LEADERSHIP BEHAVIOURS FRAMEWORK
WHY DOES LEADERSHIP MATTER AT KENT?

The University of Kent is working towards an ambitious vision to realise its 2015-2020 Institutional Plan and People Strategy.

The University will only accomplish its objectives through the dedicated commitment and the work of its staff. In a complex and changing external environment, the University seeks to develop leaders who have a high level of self-awareness, who lead their teams by developing a supportive environment of trust and of challenge and who act in the best interests of the University and for the greater good of students and the community.

The Leadership Behaviours Framework was developed by a group of senior academics and professional service leaders at Kent, using published research, a review of leadership experiences at Kent and learning acquired through the University's New Senior Leaders and LASR development programmes' and the Managers Forum. The framework was reviewed by the University’s Executive Group and a cross-section of staff including the Joint Staff Negotiating and Consultation Committee (JSNCC).

The framework articulates a set of behavioural expectations that, when embraced and practised on an individual and collective basis, will assist the University to achieve its goals. The framework will assist personal reflection, particularly in support of individual RPD discussions, will steer the leadership development and succession planning processes at the University, and will assist in the recruitment and selection of the best people for leadership and management roles. The framework will also influence integration of leadership performance into reward and recognition.

The range of behaviours described in the framework are appropriate to Executive Group, Deans, Heads of School, Directors of Professional Services, and people in roles with significant responsibilities in Faculties, Schools and Directorates (including Associate Deans, Deputy Heads, DoRs, DoLTs, DoGs, Heads of Administration, Centre Directors, Deputy Directors, Assistant Directors). To develop a successful, bold and collegial culture at Kent our leaders should consider their approach from the perspective of: A SELF – our own actions and effectiveness; B PEOPLE – how we influence others; C UNIVERSITY – our contribution and role within and beyond the institution.
A) Self
Leaders should develop a high level of self-awareness and operate in a manner which fits Kent’s aspirations for research, education and engagement. Personal integrity is central so leaders must be fair in their judgement and in taking responsibility. Leaders make decisions even in difficult circumstances, but always treat others with dignity and respect. Personal effectiveness is based upon knowledge, adaptability, communication and an understanding of others, and a realistic sense of organisational circumstances.

1 Is self-aware and resilient
Practices continuous personal development to build knowledge, resilience, effectiveness and personal responsibility

2 Is adaptable but consistent
Is adaptable, consciously using a variety of behaviours and tools, and treating others with consistency and professionalism

3 Works with a sense of reality
Demonstrates realistic judgement and expectations whether working in uncertain or predictable situations

4 Is an effective decision-maker
Makes effective and efficient decisions especially when tough issues are tackled

5 Has impact and integrity
Delivers on commitments with integrity and dignity and influences others with the credibility of their leadership

6 Balances ambition with purpose
Aligns personal values, expectations and ambition with organisational purpose

7 Is an effective communicator
Is a responsive communicator and listens, seeks to understand the needs, perspectives and knowledge of others

B) People
Leaders inspire the creative energy and involvement of their team and to create a work environment that enables high performance. Leaders clearly articulate team direction in relation to the University’s aspirations. Leaders exhibit integrity, develop and maintain trust and encourage contribution and commitment from colleagues. Leaders at Kent set clear expectations and levels of accountability, maintain respect for colleagues and stakeholders and value a diversity of viewpoints.

1 Engages and supports people
Engages staff in a collective vision and encourages a supportive and collegial environment

2 Builds trust to enable contribution
Builds trust by keeping staff informed and enabling people to share, learn from mistakes and challenge without fear of judgement

3 Sets clear expectations
Expects and supports high standards and recognises the difference between capability, neglect, and impact of constraints

4 Enables decisions and actions
Reduces bureaucracy by pushing decision making, responsibility, and information down to people to support them in their work

5 Encourages excellence
Aspires to, celebrates and rewards excellence, learning and initiative

6 Welcomes diversity
Recognises strengths of individuals and welcomes cultural and personal dimensions of diversity

7 Involves people in change
Engages people in embracing change by involving them in a balanced and consultative manner

8 Develops high performing teams
Works with teams to develop and deliver high performance, through clear purpose, accountability and a user focus

9 Manages upwards
Engages with senior managers and demonstrates understanding and support, challenging and influencing as necessary

C) University
Leaders are committed to ensuring the delivery of the best in education, research, enterprise and professional services. They encourage a focus on the stakeholders and activities which are core to the University’s mission and direction. Leaders value links and networks both across the University and externally and encourage the University’s positive external profile. They balance risks against opportunities to innovate, aiming for sustained success for the University and benefits to the broader community.

