Managerial Profile – Grade 9

This role profile describes typical requirements that could be expected at grade 9.

Communication
Overview   - Regularly communicate day-to-day as well as more specialised information   - Regularly communicate complex or conceptual information to influence or negotiate with others to further the development and implementation of University's or function's strategic objectives
Examples   - Discuss strategy development regularly with senior officers   - Presentations on strategy progress and policy matters to senior officers   - Briefs individuals and groups on operational developments affecting corporate strategy   - Drafts policy documents, position papers and reports in advance of meetings   - First point of contact for outside bodies, negotiating with them on complex issues   - Writes proposals and business cases for projects which contribute to the University strategy.   - Acts as a facilitator between parties during projects to ensure minimum disruption to service whilst achieving financial targets and deadlines.   - Writes and delivers papers for external stakeholders and funders to strengthen these important strategic relationships.   - Formally communicates in writing information relating to sensitive situations or conflict issues using appropriate language for the reader.

Teamwork and Motivation
Overview   - Organise team, helping members to clarify requirements of their role and assigned tasks   - Delegate work fairly according to team members' abilities   - From time to time, required to communicate a clear vision of overall objectives, create a sense of common purpose among team members, and encourage team members to contribute to this goal
Examples   - Manage, coordinate, lead and create project teams   - Involved in recruitment and selection of team members, selecting colleagues appropriate for each project   - Allocate workload of projects to colleagues, ensuring balance   - Understand fully all technical elements for which the team is responsible, defining and monitoring workload

Liaison and Networking
Overview   - Through liaison and membership of networks within and beyond the University, influence decisions affecting the operation of the section   - Undertake active collaboration with other units within and beyond the University to achieve common purposes   - Take a leadership role in networks within the University to influence events and decisions across the institution

• Take a leadership role in networks beyond the University to build stronger relationships and ensure that information is available for effective working

Examples
- Liaise with other team leaders in Section to ensure that operational problems are resolved within existing budgets
- Represent University on external groups, negotiating better outcomes for the Section, e.g. identifying new markets for services
- Use e-mail forums to share develop relationships with counterparts in other institutions, sharing best practice within the sector
- Member of professional group that shares best practice and encourages professional development, liaising with Scottish Government to ensure fuller understanding of regulations
- Represent University on Scottish management committee of UK professional body, developing a perspective on national issues and identifying solutions to sector-wide problems

Service Delivery

Overview
- Provide customers, whether internal or external to the University, with service adapted to meet needs, ensuring service is useful and appropriate
- From time to time, involved with setting service levels for function, anticipating changes in customers' needs, maintaining or improving service quality
- Ensure that other staff have the support required to provide high quality service

Examples
- Measures, assess and implements service level agreements to ensure they are maintained at the agreed standards and specifications.
- Establishes users detailed requirements, compiles specifications, issues tenders, analyses results and make recommendations based on the outcomes.
- Define day-to-day operating standards for provision of service by team
- Develop standard operating procedures to provide consistent and effective service meeting internal and external accountabilities
- Respond to requests for complex information, taking account of the individual requesting the information
- Promote high standard of technical competence in the delivery of the function
- Identify future needs of School/Section, anticipating changes in technology
- Determine service objectives and standards in line with good professional practice, recognising strategic priorities and resource constraints

Decision Making

Overview
- Take decisions alone, or collaborating with others that have a substantial impact on the operation of the function or the University
- Provide advice or input to others' decisions which has a more moderate impact on the operation of the function

Examples
- Determine Section priorities, planning resource allocation within delegated budget
- Decide independently on best use of budget for Section
- Authorised to decide on terms and conditions of contracts with external bodies

- With management team, make decisions affecting the working of the whole Section; and through membership of working groups, influence Schools' and University's decision about the development of the service
- Work with Head of School, agreeing criteria for project approval and implementation including decisions about staffing

