

Queen Mary Expectations: accountabilities and behaviours

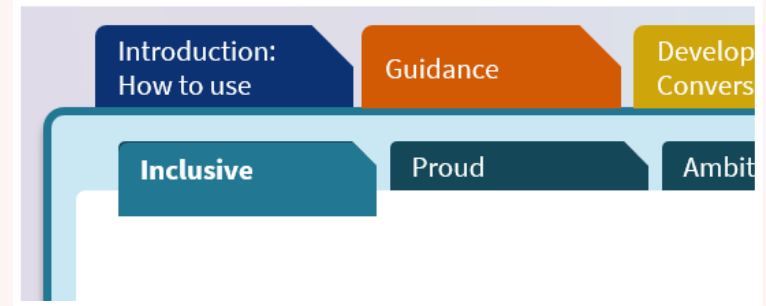
- Grade expectations, Leading Together,
Values

This toolkit aims to clarify what is expected from Queen Mary colleagues in terms of their accountabilities and behaviours. It will also support you in thinking ahead to your next role.

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:



Return to the first page of this document.



Return to this page.



Visit the Staff Support Hub on Connected.

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

This toolkit will help you consider how to flourish at Queen Mary. For example...

Agreeing Objectives: The [Grade Profiles](#) can help you consider what kinds of things you should be responsible and accountable for. You and your manager could consider 'stretch' objectives which take you to the next grade for your development. [Our Values in action](#) and [Leading Together](#) might help you consider what behaviours you want to focus on when delivering your objectives.

Your Development: Have a look at Our Values in action and Leading Together; reflect on your strengths and the areas you want to work on. These coaching questions may help you:

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?

What is this resource for?

- **Academic staff** should refer to the [Academic Careers framework](#) for guidance and expectations around progression.
- 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.
- Your **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 inform discussions around probation, appraisal, and career development.
- They should **not** be used to inform discussions of regrading. 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, based on the needs of the organisation, 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 [Leading Together](#) for more information.

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

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

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

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

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.

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

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.

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.

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?

Our Values in action

Our [Strategy 2030](#) describes Queen Mary's commitment to *create a truly inclusive environment, building on our cherished cultural diversity, where students and staff flourish, reach their full potential and are proud to be part of the University.*

It describes our core values: Inclusive; Proud; Ambitious; Collegial; Ethical.

Working to these Values is essential if we are going to achieve our ambitions, and so we need a common understanding of what that means for all of us.

Our Values in action is a framework that translates our Values into a description of the expectations that we should have of ourselves and of each other; of how we act and interact with each other every day.

The framework itself is brief, and gives a description of the behaviours that we should see across Queen Mary, regardless of grade or role:

[Our Values in action \[PDF 2,954KB\]](#)



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

Ambitious

Collegial

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

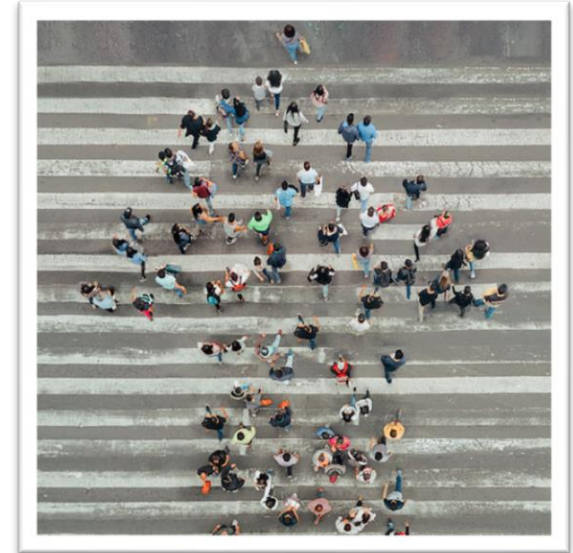
And understand that personal development enables us to grow and improve.

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 in your role.



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, 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 my 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:

- You may find that you're able to demonstrate a given behaviour in one situation but find 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.

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.



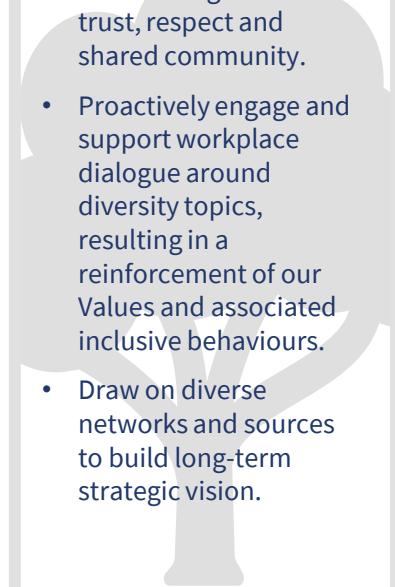
Established

- 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.



