IMPERIAL

Guide to Leading and Managing at Imperial

Contents

Introduction

This guide provides an overview of what is expected of you as a manager at Imperial and signposts to more detailed resources.

Who is it for?
▪ New and existing managers
▪ Everyone who has responsibility for others in a line management relationship
▪ Line managers across all job families

It supplements local, more role-specific information and signposts to further resources to support your performance and development. As a manager, you have a direct impact on others: their performance, engagement, health, safety and wellbeing. How you behave – what you do and do not do – is critical to the success and wellbeing of Imperial and all its employees.

How to use this guide:
▪ Read it
▪ Follow up with additional resources/links
▪ Complete the self-assessment tool
▪ Plan your development
▪ Put it into practice

Underpinning principles

Imperial Strategy: Science for Humanity

- Makes a clear commitment to 'attracting and nurturing the next generation of Leaders'
- Acknowledges the critical role line managers play to empower people to perform well in their roles, and to realise their potential

Imperial Values

The University has committed, both in Strategy and under the leadership of the Provost's Board, to improving our working culture and helping build positive and enabling environments for all. In support of this goal, our Provost has sponsored the development of a suite of core values and behaviours that will guide our behaviour as a community.

- **Respect –** We treat each other fairly, with kindness and respect, valuing each person's individual experience, perspectives and contribution
- **Collaboration –** We work together, cultivating an inclusive and impactful Imperial community
- **Excellence –** We strive for quality in everything we do, taking pride in our work, delivering impact through our commitment
- **Integrity –** We do the right thing, being honest and open, checking, challenging and changing our practices and behaviours
- **Innovation –** We become inspired by possibilities, venturing into the unknown with open minds and having the courage to embrace change

By defining and embedding Imperial values and behaviours, we can explain what is expected of us all, be that colleague, manager, or leader, recognise and reward these behaviours, and have a framework to address poor behaviour actively.

- Values and Behaviours
- Our Values – The Behaviours for Leaders
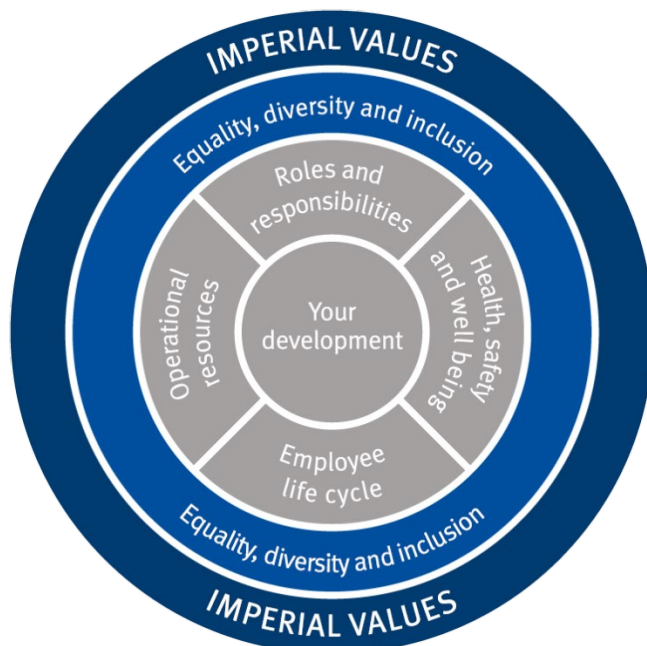
Equality, diversity and inclusion

Our 2018-2023 EDI Strategy broadened our horizons and began the journey to embed EDI thought and action fully. There is still much to be done. Here, we set out our vision and objectives, supported by seven activity pillars.

Professor Lesley Cohen and Dr Wayne Mitchell
Associate Provosts (EDI)
Imperial promotes a culture that:
values all staff and students
reduces incidents of bullying and harassment
challenges and deals with incidents of inappropriate conduct.
EDI Centre
EDI Strategy

Roles and Responsibilities

Overview

Your specific role, position in the hierarchy, and the purpose of your group or team define the nature of your leadership/management responsibilities.