Planning and Managing Resources

Overview
- Plan, prioritise and organise the resources required for the continued operation of a work team
- Plan and effectively manage small projects, so that resources are used efficiently, and progress is monitored against plan
- From time to time, take responsibility for planning and organisation of larger projects or an area of work
- Co-ordinate teams or project streams, setting performance standards and developing monitoring procedures to track progress

Examples
- Lead plan and prioritise team activities, monitoring progress to ensure achievement of targets
- Ensure that staff plan and organise everyday processes across area of responsibility so that work is completed in a timely manner
- Organise systems and procedures to produce accurate information for forward planning
- Involved in strategic planning for Section, along with other Directors
- Draw up and develop a programme for larger projects, each of which is unique, with several running simultaneously
- Manage and co-ordinate project teams, involving both people internally and externally

Initiative and Problem Solving

Overview
- Use initiative and creativity to resolve problems with no immediately apparent solution, requiring a variety of analytical techniques to achieve resolution
- Resolve problems where there is a mass of information, or important missing or confused information

Examples
- Lead 'think-tank' within section to address the problems associated with ensuring efficient operation of the function as a result of substantial changes in external regulation
- Undertake project evaluation in environments where no standard methodology exists
- Investigate problems relating to the cost or timescale of individual projects, considering options, and negotiating with a range of parties (including statutory bodies) to reach an acceptable solution that may simply reduce the problem to operationally manageable levels

Analysis and Research

Overview
- Identify and use appropriate, existing, methods of analysis or investigation appropriate to data and objectives
- Identify or obtain additional information that assists the investigation as it develops

Examples
- Collates feedback about service needs, along with service usage statistics as basis for continued optimisation of service   - Assess the value and best continuing use of assets   - Undertake cost-benefit analysis of variety of options for investment in services   - Lead, and undertake, the gathering, collation and analysis of information on the business environment, including the identification of opportunities that the University might exploit, drawing in market intelligence from a wide range of sources

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 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
- Deal with indebted students, assessing the nature of the problem and working with them to develop revised payment plans   - Establish trust with students in order to assist with hardship issues, mental health problems, and disabilities   - Provide help with both personal and work related problems to the extent they impact on performance   - Counsel colleagues on both professional and personal issues, seeking ways to provide effective support   - Deal with staff with dependency issues (alcohol abuse), ill health, bereavement, referring them to the appropriate University support networks

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
- Identifies training needs for team members, based on indicators of performance
- Supervises staff, who have received appropriate training, undertaking monitoring and review to ensure colleague has assimilated training and is now well versed in the new responsibilities
- Carry out annual appraisal for all staff in section, discussing with Head of Section and other department heads how to meet common training needs
- At least annually, meet with all staff, identifying learning needs and agreeing appropriate training courses
- Meets termly with each member of staff as part of PDR process, discussing individual roles in light of Section and University policy, praising and encouraging them, alerting them to areas of potential improvement, agreeing future targets, and addressing development needs

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 or specific tasks and issues
- Assess performance and provide feedback during these events

Examples
- Provide a standard induction to the University's procedures, including information specific to the individual's particular job/workplace
- Provide a training session to a School on recruitment & selection procedures
- Give formal lectures to postgraduate students and staff introducing service provided by Section, deciding on content and format
- Provide training to senior managers within the University, ensuring that they are aware of changes in the legislative framework, and how University operating procedures must adapt

Knowledge and Expertise

Overview
- Be recognised as an authority in the specialism within the University, or else amongst external peers on the basis of demonstrated expertise
- Through contributing expertise, shape developments within the University that draw on knowledge

Examples
- Through CPD, maintain knowledge, and provide guidance to the University, of changes in standards and best practice associated with the rapidly changing regulatory environment
- On the basis of several years' experience of managing project teams in an HE environment, use extensive, current, technical and technological expertise and awareness of legislation and regulation to ensure that the section contributes to the achievement of University objectives