

Development Framework for Research Leaders

What you need to demonstrate to be more effective	What less effective looks like
<p>Creating and Innovating</p>	
<p>Proactive in idea generation. Embraces change. Thinks and acts strategically</p>	
<ul style="list-style-type: none"> ▪ Proactive in generating novel ideas, approaches and ways of seeing things ▪ Willing to take risks ▪ Intellectually confident ▪ Interested in pushing frontiers ▪ Positions the team strategically so that it is better able to take advantage of internal and external opportunities ▪ Maintains vibrancy in the team by recruiting excellence 	<ul style="list-style-type: none"> ▪ Struggles to generate ideas ▪ Risk averse ▪ Seeks to maintain status quo
<p>Problem Solving & Analysis</p>	
<p>Able to think analytically and to solve complex problems</p>	
<ul style="list-style-type: none"> ▪ Exercises sound judgement based on an analysis of key facts, data and emotions ▪ Is able to design workable experiments and/or carry out rigorous research ▪ Generates solutions relevant to wide ranging research and work-related problems 	<ul style="list-style-type: none"> ▪ Poor problem solving skills ▪ Makes decisions without due consideration of facts and feelings ▪ Lacks skills in design experiments and carrying out rigorous research
<p>Interacting , Presenting and Translating</p>	
<p>An effective communicator and networker who is able to persuade and influence</p>	
<ul style="list-style-type: none"> ▪ Builds networks of contacts internally and externally, nationally and internationally ▪ Promotes team/department/centre within the University and beyond ▪ Is able to 'sell' projects/ideas to others thereby generating funds ▪ Is able to translate ideas across disciplines and be understood by people from all levels ▪ Speaks clearly and fluently on a one-to-one and group level and is able to engage an audience ▪ Demonstrates credibility ▪ Writes clearly in well-structured, logical way 	<ul style="list-style-type: none"> ▪ Insular. Does not seek out opportunities to exchange views/ideas/resources ▪ Unwilling or unable to market effectively own team across the University and beyond ▪ Is unconvincing when presenting an argument ▪ Is unable to pitch ideas at level appropriate for the audience ▪ Unstructured or muddled when presenting ideas, either verbally or in writing ▪ Unable to energise or enthuse others
<p>Leadership</p>	
<p>Initiates action and gives direction. Takes responsibility appropriately. Develops others</p>	
<ul style="list-style-type: none"> ▪ Provides a clear vision for the team ▪ Provides staff with development opportunities and allows others to accept appropriate credit for the work they do ▪ Delegates appropriately ▪ Is an intellectual figurehead who motivates and inspires ▪ Generates ideas and activity • Outlines clear behavioural and performance expectations and tackles conduct and performance gaps head on 	<ul style="list-style-type: none"> ▪ Takes sole credit for outputs of the team ▪ Does not provide more junior researchers with profile-raising opportunities ▪ Does not provide direction to the team ▪ Avoids difficult conversations concerning performance or conduct ▪ Tries to do too much – does not encourage others to take responsibility for moving the team forward • Is intellectually uninspiring

Working with People

Supports others, caring for and showing an interest in them as individuals

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Shows an interest in the ideas of researchers, staff and students from diverse backgrounds, levels and research areas ▪ Supports others, cares for and nurtures them, looking after their wellbeing ▪ Builds team spirit and ensures every individual feels valued ▪ Listens to and communicates with the team, sharing information where appropriate ▪ Demonstrates integrity and is able to secure the trust of colleagues | <ul style="list-style-type: none"> ▪ Is not interested in, and does not see the value of, relationship management ▪ Holds on to information that should be shared ▪ Is not seen as trustworthy by the team ▪ Encourages intra-team rivalries ▪ Is quick to judge others and does not value difference • Demonstrates poor listening skills |
|--|--|

Enterprising and Performing

Understands business and finance and acts commercially when appropriate. Is driven to achieve results for themselves and the team. Seeks personal development opportunities

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Demonstrates financial awareness and is able to control costs and manage budgets ▪ Is ambitious ▪ Driven to achieve and accomplish ▪ Seeks out opportunities for self-development ▪ Identifies consultancy opportunities and generates income ▪ Entrepreneurial | <ul style="list-style-type: none"> ▪ Uninterested in financial matters ▪ Is not open to feedback and avoids development opportunities ▪ Is not good at spotting income-generating ideas ▪ Lacks drive |
|--|---|

Planning, Organising and Executing

Manages time and resources effectively to ensure that goals are met

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Focused on goal achievement ▪ Able to manage own time effectively and recognises the impact on others ▪ Follows procedures and policies ▪ Sets deadlines and monitors the performance of the team to ensure deadlines are met ▪ Highly organised ▪ Able to manage meetings | <ul style="list-style-type: none"> ▪ Frequently misses deadlines ▪ Disorganised ▪ Runs unproductive meetings ▪ Works too slowly so that opportunities are missed ▪ Disregards policies and procedures |
|---|--|

Management of Pressure

Manages pressure and copes with setbacks

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Is predictable, consistent and dependable ▪ Is resilient and able to cope with research setbacks (their own and those of the team) ▪ Maintains a healthy work-life balance and encourages team members to do the same ▪ Able to cope with uncertainty ▪ Adaptive and resourceful when faced with endings or blockages ▪ Able to respond to multiple agendas | <ul style="list-style-type: none"> ▪ Behaviour is unpredictable and inconsistent ▪ Becomes demotivated when faced with rejection ▪ Is not interested in a life outside work ▪ Is anxious around uncertainty ▪ Has few personal coping strategies to draw on when the going gets tough ▪ Becomes stressed in the face of numerous and competing demands on his/her time |
|--|--|