1 Champions research, education and engagement
Champions a student/service focus in the team and with others to support University priorities

2 Sets long-term purpose and direction
Identifies a clear, compelling purpose and develops a shared and inspiring vision with achievable action

3 Sets clear short-term goals
Is committed to delivering excellent results within realistic constraints by setting clear, short-term achievable goals

4 Aligns plans and actions in wider context
Aligns evidence-based decisions, plans and action through clear purpose and knowledge of the strategic context

5 Encourages creativity, innovation and improvement
Seeks opportunities and alternatives, recognises risk, enables change and anticipates unexpected outcomes

6 Advocates good governance
Department, academic and project management incorporates the principles of good governance

7 Values partners and collaboration
Understands and supports internal and external collaboration and partnerships

8 Promotes the University’s reputation
Is an ambassador for the University, enabling staff to undertake activities which develop a positive external profile

"Leadership is more than knowledge and competence; the way that people lead is also critical. To develop a successful, bold and collegial culture at Kent, our leaders should consider their actions in relation to themselves, the people they lead, and the influence they have upon the University as a whole."
<table>
<thead>
<tr>
<th>A) Self</th>
<th>Positive examples</th>
<th>Counter-productive approaches to avoid</th>
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</table>
| **1 Is self-aware and resilient** | Practices continuous personal development to build knowledge, resilience, effectiveness and personal responsibility | • Reflects on own strengths and shortcomings; prioritising time for main leadership tasks
• Is personable and approachable and makes space for others
• Manages personal time to recharge and takes opportunities for training and mentoring
• Takes responsibility for decisions taken and gives others recognition for success
• Protects staff from unnecessary burdens and information
• Keeps calm, considered and focussed whilst persisting in the face of challenge or difficulty | • Fails to consider impact of their behaviour on others
• Fails to seek and reflect on constructive feedback
• Fails to take responsibility for own actions
• Fails to acknowledge actions or successes of the team
• Fills up time with tasks that should be delegated
• Is drawn off the right course by resistance or challenge |
| **2 Is adaptable but consistent** | Is adaptable, consciously using a variety of behaviours and tools, and treating others with consistency and professionalism | • Leads by acting in a positive and consistent manner with their words matching deeds
• Adapts leadership style to recognise the needs of different audiences and individuals
• Is visible at work and engages naturally and regularly with the team
• Makes time for self and others to think and plan
• Implements actions efficiently and in a timely manner
• When faced with difficulty creates alternative ideas and approaches to maintain progress | • Lack alignment between actions and words
• Is inconsistent in decision making
• Shows signs of favouritism to certain team members
• Is frequently inaccessible
• Fails to act in a timely manner
• Fails to listen to or pay proper regard to others
• Acts in a generally unprofessional manner |
| **3 Works with a sense of reality** | Demonstrates realistic judgement and expectations whether working in uncertain or predictable situations | • Keeps up to date with context, understands constraints and addresses the need for change
• Prioritises in order to avoid constraints limiting own performance
• Learns from mistakes, understanding what works and what doesn’t
• Is resilient to imposed changes and is able to find a way through difficulties
• Anticipates the impact of decisions and change and works to mitigate negative effects | • Is complacent about or actively resists the need to change when facing a new contextual reality
• Implements change without thoughtful consideration of contextual reality or how to prepare the ground
• Considers negative effects on motivation as irrelevant |
| **4 Is an effective decision-maker** | Makes effective and efficient decisions especially when tough issues are tackled | • Accurately judges when to push back requests from others and say “no” or “yes, if”
• Is able to use a range of different approaches to decision making in appropriate contexts
• Considers the big picture in decisions with short, medium and long term impact
• Can make decisions when it is impossible to have all facts available
• Takes difficult or unpopular decisions if needed for school or departmental improvement | • Avoids or delays uncomfortable decisions
• Is unable to say ‘no’ when required
• Fails to involve others to make or inform decisions
• Is unable to say ‘yes’ promptly when necessary |