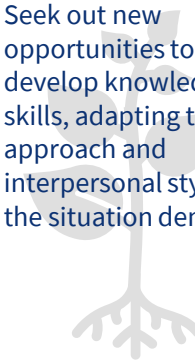
Aspiring

- 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.



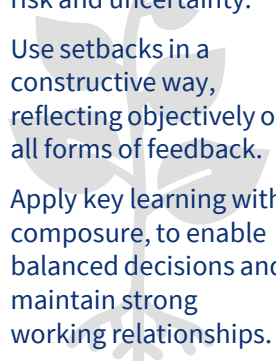
Emerging

- 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.



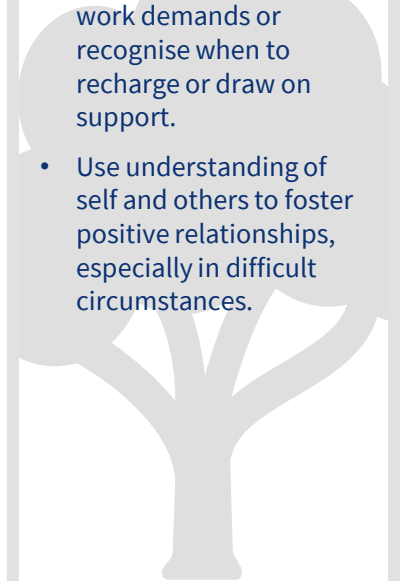
Established

- 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.



Advice, training and other resources to develop your skills and confidence:

Courses & Learning Resources

Look on the [CPD Training platform](#) for all the training offered at Queen Mary by our internal facilitators and external partners. We also provide a range of e-learning modules including Queen Mary Bystander, Introduction to Presentation Skills, Introduction to Project Management, and Staff Recruitment & Interview Selection.

LinkedIn Learning

[LinkedIn Learning](#) is a vast collection of learning material across a range of subjects, from more efficiently using Microsoft Office, to career planning, to giving and receiving effective feedback. We encourage you to explore what's available to meet your needs.

Other resources & contacts

- Appraisal: [e-learning](#) and [guidance](#)
- [Coaching & Mentoring](#)
- [Professional Services Career Development](#)
- [Communities of Practice](#)
- [Apprenticeships](#) for current and new staff
- Who's who in [Human Resources](#) and [Organisational & Professional Development](#)

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



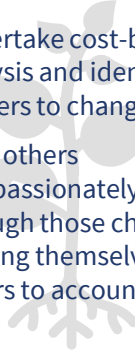
Aspiring

- 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.



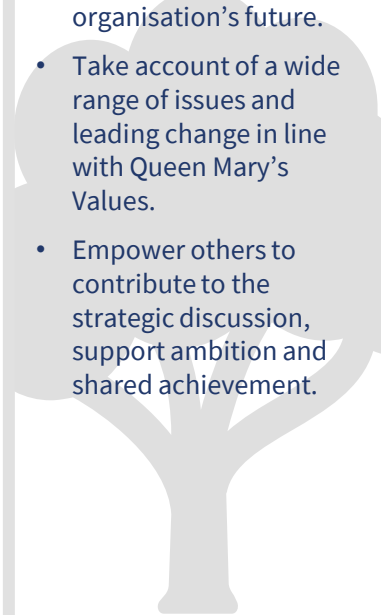
Established

- 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.



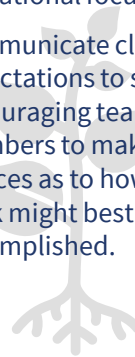
Aspiring

- 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.



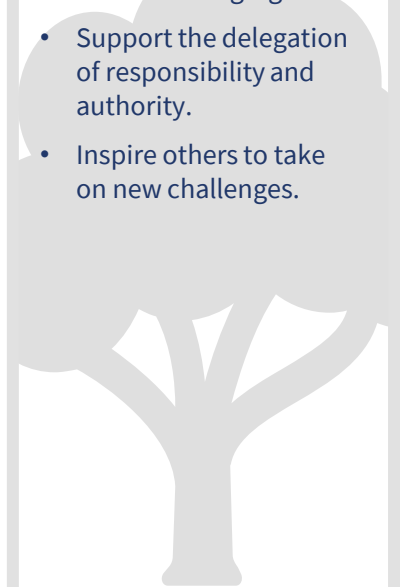
Established

- 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.



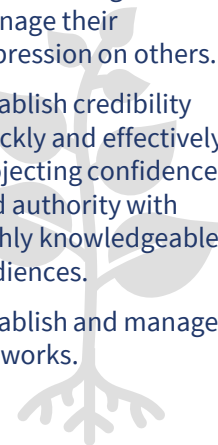
Emerging

- 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.