Whatever the specifics of your role, you are likely to have responsibilities in the following areas:

- Managing self and personal skills
- Working with people
- Leading change
- Achieving results
- Using resources
- Providing direction
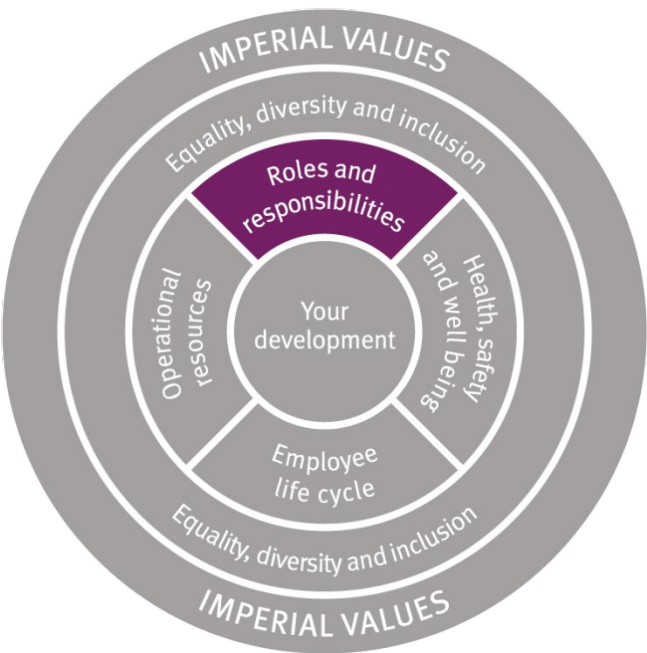
"Stepping into a leadership role means being directly accountable for roles, outcomes, and people and their wellbeing. The people side of the role is often a novelty to a starting leader, and it is very important that they understand and are supported in this very important task. A leader who values and supports everyone's contributions makes everyone thrive, including themselves"

Francisco Veloso, Dean of the Imperial Business School

MANAGING SELF AND PERSONAL SKILLS		
Effective leaders/managers:	How to do it:	How not to do it:
• Know themselves, their strengths and weaknesses and how their behaviours impact others • Know how to manage themselves, show integrity and continuously develop as leaders/managers • Are transparent, adaptable and take initiative • Can influence and make better decisions by understanding one's own and others' emotions	• Consider your impact on others • Role model and promote Imperial Values, Equality, Diversity and Inclusion • Reflect on own actions and learn from experiences • Find and use opportunities for self-development • Ask for feedback	• Gossip about staff • Disregard opinions of others • Undermine staff in private and public • Blame others when things do not go to plan • Say one thing and do another • React without thinking about impact • Put one's own ego over the purpose and objectives of the team/department • Be unpredictable in behaviours and decisions

WORKING WITH PEOPLE		
Effective leaders/managers:	How to do it:	How not to do it:
• Achieve success through others • Actively work with the diverse strengths of the team • Promote equality, diversity and inclusion • Identify what needs to be done, what success looks like and allocate work accordingly • Encourage teamwork and collaboration between teams and departments • Address tensions and conflict within the team • Support the diverse and changing working needs and circumstances of the team	• Implement key policies and best practice • Provide feedback and support • Raise issues and seek to resolve conflict through open dialogue actively • Build trust and positive working relationships • Show appreciation and celebrate success • Communicate regularly with individuals and the team/group • Listen to and engage with all team members • Ensure learning and development plans are in place for individuals and teams, including completion of all mandatory training	• Interrupt others before they have been able to express themselves • Rely on a single method and style of communication • Fail to engage with and develop staff • Be too directive and not offer appropriate support • Give unbalanced feedback – too much or too little praise • Push their agenda without consideration of others • Avoid difficult conversations in the team hoping issues will go away

LEADING CHANGE		
Effective leaders/managers:	How to do it:	How not to do it:
• Understand internal and external reasons for change • Engage and lead others effectively through change • Deliver intended change • Engage with others to learn from the change process	• Recognise opportunities for change • Engage interested parties/stakeholders in discussions about change • Consult and engage with people affected by change • Plan, implement and monitor the change process • Review of change initiative and learning • Encourage improvements and innovation • Be aware of the impact of change and ready to review/adjust • Manage own responses to change well	• Stamp down on creativity and innovation • Take risks without considering the impact • Not engage with people affected by change • Ignore project plans and do their own thing • Fail to search for better ways of working • Not manage own reactions to change

