) of the situation, you can move on to discuss what actions could be taken in future.

Review: Agree when you will get back together to revisit.

- When offering feedback, both positive and developmental, it needs to be sincere and specific to carry credibility.
- If there are points to learn (mistakes are learning opportunities), try to keep to no more than **3 key things** to avoid overwhelming and to increase the likelihood of change.