

Flourishing at Queen Mary for Professional Services Staff

**A toolkit for personal and professional growth for Professional
Services staff including Technical and Operational**

Flourishing at Queen Mary is about finding purpose, growing personally and professionally, and contributing meaningfully within an organisation in a way that supports your wellbeing.

This toolkit is designed to support you in flourishing at work—helping make meaningful contributions in your current role and/or support you in thinking ahead to your next role. Whether you're looking to align your personal values with our Queen Mary's mission, set development objectives, or focus on your wellbeing, this resource provides practical tools and insights to guide you along the way.

By using this toolkit, you'll gain:

Clarity on Expectations: Understand how our Values, Leading Together, and grade profiles define what is expected from Queen Mary colleagues in terms of their accountabilities and behaviours

Ideas on what and how to develop: Use these expectations to reflect on your strengths, identify areas for development, and set actionable goals that will help you progress in your career.

Support for Wellbeing: Queen Mary recognises that supporting your wellbeing enables you to flourish in your role. Learn about the support available to you.

This toolkit is not just a guide—it's an opportunity for you to take ownership of your development and wellbeing, and to align your personal journey with our Mission. Let's work together to create an environment where everyone can flourish.

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

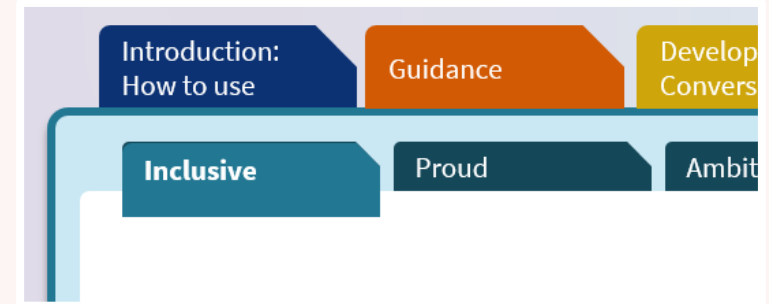
Career development is a priority area in the PS Enabling Plan, requiring managers to support individuals in identifying time and opportunity to develop. These responsibilities are outlined below:

Your responsibility	Manager responsibility
<ul style="list-style-type: none"> Identify development needs for your current role, using your job profile and this toolkit as guidance. Seek and respond constructively to feedback. Stay informed about developments in your professional area. Reflect on how your role can support your future career aspirations and identify related development needs. Proactively seek out development opportunities, such as, identifying possible mentors, or work shadowing opportunities. Use your appraisal to discuss and review development and career aspirations with your manager, review these regularly in 1:1s. This toolkit and career planning guide and workshop will help. Apply new learning, experiment where possible, and regularly reflect on outcomes. Share insights and learning with colleagues Complete and refresh all mandatory courses within University-defined timeframes. Outstanding mandatory training can be found on CPD training. 	<ul style="list-style-type: none"> Set clear work and development goals to ensure colleagues are clear what success looks like. Hold regularly 1:1s, (the 1:1 toolkit can help) and ensure appropriate development and support are in place so your team members can perform at their best. Provide constructive feedback to help team members recognise their strengths and areas for improvement. Support development through options such as recommending potential mentors, encouraging relevant apprenticeships, or identifying work shadowing and secondment opportunities. Share insights and direct team members to information about the future of their professional area. Use appraisals and 1:1s to listen to career aspirations, provide feedback on readiness for opportunities, highlight strengths, and align development with University needs.

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 toolkit.



Return to this page.



Visit the Staff Support Hub on Connected.

You might also be interested in other [toolkits](#) particularly the Career & Development conversation.

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Alignment to strategic goals and progress in the HE Sector

We don't manage our career or development in a vacuum – even when we are in the same role, it's helpful to be aware of changes happening around us in Queen Mary, our Faculty/School/Institute, as well as the Higher Education sector and our professional area. Being aware of these will help you to prepare, be more proactive, align yourself with organisational priorities and be more in control of your development. Below are some ways that you can keep up to date:

Queen Mary:

[Strategy 2030 updates and enabling plans](#), [e-bulletin](#), [Connected home pages](#), [Town Halls](#) and other local events will help you gain greater clarity on what the institution/department/School/Institute values and aims to achieve, as well as changes happening in the HE sector. This helps you:

- reflect on how your personal values align with the University's mission - whether it's making a difference in education, advancing research, or fostering inclusivity.
- identify where you can contribute most effectively or how you might need to develop certain skills to align with upcoming initiatives.
- understand how your work fits within these priorities which can give you a greater sense of purpose and help prioritise any development options you may have in mind.

