Sheffield Hallam University

Professional Services Capability Framework: Managing Self and Leading Others

This document sets out in one place all of the information relating to the **Managing Self and Leading Others** capability, including:

- Capability indicators
- Ineffective behaviours
- Development suggestions, tips, tools and activities
- Formal learning options

This is to support you in developing in this particular capability. This document should always be read with the Professional Services Capability Framework

Managing Self and Leading Others
Takes personal responsibility to manage work and performance and to lead, inspire and motivate others

People

Foundation	Adept	Advanced	Strategic
Grades 2, 3, 4 & 5	**Grade 6**	**Grades 7, 8 & 9**	**SSG**
Acts as a role model by taking personal responsibility for own performance and development	Leads on and collaborates with other teams to deliver excellent services	Inspires and leads to provide direction	Acts as a professional role model for colleagues, sets high personal goals and takes pride in achievements
Seeks and acts on feedback to improve individual performance	Uses performance management techniques and feedback to drive improvements and motivate colleagues	Ensures all team members have the knowledge and skills to perform their role to the required level	Manages challenging, ambiguous and complex issues calmly and logically
Works flexibly without supervision	Uses coaching and mentoring in leading and developing colleagues	Inspires and motivates colleagues to achieve results	Provides visible leadership and is accountable for the performance of multiple teams and/or services
Self-directed; decides on a course of action to achieve objectives without supervision or step-by-step instruction	Manages and delivers complex work	Takes the initiative and acts in a decisive way	Sets and monitors performance standards for multiple teams
Knows what is expected of them	Fosters a culture of creativity, innovation, continuous improvement and development	Leads and is accountable for the performance of a team or function	Champions a culture of local and institutional learning that supports university goals and objectives
Undertakes continuous personal and professional development	Looks for opportunities to develop new skills	Sets and monitors performance standards for a team or function	Motivates and influences others to deliver quality outcomes
Seeks learning opportunities		Makes long term plans, including succession planning, to make sure the workforce delivers excellent services now and in the future	
Reflects and learns from experience		Manages performance to drive improvements and motivate colleagues	
Maintains motivation when tasks become difficult		Identifies talent in individuals, creating opportunities for their development	
Coordinates resources and acts as a point of escalation			

	Managing Self and Leading Others: Ineffective Behaviours Examples of behaviours which are ineffective and may indicate a need for further discussion or development.
For all	• Only reacts to the instructions of others. Does not take the lead to drive tasks forward. Steps away or avoids responsibility when problems occur • Avoids or ignores feedback and is unaware of or does not try to understand how their behaviours affect others • Repeats mistakes or ineffective actions without learning from them • Is unaware of own development needs or does not act on them: views learning and development (including mandatory learning) as unnecessary or low priority • Reluctant to or does not take the time to answer colleagues' questions or support them with difficult issues, or is regarded as unapproachable • Regularly sits back and waits for others to volunteer for new activities or to take the initiative to improve processes or services, even when they see opportunities to do so
For leaders and managers	• Provides confusing, contradictory or limited direction or vision for their team or business area • Allows poor performance to continue unchallenged or unmanaged. Does not set clear performance objectives, review them regularly or hold team members to account • Criticises staff performance, rather than providing constructive, timely feedback on performance • Deprioritises learning and development for their team: blocks or does not support development opportunities, roles moves, secondments or projects for their team members. Ignores or moves slowly to fill skills gaps in their teams • Rearranges or cancels 1:1s with team members without good reason. Prepares poorly for PDRs or does not discuss individuals' careers, development or wellbeing as part of the PDR • Lacks accountability for their team's delivery of outcomes • Avoids systematic setting or measurement of their business area's progress and performance • Ignores or does not encourage and consider continuous improvement suggestions from team members

Managing Self and Leading Others - development suggestions

Takes personal responsibility to manage work and performance and to lead, inspire and motivate others

People

Foundation	Adept	Advanced	Strategic
Grades 2, 3, 4 & 5	Grade 6	Grades 7, 8 & 9	SSG

Foundation

Individual activities and reflection

Ensure you are clear where you are empowered to act and make decisions on your own, and where your manager expects to be informed or consulted about aspects of your work

Always have a development plan in place, agreed with and supported by your manager

Proactively ask for and prepare for a conversation with your manager about your career and development using this guide

Actions with others

Seek regular feedback from your manager and peers on your performance: put in place a plan for adopting that feedback

Seek support or suggestions from colleagues when a task becomes difficult

Ensure your team around you know what particular skills or areas of expertise you can support them with to help them with their work or projects

Adept

Individual activities and reflection

Map your skills and recent experience against this capabilities framework. Where are there any significant gaps? Discuss with your manager the projects or different elements to your role which could help you to build those skills and plan to broaden your experience

Actions with others

Identify the teams you regularly work with to deliver: bring representatives together to meet regularly to identify how you could work to improve your service

Put aside 30 minutes every fortnight to go through one of your team members' development plans with them, checking progress, agreeing support and understanding barriers.

