



LEADERSHIP AND MANAGEMENT GUIDELINES

WHO IS IT FOR?

Those with professional responsibility for the work, behaviour and development of others, for example in a research group or a professional service team

YOUR ROLE

Leaders and managers play a critical role in creating a working environment in which all University staff can be at their best and thrive in their careers

WHAT IS IT FOR?

To provide an overview of common responsibilities as a leader or manager at Cambridge, and to provide links to further information and support

Leading the team

- Clarify and communicate the purpose of your team and its [strategic goals](#). Align individual and team objectives to achieve the agreed outcomes.
- Schedule key tasks and milestones; manage resources and [delegate effectively](#). Identify opportunities and challenges for team or project delivery, aiming for [continuous improvement](#) and [sustainability](#).
- Manage the team or project budget; maintain sickness/absence/holiday and related records; ensure a secure, safe and healthy working environment. Know where to find relevant [policies](#), including for [hybrid working](#).
- Understand [University governance](#) and procedures and report to senior management or relevant committees as required.
- Build and maintain relationships across the University and your wider professional network, including internal and external stakeholders, collaborating where appropriate across siloes, build links with other leaders and managers helping share and develop best practice, ideas and more informed decisions e.g. [Leaders and Managers Network](#).

Building your team

- Hold regular team meetings for the team to share information, contribute to discussions, development of ideas and problem solving.
- Workforce and succession [planning](#): identify the skills and/or staffing resources to meet current and future need in your research, service or project team, including forward planning around funding cycles and fixed-term contracts
- Embed consistency and fairness in all [recruitment](#) activities to ensure the best candidate for the role is appointed and that applying to the University is a positive experience
- Plan onboarding and [induction](#) to ensure your new team member understands the vision and strategic aims of the University, their department and their team. Provide appropriate training, support and equipment to set them up to succeed in their role
- Use [probation](#) for new starters and [appointment support](#) for internal transfers to establish your new team member's skills, knowledge and areas of development. Clear objectives and regular one-to-ones to support, review and record progress are essential to allow a confident decision at the end of probationary period.

Empowering performance

- Schedule regular one-to-one meetings with team members, a focused space that involves discussions around performance, solving problems, monitoring workload, providing coaching, evaluation of ideas, sharing constructive feedback and [supporting development](#).
- Plan ahead to identify and communicate strategic objectives and priorities for yourself and the team.
- Use one-to-ones and [Staff Review and Development \(SRD\)/Appraisal](#), to review past performance and to look forward. Identify, agree and review team member's work [objectives](#) that motivate, develop the individual and are linked to wider team or department objectives.
- Ensure opportunities for regular, supportive and constructive two-way [feedback](#) to support, recognise and maintain high performance of individuals and the team.
- Build own and team skills and confidence to manage [challenging conversations](#) about performance that aim for early and timely resolution.
- Be open to seeking and receiving feedback on your own management style and approach.

Supporting development

- Utilise regular one-to-ones and SRD/Appraisal discussions to include [development discussions](#) to cover development needs and current and longer-term [career aspirations](#).
- Proactively identify development opportunities, such as [apprenticeships](#), [professional](#) or [researcher development](#) and allocate/delegate work to stretch and support learning, allowing time for it when agreeing work plans and priorities.
- Develop and use [coaching skills](#) in everyday conversations about work decisions, problem solving and planning, to support reflective practice and build independence.
- Encourage others to [build networks](#) and join [communities](#), both internal and external, to help them collaborate and build relationships outside of their department or area.
- Stay informed about the expectations and best practice set out by local and wider initiatives related to professional development such as the [Researcher Development Concordat](#), [Technician Commitment](#) and [Academic Career Pathways](#).
- Review and plan for [development of the team](#) as a whole, including creating a culture of supportive and ongoing learning, sharing and feedback.
- Lead by example by reflecting on your own development needs; regular one-to-ones with your manager; [develop the skills to manage others](#); [leadership development programmes](#).

Creating a positive culture

- Enable a positive, engaging, inclusive culture of professionalism and courtesy, that encourages contributions and open exchange of ideas.
- Learn about [inclusive leadership behaviours](#) that build trust, encourage ideas to be shared and discussed constructively and demonstrate your responsibility for health and [wellbeing](#).
- Learn about [bias](#) and notice your own behaviour in order to mitigate negative impact and promote fairness and consistency. Regularly seek feedback.
- Set clear [expectations of appropriate behaviour](#) and demonstrate a commitment to a positive culture for all. Build skills to pre-empt and manage inappropriate behaviour, with feedback and effective communication focusing on early resolution.
- Recognise and reward outstanding contributions through formalised schemes provided for both [academic](#) and [professional service staff](#), as well as informal recognition of individual and team success.
- Lead by example, celebrate successes and demonstrate empathy for individual wellbeing. Know where to go or signpost to for additional support, including [managing stress and promoting wellbeing at work](#) and [sources of support](#).

Supporting change

- Anticipate and [lead your team through change](#), whether large or small, at local or organisational level, including delivery and implementation of new policy and procedures.
- Support individuals and the team to adapt to change through coaching and guidance; build resilience and capacity in the team by encouraging willingness to share ideas and take opportunities for [new ways of working](#).
- Communicate regularly, explain decisions, manage expectations and discuss options together; consider different [responses to change](#) – listen and acknowledge how people are feeling.
- Ensure that the whole employment experience is positive for individuals, including at significant times of change such as end of contract, [parental leave](#) or [retirement](#).