Get involved in [Staff networks](#), [communities of practices](#), acting as a [mentor](#), volunteering for graduation and Clearing etc to get the most out of working at Queen Mary.

The wider sector:

- Sign up for a daily/weekly e-mails, or read publications on Higher Education websites e.g. [WonkeHE](#), [AdvanceHE](#), [Times Higher Education](#)
- Engage with your relevant professional bodies. Expand your network by connecting with colleagues across the HE sector and beyond.

Keep in mind - what will the impact (of change) be on me/my team? And what opportunities does it offer? How does this change affect my role, and what skills or knowledge do I need to stay relevant?

Development objectives - where do they come from

Development objectives are essential for both personal and professional growth. They help you:

- stay focused
- prioritise your development
- track your progress in areas

The previous section talked about identifying development objectives from being aware of changes in your profession, department/School/Institute, Queen Mary or Higher education as a whole. What else helps you identify development objectives:

Reflecting on your job profile

What parts of your job are you successful at and what may require more focus or development

[The Grade Profiles](#) can help you consider what kinds of things you should be responsible and accountable for in your current role. Are you operating at the right level?

Stretch objectives

You and your manager could consider 'stretch' objectives for your development which could support you in getting your next role – this could be to widen your experience for a sideways move or prepare you for a move to the next grade.

Consider: What new responsibilities or projects could help me grow?

More examples on the next slide

Development objectives - where do they come from (continued)

Reflecting on Strengths and developing new skills or behaviours

Our [Values in action](#) and [Leading Together](#) set out the behaviours we are all should strive for as such they will help you identify:

- your strengths so you can consider ways to use these more effectively in your role, a future role, or supporting others to develop them.
- what skills or behaviours you need to develop to carry out current/new objectives or those that are critical for career progression (the grade profiles may also help).

You'll find some [coaching question](#) and a Leading Together [self assessment](#).

Keeping Up with Technological or other advances

It's essential to stay up to date with the latest tools, platforms and processes in your field.

Responding to organisational changes

Changes in organisational structure can provide opportunities; they sometimes surprise us but if we are aware of our strengths and what we enjoy/value doing we can be ready to take advantage of them.

Consider your personal reflection on recent tasks or projects or feedback from others

Seek out feedback from your manager, peers or stakeholders. Sometimes this can be hard to hear but give yourself time to reflect and consider feedback. This [linkedin learning](#) might help.

Where to discuss and get support for your development objectives:

These are checkpoints to ensure you discuss development objectives



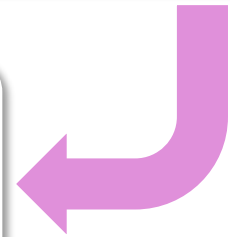
When you start in a new role:

Your probation objectives should include development goals



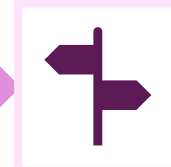
On a regular basis:

- Discuss your ambitions and development at **1:1 meetings** the [managers 1:1 toolkit](#) might help.



Annually:

Include development objectives during your **appraisal** – make sure your skills are up to date!



Page 5 of the [managers' toolkit on Career & Development](#) describes their role in supporting you.

The OPD Development Offer

There are a range of ways you can develop your skills, knowledge and experience. **Click on the links below to find more information**

Some examples of the areas we cover



And the delivery formats we use

Other development providers:
[Queen Mary Academy](#)
[Health & Safety Directorate](#)

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

Access our
CPD Training
Platform



Look on the [CPD Training platform](#) for training offered at Queen Mary across a range of training providers. It includes our Pathways to Leadership programmes, e-learning and workshops on topics such as 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.



Sign up for the monthly OPD [newsletter](#) to keep informed of development opportunities.

Other resources & contacts

- Appraisal: [e-learning](#) and [guidance](#)
- Who's who in [Human Resources](#) and [Organisational & Professional Development](#)

Other tools:



Keeping a **record of your achievements** can be helpful in your appraisal and for job interviews, it's very easy to forget. It can take many forms but below is a simple example to help you. But consider tasks/projects that you have carried out, the impact they had and the skills you have learnt.

Access our
CPD Training
Platform



Any internal development such as workshops will automatically be recorded in your **CPD record** but you may want to add any external or self-guided development e.g. project placement, work shadowing



Reflecting on your work can help identify and embed learning from activity. You can do this daily or weekly. Questions you might ask yourself are

- What went well? (identify things you enjoyed, and things you did well and why)
- What could be improved?
- What did you learn – about the area of work and about yourself? What general conclusions did you draw from the experience?
- What might you do differently next time? What might help?

