

Managerial Profile – Grade 10

This role profile describes typical requirements that could be expected at grade 10.

Communication
<i>Overview</i> <ul style="list-style-type: none">• Regularly communicate day-to-day as well as more specialised information.• Regularly communicate complex information to influence or negotiate with others to further the development and implementation of University strategy.
<i>Examples</i> <ul style="list-style-type: none">• Discuss strategy development regularly with senior officers• Presentations on strategy progress and policy matters to senior officers• Brief individuals and groups on operational developments affecting corporate strategy• Draft policy documents, position papers and reports in advance of meetings• First point of contact for outside bodies, negotiating with them on complex issues• Write and deliver papers for external stakeholders and funders to strengthen these important strategic relationships.
Teamwork and Leadership
<i>Overview</i> <ul style="list-style-type: none">• Form and communicate a clear vision of team goals and objectives, encouraging team members to contribute to these purposes to the best of their ability• Understand and manage the inter-relationships between teams, facilitating achievement of the overall aims of the institution by working to break down barriers to effective cross team working by creating strong working relationships.
<i>Examples</i> <ul style="list-style-type: none">• Develop team vision, emphasising unity of purpose, in support of University strategy• Review and modify section strategy to fit with changing University strategy• Through senior management team, engage in strategic planning, problem resolution and progress review• Establish and lead teams to implement strategic and operational plans• Ensure that the whole team works together so that this project becomes self-sustaining and contributes substantially to the University's finances and reputation.
Liaison and Networking
<i>Overview</i> <ul style="list-style-type: none">• Liaise with others using existing procedures to influence events or decisions, undertaking active collaboration to pursue shared interests• Initiate, build or lead, and participate in, networks within and beyond the University, maintaining relationships over time; and establishing communication channels in order to influence events or decisions
<i>Examples</i> <ul style="list-style-type: none">• By consulting and negotiating with peers across the University sector, participate in co-ordinated response to complex strategic, national issues• Chair the Scottish branch of the relevant trade association to secure financial benefits through co-ordinated actions across the sector• Build contacts throughout user groups to establish the University as a centre of excellence, attracting capital investment and income as an outcome of strong partnerships• Liaise with the user population of mission critical corporate services to ensure an

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optimal match with changing requirements

- Lead discussions on behalf of the sector with external bodies about strategic initiatives.

Service and Quality Standards

Overview

- Set the overall standards for service across a function or area of the institution, monitoring service levels and pre-empting changes in customers needs
- Maintain overall service quality balancing user groups' demands
- Ensure other teams within the University receive support as required to provide effective services and fulfil their role.

Examples

- Sets standards of delivery for section, and other teams within University, updating these according to published benchmarks
- Tailor service to respond to individual requirements of academic and support units, whilst taking advantage of process and financial efficiencies embodied in uniform service delivery
- Through membership of policy group, lead investigation and assessment of users' needs, proposing and developing new services and improvements to existing ones, achieving cost reductions
- Determine and deliver the level of service in this function for the University and benchmark against competing institutions to achieve high level service quality.

Decision Making

Overview

- Take independent and collaborative decisions, and provide advice or input contributing to decision making by other people or groups, all of which have a significant impact on the work of the institution.

Examples

- Take the final decision on issues affecting the achievement of the area's strategy and objective such as introducing a new service area and associated staffing structure.
- Take the final decision to commit significant finances/resources against competing priorities.
- Collaborate on decisions regarding the development of a University wide system.
- Advise key parties such as the respective senior management team, in line with achievement of the overall strategy on major initiatives.
- Decide/advise on new markets for major investment initiatives potential..

Planning and Managing Resources

Overview

- Responsible for strategic planning across the area of work and team(s).
- Contributes to strategic planning, typically affecting the whole University

Examples

- Present resource requirements to planning round, outlining benefits to institution as a whole, or negative impact of resources not being made available
- Responsible for delivery of strategic objectives for function across period of 1 – 3 years, with planning horizon of up to seven years
- Lead monthly and quarterly reviews across institution to ensure implementation of

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institutional plans continue on track

- Plan and organise very large scale projects (typically with budgets of several million pounds), co-ordinating activity with external bodies as required.
- Manage central budget for function, engaging in regular discussions with Heads of Schools and Sections to ensure allocation of funds maximises institutional benefit
- High level planning with senior officers in context of University's Planning Round, with authority to adjust institutional priorities to ensure budgets met

Initiative and Problem Solving

Overview

- Resolve problems that are non-operational in nature and occur infrequently, requiring several avenues of investigation, with the choice of solution made more difficult because of the range of information available.