| **5 Has impact and integrity** | Delivers on commitments with integrity and dignity and influences others with the credibility of their leadership | • Has presence and demonstrates personal confidence, being a role model for others
• Inspires confidence through a credible grasp of issues and thoroughness of thought
• Acts with transparency with decisions and decision-making made clear wherever possible
• Keeps an open mind, actively maintaining awareness of external developments | • Says one thing but does the opposite; breaks promises
• Is inconsistent with own priorities
• Gives impression of ‘not bothering with others’
• Poor at timekeeping and often cancels appointments
• Does not consider and explore the wider context |
| **6 Balances ambition with purpose** | Aligns personal values, expectations and ambition with organisational purpose | • Focuses personal ambition on the university, team or professional/academic discipline
• Acts for the greater good; the team, university and professional/academic discipline
• Commits time to the work of the team, taking on difficult tasks and inspiring others
• Is prepared to take opportunities and be open to new challenges | • Acts impulsively or in own interest
• Discourages open communication and transparency
• Ducks the most challenging tasks and situations
• Prioritises personal reputation and one’s own career |
| **7 Is an effective communicator** | Is a responsive communicator and listener, seeks to understand the needs, perspectives and knowledge of others | • Communicates with honesty
• Encourages people to feel that their views matter and to take responsibility as stakeholders
• Writes and speaks clearly, concisely and with focus and summarises ideas clearly
• Can draw on a sense of humour when appropriate to create empathy
• Takes responsibility to pass information on to people who have a need for it
• Considers individual and team information needs and responds to them appropriately | • Fails to listen properly or tune into others
• Brushes aside the views of others
• Chooses a “telling” mode when coaching is needed
• Communicates aggressively, ignoring others’ needs
• Does not recognise the negative impact of a lack of information sharing on the effectiveness of others |
<table>
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<tbody>
<tr>
<td>1</td>
<td>Engages and supports people</td>
<td><strong>Engages staff in a collective vision and encourages a supportive and collegial environment</strong>&lt;br&gt;• Empowers team members to share and co-build a clear vision and to act upon it&lt;br&gt;• Sets the direction for new initiatives, explaining the relevant scope, reasons and needs&lt;br&gt;• Inspires those working with them to think about where to go next&lt;br&gt;• Provides support, challenge and development opportunities for others&lt;br&gt;• Puts in place communication mechanisms that enable people to influence and understand the development of the department or school</td>
<td><strong>Discourages opportunities for staff to push boundaries</strong>&lt;br&gt;<strong>Fails to provide a wider perspective</strong>&lt;br&gt;<strong>Fails to provide support to people when needed</strong>&lt;br&gt;<strong>Shows no evidence of care for their people</strong>&lt;br&gt;<strong>Fails to interact with staff/users or use mechanisms to get feedback/participation in the development of the team</strong></td>
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<td>2</td>
<td>Builds trust to enable contribution</td>
<td><strong>Builds trust by keeping staff informed and enabling people to share, learn from mistakes and challenge without fear of judgement</strong>&lt;br&gt;• Seeks to build trust and encourages and values the involvement of others&lt;br&gt;• Develops positive relationships with colleagues and staff for mutual benefit&lt;br&gt;• Is accessible to the team for formal and informal contact&lt;br&gt;• Provides feedback which embraces positives and emphasises learning&lt;br&gt;• Makes efforts to familiarise themselves with HR guidance and policies&lt;br&gt;• Demonstrates knowledge and consideration of other viewpoints</td>
<td><strong>Frequently imposes top-down initiatives on staff</strong>&lt;br&gt;<strong>Fails to consult and involve others in decision making</strong>&lt;br&gt;<strong>Frequently acts for the benefit of self-interest and ambition</strong>&lt;br&gt;<strong>Fails to engage in honest and difficult conversations</strong>&lt;br&gt;<strong>Withholds or hoards information to boost personal power and status, and assumes that they know everything</strong></td>
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<td>3</td>
<td>Sets clear expectations</td>
<td><strong>Expects high levels of performance and challenges poor performance</strong>&lt;br&gt;• Gives people the chance to recognise and learn from any mistakes made&lt;br&gt;• Holds people to account (goals, deadlines, decisions, outputs, behaviours)&lt;br&gt;• Is candid in identifying errors of system, skill, judgement or negligence&lt;br&gt;• Finds ways to challenge negativity by referencing positive approaches</td>