Development plan

Planning your development helps provide you with direction, stay focussed and gives you priorities. Reflecting on your development and looking ahead can also help you consider and take advantage of opportunities you haven't planned for.

What do I want to or need to learn?	What can I do to develop?	What resources or support do I need?	How will I know I have achieved this?	Set target dates for review and completion
To keep up to date, build on your strengths, address weaknesses, for new piece of work .	Probably more than one activity, e.g. might be read a book, do some e-learning or workshop, practice in a low-risk place, reflect, try again	To help you think about this you could imagine 6 months in the future having not achieved this – what got in the way, what might help you.	This is to prove it to yourself. Its motivating to show progress, to stop and congratulate yourself.	Review what you've learned and how you've grown over time. Reflection helps you identify the skills and knowledge you've gained, as well as areas that still need improvement.

Wellbeing



Flourishing at Queen Mary is about finding purpose, growing personally and professionally, and contributing meaningfully within an organisation in a way that supports your wellbeing. Below are some resources to support you in maintaining and enhancing your wellbeing at work.

- [Wellbeing webpages](#) and access to [LinkedIn Learning](#) courses on wellbeing topics
- [Employee Assistance Programme](#) – free external service for staff
- [Workshops](#) on topics including Mental Health Awareness and Stress and Resilience
- Chaplaincy offers weekly non-religious [mindfulness meditation](#) and [courses](#)
- [Mental Health First Aiders](#) – over 70 mental health first aiders available across Queen Mary
- [Staff Networks](#) including Parents & Carers network, Disability network and new Menopause network
- [Coaching](#) – network of qualified coaches to support staff
- Commitment to a culture of dignity and respect , [Report and Support](#) platform and [Bystander training](#)

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

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

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

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



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.

Principles

How to use

Inclusive

Self-Awareness

Strategic Ambition

Enabling

Influencer/Motivator

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

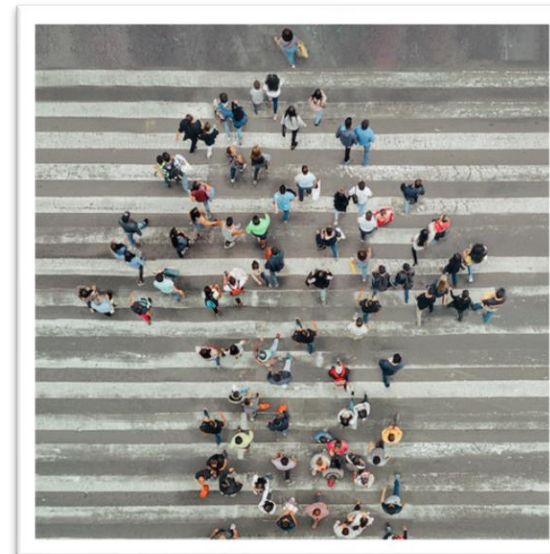
And understand that personal development enables us to grow and improve.

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.



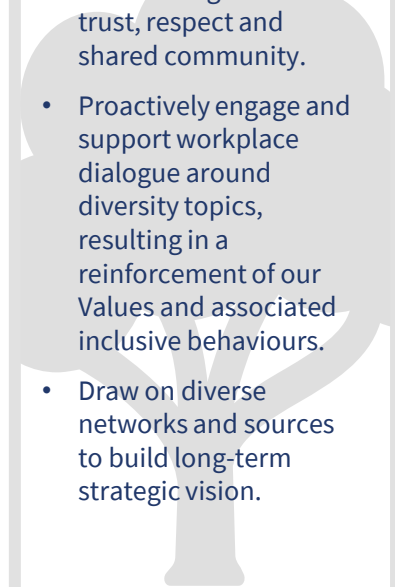
Established

- 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.



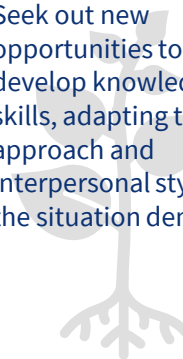
Aspiring

- 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.



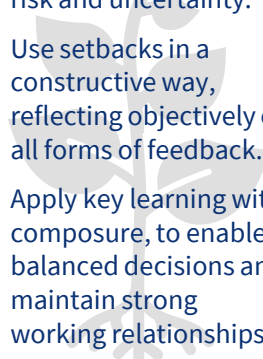
Emerging

- 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.