ACHIEVING RESULTS

| Effective leaders/managers:	How to do it:	How not to do it:
• Put in place the structure and processes to achieve the task, deliver agreed objectives and outputs • Help staff to see the direction and what 'good' looks like • Encourage further development, learning from success and failure • Create an environment of engagement where all team members share respect and accountability	• Manage own and others' behaviours and performance • Allocate work, review progress and make adjustments • Delegate appropriately and fairly • Evaluate, learn and improve • Ensure compliance with all legal and health and safety standards	• Not offer feedback to employees – either positive or developmental • Tolerate under-performance • Show no willingness to learn from past experiences and mistakes • Fail to value diversity and equality • Implement own ideas without discussing with others • Micromanage or be too hands-off

USING RESOURCES

Effective leaders/managers:	How to do it:	How not to do it:
• Use varied resources to support efficient and effective running of projects, department and the University • Set and monitor budgets, approve expenditure in line with budget and guidance • Manage physical resources, such as space, equipment and technology	• Use resources in line with Imperial guidelines • Make best use of diverse talents, technology and resources to deliver results • Deliver work on time and within budget • Delegate and redistribute work fairly • Make the best use of project management tools and methodology • Review use of resources regularly	• Fail to deliver work on time and within budget • Fail to comply with internal or external requirements • Not planning or scheduling work projects • Fail to utilise suitable technology

PROVIDING DIRECTION

Effective leaders/managers:	How to do it:	How not to do it:
• Inspire staff by creating a shared vision and purpose • Set ambitious and realistic goals, create short and long-term plans • Share a clear picture of what everyone is working towards, and how everyone contributes	• Involve others in contributing to a future direction • Consistently and regularly share the vision and goals • Connect individual contributions to the bigger picture • Create and sustain a team culture that promotes equality and diversity, safety and wellbeing of all	• Fail to stand back and see the bigger picture • Not engage others and different perspectives in the planning process • Have no vision • Fail to translate the vision into smaller, manageable chunks • Have unclear expectations

Health, safety and wellbeing
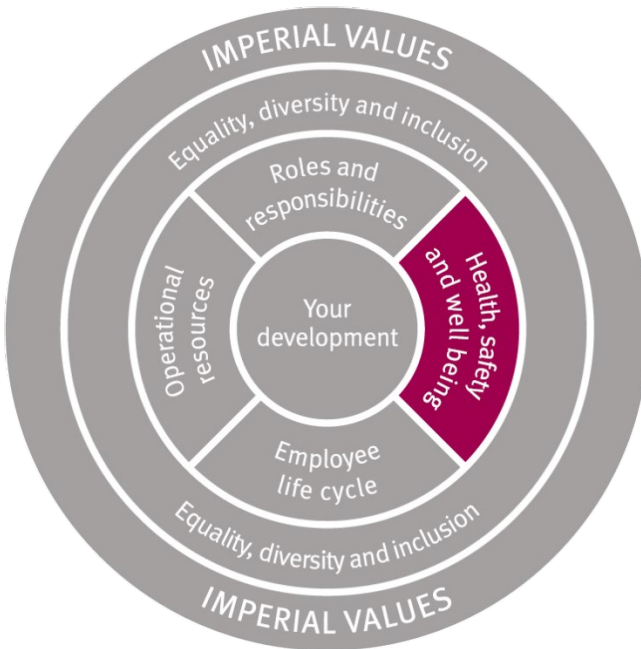
"One of the key skills to develop as a leader is having the confidence to empower your team and foster a sense of trust and mutual respect. This plays a vital role in developing high-performing teams."
Debra Ogden, Acting Director of Student Services 2018

"Promoting health, safety and wellbeing is a continuous process and it's essential for everyone to 'manage risk together' to provide a safe and productive environment to work and study."
Paul Christie: Teaching Laboratory Manager (Medicine)

Overview

Imperial is proud to take the physical and psychological safety and wellbeing of its employees, students, and partners seriously. The University is committed to building and promoting a healthy workplace for all.