<td><strong>Fails to set out clear expectations and objectives</strong>&lt;br&gt;<strong>Attributes blame for mistakes rather than seeking remedies</strong>&lt;br&gt;<strong>Fails to talk frankly and calmly when standards drop</strong>&lt;br&gt;<strong>Fails to listen and take account of others’ perspectives</strong>&lt;br&gt;<strong>Tolerates standards that compromise team performance</strong></td>
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<td>4</td>
<td>Enables decisions and actions</td>
<td><strong>Reduces bureaucracy by pushing decision making, responsibility and information down to people to support them in their work</strong>&lt;br&gt;• Shows interest in the work without over-managing or micro-managing&lt;br&gt;• Delegates work and decisions to capable team members with relevant support&lt;br&gt;• Fosters an environment where people enjoy work and take responsibility&lt;br&gt;• Leaves responsible people to be independent and think for themselves&lt;br&gt;• Differentiates exceptional from routine situations and decisions</td>
<td><strong>Micro-manages and fails to delegate</strong>&lt;br&gt;<strong>Lacks interest or is unready to support work once delegated</strong>&lt;br&gt;<strong>Creates a blame or bullying culture</strong>&lt;br&gt;<strong>Is over-conscious of grades of staff in offering opportunities for development</strong></td>
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<td>5</td>
<td>Encourages excellence</td>
<td><strong>Aspires to, celebrates and rewards excellence, learning and initiative</strong>&lt;br&gt;• Recognises effort made by others over and above what is expected&lt;br&gt;• Celebrates learning and encourages development of knowledge and skills&lt;br&gt;• Rewards and champions contributions made by individuals and the team&lt;br&gt;• Regularly benchmarks and shares best practice with staff&lt;br&gt;• Asks questions, is curious and actively seeks to learn, inviting others to ask questions</td>
<td><strong>Ignores performance “over and above” expectations</strong>&lt;br&gt;<strong>Rarely provides verbal or written recognition</strong>&lt;br&gt;<strong>Assumes people are doing a good job</strong>&lt;br&gt;<strong>Fails to praise and reward people and ignores achievements</strong></td>
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<td>6</td>
<td>Welcomes diversity</td>
<td><strong>Recognises strengths of individuals and welcomes cultural and personal dimensions of diversity</strong>&lt;br&gt;• Promotes diversity and develops work systems to utilise people's differences&lt;br&gt;• Maintains people's engagement by listening and addressing concerns&lt;br&gt;• Works with people by building consensus where possible&lt;br&gt;• Enables insight, sharing and creativity by engaging multiple perspectives&lt;br&gt;• Promotes benefits of equality, diversity and inclusion</td>
<td><strong>Takes a blinkered approach to the capabilities of individuals based on own assumptions and stereotypes</strong>&lt;br&gt;<strong>Is unwilling to be creative in working with diversity</strong>&lt;br&gt;<strong>Avoids or fails to welcome diversity</strong>&lt;br&gt;<strong>Considers diversity an inconvenient complication</strong></td>
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<td>7</td>
<td>Involves people in change</td>
<td><strong>Engages people in embracing change by involving them in a balanced and consultative manner</strong>&lt;br&gt;• Encourages consultation at all levels and takes account of feedback&lt;br&gt;• Actively meets staff and users to discuss concerns and improvements&lt;br&gt;• Encourages staff to engage with, and consider, strategic issues relevant to work&lt;br&gt;• Takes a holistic view of problems or change using feedback and lessons learnt&lt;br&gt;• Persuades staff by explaining benefits and advantages using factual examples</td>
<td><strong>Keeps people in the dark</strong>&lt;br&gt;<strong>Talks but never listens or responds to legitimate questions</strong>&lt;br&gt;<strong>Leaves bad news for others to break</strong>&lt;br&gt;<strong>Fails to appreciate that the method of change has an impact on the sustainability of the desired outcomes</strong></td>
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<td>8</td>
<td>Develops high performing teams</td>
<td><strong>Works with teams to develop and deliver high performance, through clear purpose, accountability and a user focus</strong>&lt;br&gt;• Keeps up to date with the team's projects; their work is your work&lt;br&gt;• Takes seriously the responsibility to recruit, induct and integrate new staff&lt;br&gt;• Allows people to flourish, be stretched and find ways to lead, or develop their ideas&lt;br&gt;• Establishes shared purpose and measures of performance which are used by the team&lt;br&gt;• Works with people, coaching and developing them to work effectively</td>