Examples

- Anticipate problems that might have an affect on the interests of the University, e.g. where changes to government policy or legislation might have a substantial adverse impact
- Work to resolve strategic issues identified by University relating to provision of this service, especially solutions must be tailored to meet the conflicting demands of different stakeholders
- Promote novel approach to management and review of activity to reduce incidence of operational problems
- Deal with individual problems, offering advice and access to appropriate (external) services, usually in serious matters where there is reputational risk to the institution, and where other interventions have failed

Analysis, Research and Scholarship:

Overview

- Identify and use appropriate, existing, methods of analysis or investigation appropriate to data and objectives, using these to define new, more effective procedures/ways of working
- Identify or obtain additional information that assists the investigation as it develops

Examples

- Investigate the forecasted impact of changes to systems, staff or funding.
- Investigate the changes to policies and procedures or changes to legislation and regulation.
- Analyse proposed changes to existing procedures, identifying strengths and weaknesses and extrapolating data to identify where any further investigations are necessary.

Sensory and Physical Demands:

Overview

- Complete basic tasks which require either a minimum of instruction, or light physical effort
- *This is the basic level for this element, and it is assumed in developing these profiles that demands associated with any role will not vary systematically with the grade*

Work Environment:

Overview

- Work in an environment that is relatively stable, and which has little impact on

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performance or the role holder

- Take responsibility for managing the impact of the environment on the work and safety of the team, as well as other staff or students as appropriate
- *This is the basic managerial level for this element, and it is assumed in developing these profiles that demands associated with any role will not vary systematically with the grade*

Pastoral Care and Welfare:

Overview

- Show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress
- Initiate appropriate action by involving relevant staff or agencies

Examples

- Provide support on work related issues in line the University policies and procedures.
- Investigate issues and determine the most appropriate course of action.
- Support team members in improving performance.
- Work with team members to resolve issues, recognising when and how to involve specialist parties.
- Be a point of reference for others to refer highly complex issues to, dealing autonomously with these, sometimes with the help of professional parties.

Team Development:

Overview

- Train or guide others on specific tasks or issues, giving guidance and feedback on the basis of personal knowledge and experience
- Provide training based on assessment of current capabilities and future needs, both of the individual and the group
- Define performance standards required for effective discharge of functions, identifying appropriate developmental activity, assessing application of learning and providing feedback and guidance on performance

Examples

- Carry out regular staff appraisals, identifying training needs and ensuring these are addressed.
- Provide on-going coaching and training to the team.
- Ensure new members of staff receive an induction programme covering their role and information regarding the team, area and University.
- Conduct a faculty/service wide appraisal of skills in line with the future requirements of the area.
- Identify training and development needs and the risks to the area/organisation of any development gaps, influencing succession planning across the area to address these.

Teaching and Learning Support:

Overview

- Design content or learning materials for stand alone events, typically by making appropriate adjustments to existing material on the basis of knowledge or experience of the participants to cover standard information or procedures
- Assess performance and provide feedback during these events

Examples

- Design an on line information session for use by others outside the team.
- Deliver sessions on the University induction programme.

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- Provide a structured tutorial session for a member of staff in another area.
- Design and deliver a session for staff to explain new ways of working.

Knowledge and Expertise

Overview

- Possess extensive knowledge of principles underpinning the area of expertise
- Use depth and breadth of knowledge and expertise to embed strategic objectives in practical operation.
- Continue to engage with high level professional development to retain and inform knowledge and skill base.

Examples

- Possess and develop a superior level of knowledge of accepted good practice within this function, remaining aware of new developments
- Able to articulate vision of future development of function, so that the institution remains at the forefront of developments in HE, both nationally and internationally
- Provide guidance to staff across all grades in the institution, including senior managers, and members of Court
- Act as point of reference within the institution, advising on good practice across this broad function of management
- Consulted on matters requiring extensive decision making experience in this area of responsibility