Health, safety and wellbeing encompasses two important areas:
• physical – a safe working environment, including compliance with safety regulations, policies and guidelines.
• psychological – building a culture of trust and learning, where individuals feel psychologically safe with each other, feel supported by their leader and feel their work is meaningful and their contributions valued.
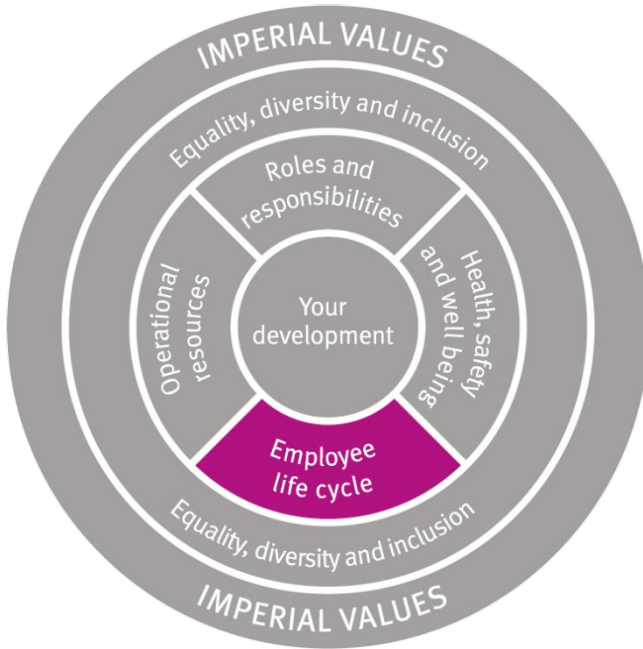
Your role as a leader/manager in promoting psychological and physical health and wellbeing is critical.

Useful links
• Safety Department
• Safety training
• Health and Wellbeing pages
• Occupational Health pages

Employee life cycle

"Leadership and management skills are essential at all stages of one's career, to drive effective research. Integrity and empathy are vital to create and foster a research culture where everyone can thrive and develop their career."
Clare Lloyd, Professor of Respiratory Immunology, Head, Respiratory Sciences Division and Vice Dean, National Heart and Lung Institute

Overview

Leaders/managers have responsibilities for each and every one of their employees from recruitment through to leaving the university. Your key responsibilities as a line manager at each stage of the employee life cycle are outlined below with supporting resources.

Employee life cycle

Recruitment and selection

Induction and probation

Performance

Development

Leaving

Recruitment and selection

Your role as a leader/manager when recruiting a new member to your team is to ensure that recruitment is:
▪ Fair
▪ Free of bias
▪ Compliant with the legislation and best practice
▪ Conducted in a professional manner to appoint the best person for the job.

You will need to:
• Liaise with the Recruitment Hub who will help you undertake recruitment
• Complete the Interview Skills for Inclusive Recruitment training
• Complete Unconscious Bias training
• Consider workplace adjustments

Induction and probation

The purpose of induction is to ensure that new starters are integrated into their role and working environment.
The purpose of probation is to support and evaluate a new employee's performance with the aim of confirming them
in post.

Your role is to help your new starter to:
• Adjust to their working environment and responsibilities
• Provide them with clarity and purpose in their role
• Give them support, tools and knowledge they can use to succeed, such as structures and procedures,
and strategy, job-specific information, and an introduction to the wider team
• Follow probation guidelines

You will need to:
• Plan a thorough induction for your new starter before they arrive (use the checklist)
• Day one: Right to Work checklist, Employee Starter checklist, ID cards, Health & Safety form, email activation
• Familiarise new starters with staff networks and support mechanisms within the University
• Ensure they complete Imperial Essentials
• Have regular 1-2-1s to identify and resolve any issues
• Document three-month and end-of-probation meetings

"As a manager, my role is to empower the people I manage, to ensure that they have the skills, the information and resources to get on with their job, and then to get out of their way. Although this takes time and effort, the investment is well worth it." Malcolm Edwards, Director of Strategic Planning

Performance

Your role is to manage performance based on outputs and results. This means having clarity of what the results should be, and having a clear understanding of what inputs are necessary to get there.