Ensure you have regular performance conversations with your team, providing consistently recognising work well done and delivered and good behaviours, and discussing any specific areas for improvement using this framework. Provide space and time in your 1:1s to provide constructive feedback to your staff

Advanced

Individual activities and reflection

Consider different approached to leadership: cooperative, adaptive, impactful. Which approach could you take as a leader to support your team in being effective at this moment?

Ensure your actions and behaviours are constantly those you would want to see in your staff, colleagues and peers

Actions with others

Run a team session to create a positive shared vision for your team's activities and identify what needs to be different to achieve it

Ensure team objectives are published and progress to date regularly updated and visible to all. Talk to your team about how the work they do helps to achieve goals

Have regular discussions with your team as a team and individually about their workload, strengths and whether you and they feel they have the knowledge and skills needed to deliver effectively in their roles - use this framework to consider areas where support and development is

Strategic

Individual activities and reflection

Talk positively and with pride about your team's achievements to date and the future vision for the University. Speak passionately about your belief in the University, its work and how you see it being successful in the future

Take the opportunity to talk at leadership events or team meetings about the impact of your team's work

Identify successful leaders and try to observe how they demonstrate belief in success and how they inspire others. Seek an external mentor to support you with leadership activity

Actions with others

Set expectations in your business area that every member of staff has a development plan aligned to their own development needs, careers and the direction of the University

Encourage staff to have a positive 'can do' attitude. Ask them to challenge historic practices; to think radically about how barriers and obstacles could be overcome: listen to their ideas and challenges. Use appreciative enquiry techniques to

	Arrange a team discussion about [wellbeing](): what could you do to support each other in being well?	needed. Work with your team to identify areas where you can allow them to take on work without needing to check on their progress too frequently, instead encouraging them to come to you when they need support Put in place clear performance measures for your team's activities, linked to your vision. Display them in your offices, or put them on your team meeting to discuss regularly Do some succession planning to avoid having 'sole dependencies' in your team which could interrupt business delivery. This means having other people who could step in easily to cover the whole or aspects of a person's role, ensuring that there is never just one person who understands how a system, activity or outcome is delivered	[support them to think about how things could be done differently]() Be visible to your team(s) by attending their team meetings or offering informal sessions to staff at all levels to discuss any issues on their mind

Managing Self and Leading Others - formal learning options
Takes personal responsibility to manage work and performance and to lead, inspire and motivate others

Face to face learning	Online courses	Downloadable toolkits and guides
Management: A range of workshops for managers under our 'Management Essentials' workshops, including coaching for managers, constructive conversations, effective conversations, leading through change, Mental Health First Aid, managing people and more…	Diversity and Equality: To support achievement of the University's Equality objectives, we require all members of staff to undertake two online modules: equality essentials, and Unconscious bias. Managers are also required to undertake a third module, Unconscious Bias 2.	**Examples** of successful leadership approaches taken by leaders across the University are here
*Coming soon…***Essentials of Management and Leadership:** Mandatory Management Development for all levels	Become a manager: An online modular course designed to provide you with the key skills and competencies to help you become and succeed as a manager	PDR toolkit provides guidance on how to approach PDRs at the University
Leadership: Our Leadership Development Offer is outlined on our "Hallam Leaders" website. You can also access coaching and mentoring to support you with your leadership journey, use psychometric tools and 360 feedback to understand your leadership impact and seek support to run team development activities	Managing Teams: This course for new manager's covers motivating your team, managing team performance, establishing your identity and authority within a group, addressing conflict.	ACAS Advisory booklet; How to manage performance
Leading through new beginnings: These workshops offer an opportunity to learn specific leadership skills required to lead teams through 'New Beginnings'. Key themes include	Change Management : understand the principles and techniques necessary to drive change at the project level, in a certain business area, or throughout an entire organisation	Useful Guides to managing people and resolving conflict
• Managing Transitions - letting go of the old ways and leading through 'New Beginnings'	Coaching and Developing employees : Learn the benefits of developing your team and helping employees build their skills in ways that transform and empower them to do more productive and engaging work.	Sheffield Hallam recognises the importance of individual wellbeing inside and outside the workplace and provides support for individuals and managers to improve wellbeing
• What to expect in a changed environment		ACAS also provides information and tools for mangers on wellbeing: ACAS guide: Wellbeing and workplace performance
• The style of management required in a time of change and what's different about it	Building a High Performance Team: shows you how to create and lead the teams Learn about the seven elements of a high-performance team, and the techniques necessary to set direction, gather and deploy the right resources, prioritise work, motivate employees, and help team members develop their individual strengths.	
• How to foster curiosity and how it can help you		
• How to build new relationships/new networks		
The workshops are run by the People Development Team		