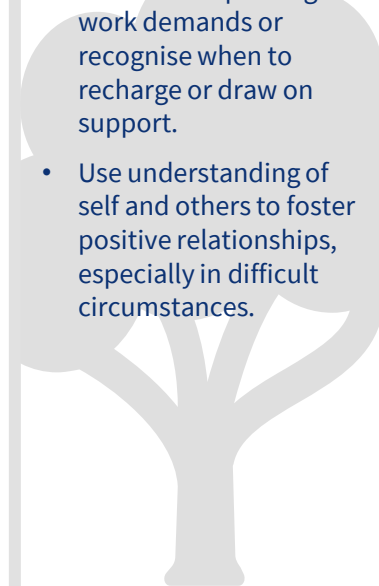
Established

- 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.



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



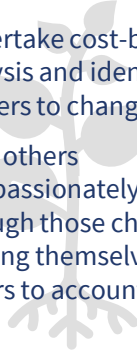
Aspiring

- 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.



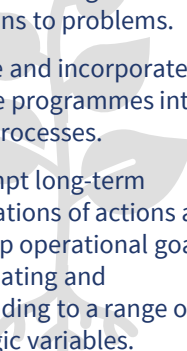
Emerging

- 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.



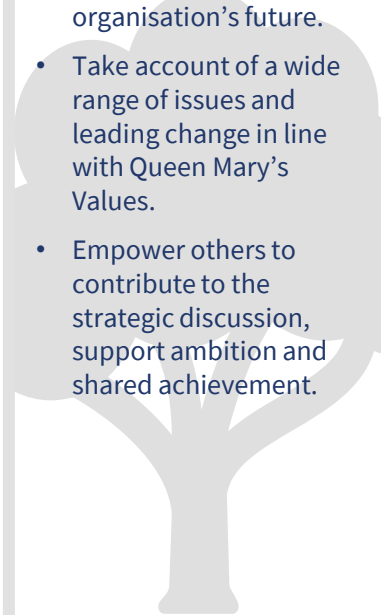
Established

- 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.



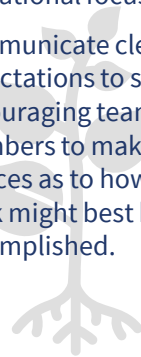
Aspiring

- 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.



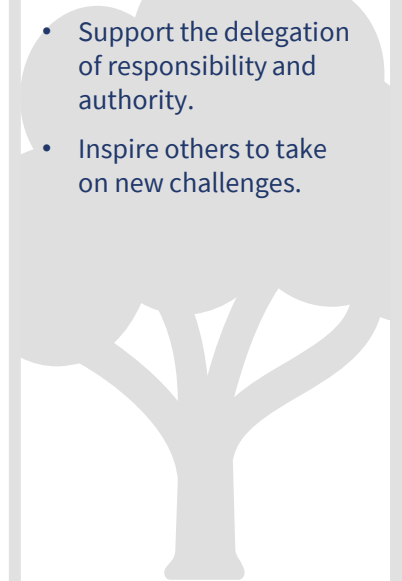
Established

- 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.



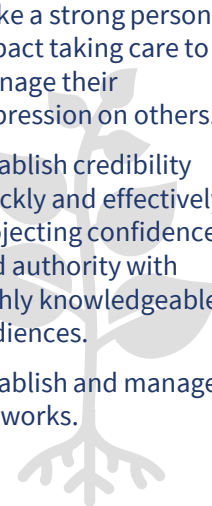
Emerging

- 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.



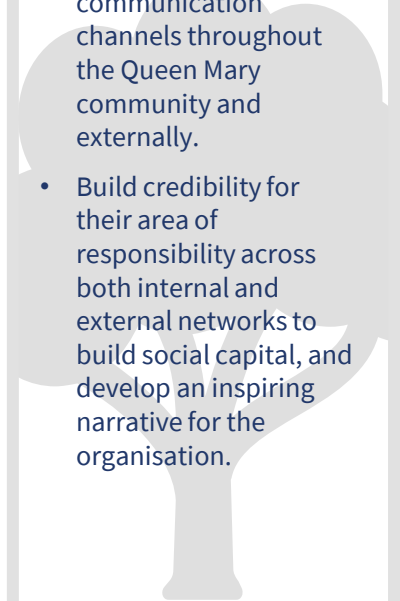
Established

- 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.



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.

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?