You will need to:
• Communicate a clear vision for your area, how it links with wider Imperial strategy and individual objectives
• Role model and promote Imperial Values and behaviours
• Ensure you have a shared understanding of what needs to be achieved and what is expected
• Have regular conversations about performance and provide feedback
• Acknowledge good performance and proactively address and manage underperformance
• Discuss implications of health and wellbeing on performance
• Conduct Annual Review Conversation (ARC) meetings with your direct reports

Systems & Processes:
• Team Seer – records absence (annual leave, sickness, etc.)
• The Bradford Score Index is used to help identify patterns of sickness and flags up when ongoing sickness needs to be formally looked at
• Sickness processes and your role - Complete a Return to Work meeting when a team member has been absent from work:
Return to work checklist (page 5)
Risk Assessment for new mothers

"To be an effective manager, one should invest time to learn about their team so they can play to their strengths, setting clear goals and communicating these effectively. You should aim to inspire confidence and empower your team to be invested in their work and to stretch themselves to perform to the best of their ability. This helps to create a more motivated and higher-skilled team passionate about their job." Richard Carruthers, Deputy Director, Careers Service

Development

Development is a continuous process that enables employees to learn new skills, enhance their effectiveness, and progress their careers. Your role is to inspire, empower, and facilitate learning among all of your employees.

You will need to:
- Engage in regular, constructive conversations about learning, career aspirations and opportunities
- Invest time and energy in regular Annual Review Conversation (ARC) meetings with your direct reports
- Encourage and support the take-up of learning opportunities.

Imperial provides a range of opportunities for continuous learning, including face-to-face and virtual, e-learning, LinkedIn Learning, coaching and mentoring.
- Learning & Talent
- Educational Developmental Unit (EDU)
- Early Career Researcher Institute

"A University is all about people. It is therefore essential that we focus on the development and support of all our staff, for everyone's benefit. It's a rational investment."

Nigel Brandon, Dean, Faculty of Engineering

Leaving

The leaving stage has consequences for the individual, the team and the service/work itself. It has an impact on the present and can have consequences in the future.

It is important that when individuals are preparing to leave Imperial, they are supported to do so in a positive way.

You will need to:
- Acknowledge the contribution of the person leaving
- Involve them in deciding how they would like to mark their leaving
- Identify the impact on team workload, productivity and wellbeing
- Plan and manage handover and future resource needs
- Check relevant People Function pages.

Core People policies

The People Function web pages have useful information, policies, and guidance on all aspects of working at Imperial.

See the Policies and Procedures pages.

Operational resources
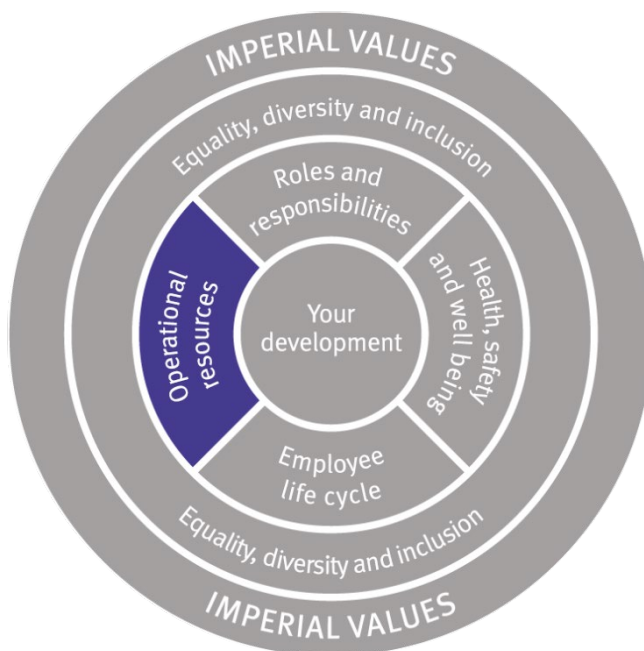
"Active financial management helps the University effectively plan the cost of delivering its objectives and allocate resources to key priorities."
Chidozie Ofoego, Head of Finance – Support Services, Finance Division

Overview

As a leader/manager, it is crucial that you are familiar with and understand the financial and statutory requirements within which Imperial and your department operate and that you ensure compliance within your team.