<td><strong>Fails to assign time for positive communication with the team</strong>&lt;br&gt;<strong>Expects the team to act in ways not exhibited by the leader</strong>&lt;br&gt;<strong>Dumps their own unwanted work on others</strong>&lt;br&gt;<strong>Fails to share helpful information to protect own powerbase</strong>&lt;br&gt;<strong>Fails to recognise impact of initiatives on others' workloads</strong></td>
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<td>9</td>
<td>Manages upwards</td>
<td><strong>Engages with senior managers and demonstrates understanding and support, challenging and influencing as necessary</strong>&lt;br&gt;• Identifies manager’s preferred approaches to enable a complementary work relationship&lt;br&gt;• Understands manager’s broader goals in order to place own work in context&lt;br&gt;• Assertively challenges manager’s ideas or views with respect and clarity&lt;br&gt;• Makes recommendations to manager to inform decision-making and actions</td>
<td><strong>Delegates issues and decision making upward with the expectation that the manager will take action</strong>&lt;br&gt;<strong>Fails to raise concerns in the face of significant implications</strong>&lt;br&gt;<strong>Assumes disinterest when managers’ are simply uninformed</strong></td>
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<td>1 Champions research, education, engagement</td>
<td>• Ensures that team purpose supports University priorities • Establishes with the team suitable measures of services and outputs • Has a work ethos that values the primary aims of the University • Clearly and consistently communicates university priorities, linked with local objectives • Regularly identifies and reviews how team activities contribute to University priorities • Has insight into research, education, enterprise, impact and internationalisation</td>
<td>• Ignores the need to ensure a positive student experience • Undervalues research, teaching, enterprise or impact • Sees aspects of internationalisation as an inconvenience • Is unwilling to adapt services or outputs to benefit students</td>
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<td>2 Sets long-term purpose and strategic direction</td>
<td>• Sets achievable and realistic priorities and focus for change • Sets achievable timescales for change • Identifies new directions that support university priorities and how to develop them • Proposes and agrees plans to which all can contribute • Demonstrates enthusiasm in setting direction</td>
<td>• Works in a vacuum, failing to align with university plans • Fails to display a clear vision • Is unenthusiastic and personally unmotivated • Focuses on a vision which ignores issues important to users, the team and stakeholders</td>
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<td>3 Sets clear short-term goals</td>
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<td>5 Encourages creativity, innovation and improvement</td>
<td>• Shares collective goals within and between teams • Takes into account the full resource needs to successfully meet goals • Agrees stretching but achievable goals with those who are doing the work • Aligns team goals with individual and University-level goals • Works with others to determine priorities under resource constraints</td>
<td>• Ignores arguments for resourcing of institutional priorities • Sets goals which are not realistic or achievable • Changes goals and priorities in an erratic manner • Sets arbitrary targets unrelated to service/academic need</td>
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<td>6 Advocates good governance</td>
<td>• Gathers objective information to review problems, address plans and make decisions • Seeks corroboration where there is uncertainty • Prioritises plans and reviews budgets effectively •-addresses problem solving and difficulties in a positive manner • Prepares well in advance, considering different scenarios for plans and budgets • Keeps aware and up to date with developments both internally and externally • Builds networks and seeks external expertise to spot early trends or new opportunities • Adapts to circumstances and is able to spot opportunities in times of change</td>
<td>• Ignores the need to ensure a positive student experience • Undervalues research, teaching, enterprise or impact • Sees aspects of internationalisation as an inconvenience • Is unwilling to adapt services or outputs to benefit students</td>
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<td>7 Values partners &amp; collaboration</td>
<td>• Seeks out, assesses and tests new ideas and approaches • Is receptive to new and creative solutions and encourages staff to share ideas • Considers suggestions whether similar or different to what has gone before • Balances calculated risk (and risk avoidance) against opportunity • Helps people to consider making changes to current approaches • Recognises where flexibility is required • Takes opportunities to use IT and technology to support improvement</td>
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<td>8 Promote the University’s reputation</td>
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