Budgeting and finance

One aspect of your role is to manage your budget and resources effectively and support your team in doing so as well. It is important that you know and are familiar with the financial responsibilities of your role. Budgets at Imperial are set in line with a financial year from 1 August through 31 July. Good budgeting requires you to clearly set out your plans and the associated cost of delivery, and monitor actual spend against these budgets throughout the year.

Here are the links to:
• Finance pages

Managing information

Information governance is concerned with protecting Imperial people and our technology devices from the malicious activities of others on the internet, and properly securing any information about you or others kept on Imperial systems.

While everyone has an important responsibility to keep information safe and secure, it is the manager's role to ensure that their teams are up to date and fully compliant with Imperial policies.

Here are the links to:
• Imperial Information Governance Policy Framework
• Imperial Essentials – Data protection

Your development

Overview

Evidence indicates that skilled leaders/managers are critical to employee engagement and organisational success. The Learning & Talent team at Imperial is dedicated to taking your development as leaders/managers seriously; supporting you to enhance your skills, confidence and knowledge.

Developing self-awareness

Developing and demonstrating self-awareness and reflecting on your impact on others are critical to being an effective leader/manager. To help with this, you can:
• Actively seek feedback from others, e.g. your line manager, direct reports, stakeholders
• Engage in regular conversations with your line manager, e.g. ARC/1-2-1
• Regularly self-assess your competencies
• Seek and engage with opportunities for learning

Leadership/management self-assessment

This self-assessment has been designed to help you create a development plan to enhance your personal impact and performance as a leader/manager.

Completing the self-assessment will help you to review and identify the skills, knowledge and behaviours (competencies) to develop further. These competencies are based on the National Occupational Standards for Leadership and Management.
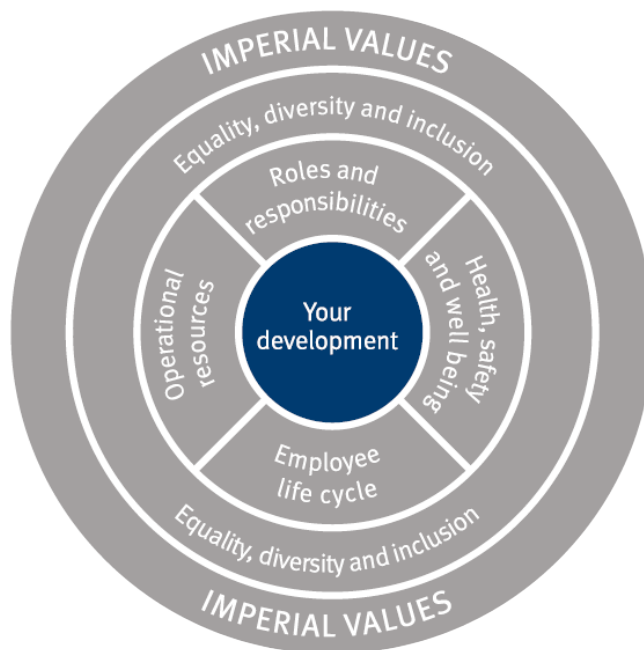
How to complete the self-assessment

• Download and save a copy for yourself
• Take stock and reflect on your competence in each of the six areas
• Consider the significance of each competency for your current role
• Discuss your development needs with your line manager and review regularly as part of your continuous development
• For further information on our leadership and management offer, including coaching and mentoring, please contact: staffdevelopment@imperial.ac.uk

> "Continuing your own personal development is an essential part of being a good leader. The type of training you engage in may change as your career develops but your learning should never stop. Modelling this approach will reward you with teams who have a positive approach to continuous improvement and value learning and development opportunities."
> Debra Ogden, Acting Director of Student Services

Leadership/management self-assessment

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KEY TO TABLE

Rating 1–6
1 = Major Development Area
2 = Development Area
3 = Potential Development Area
4 = Potential Strength
5 = Strength
6 = Outstanding Strength

How relevant or important is this competence for your current role?
Relevance/competence
H = High
M = Medium L
= Low

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Competence	Rating 1-6	Relevance of this competence
MANAGING SELF AND PERSONAL SKILLS		
I know myself, my strengths and weaknesses		
I consider my impact on others		
I establish and maintain professional boundaries		
I role model and promote Imperial Values, Equality, Diversity and Inclusion, Values		
I reflect on my own actions and learn from experiences		
I find and use opportunities for self-development		
WORKING WITH PEOPLE		
I implement key policies and best practice, including recruitment, induction, probation, ARCs, health, safety and wellbeing, data protection, etc.		
I build and manage teams		
I promote equality, diversity and inclusion		
I provide feedback and support for staff (e.g. mentor, coach, etc.)		
I raise issues and seek to resolve conflict through open dialogue		
I build positive working relationships (employees, colleagues, senior leaders, etc.)		
I show appreciation and celebrate success		
I communicate regularly with individuals and the team/group (e.g. face-to-face, 1-2-1s, team meetings, departmental meetings)		
I listen to and engage with all team members		
I adapt my style and communication methods		
I ensure learning and development plans are in place for individuals and including completion of mandatory training		

PROVIDING DIRECTION		
I involve others in contributing to a future direction		
I consistently and regularly share and involve others in the vision and goals setting		
I connect individuals' contributions to the bigger picture		
I create and sustain a team culture that promotes equality and diversity, safety and wellbeing of all		
ACHIEVING RESULTS		
I put in place the structure and process to achieve the task		
I allocate work, review progress and make suitable adjustments		
I offer appreciative and constructive feedback		
I evaluate, learn and improve		
I ensure compliance with all legal and health and safety standards		
USING RESOURCES		
I use resources in line with the organisation/Imperial guidelines		
I make best use of diverse talents, technology and resources to deliver results		
I make the best use of project management tools and methodology		
I deliver work on time and within budget		
I delegate and redistribute work fairly		
I plan to use resources from the beginning of the project		
I review the use of resources regularly		
LEADING CHANGE		
I engage interested parties/stakeholders in discussions about change		
I plan, implement and monitor the change process		
I engage with others to learn from the change process		
I encourage improvements and innovation		
I recognise opportunities for change		
I consult and engage with people affected by change		
I am aware of the impact of change on others, and I am ready to review/adjust		

Development plan

Analyse your ratings and reflect on your potential gaps and strengths in relation to the needs of your role. Decide what you will focus on in the next six months in your post and create your professional development plan.

Identify your key strengths as a leader/manager.

Identify your top 3 priorities and plan how you will meet them.

Identify resources and key people who will help with your development, such as your line manager, a trusted colleague, a mentor, etc.

What potential obstacles might there be for your development, and how might you overcome them?

Leadership/management development at Imperial

There is a wealth of leadership/management development opportunities available within Imperial. Some of the provision is generic – based on specific leadership/ management competencies and available irrespective of job family or level of seniority. Other provisions focus on specific roles or grades, and availability may vary from year to year.

The development opportunities described here are offered by the Learning & Talent team, the Equality, Diversity and Inclusion Centre and the Early Career Researcher Institute.

What training should I attend as a bare minimum?

1. Managers' Induction – Getting Started as People Manager at Imperial
2. Good Practice on Performance Management
3. ARC Skills (for Line Managers) | Staff

Available to all managers/team leaders

- Management and Leadership Development
- Managing Research Groups Imperial College London
- Level 3 Certificate in Leadership and Supervision
- Thriving at Imperial
- Executive Coaching
- Coaching and Mentoring
- Micro-Development for Staff and Managers
- Calibre leadership programme
- Disability for managers - implementing workplace adjustments
- Line Managers of Research Staff

Available to senior leaders/managers (levels 6 & above)

- Leading the Way – Senior Leadership Development in the Age of Disruption
- Heads of Department Onboarding Leadership Programme: Academic & Professional, Technical & Operational Staff
- The Imperial and Corndel Executive Development Programme

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