Huddersfield Leader Framework
HR People and Organisational Development
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APPENDIX A: THE HUDDERSFIELD LEADER FRAMEWORK...........................................................
Welcome from our Vice-Chancellor

At the University of Huddersfield, we strongly believe that management and leadership excellence is integral to our continued success. This is reflected in our 2025 University Strategy Map’s ‘People First’ agenda, challenging us to grow an inclusive community of leaders and managers to develop people to achieve excellence. We are creating a culture in which great management and leadership is embedded at all levels and across our Schools and Services. The ‘Huddersfield Leader’ Framework is the next step in our continued commitment to develop the best managers, leaders, and leadership teams in the Higher Education sector.

The nature of today’s Higher Education sector means it is more important than ever that our managers draw upon their personal qualities to be successful and achieve the aims of our University Strategy Map. The Huddersfield Leader sets out the key knowledge, skills, and behaviours we want to develop in our managers and leaders to build a positive, healthy, and productive working environment for everyone. Please familiarise yourself with the Huddersfield Leader, and consider how you can make the most of it.

Vice-Chancellor and Chief Executive: Professor Bob Cryan CBE DL CMgr CCMI FREng

Our Vision

“To help grow and develop the best managers, leaders and leadership teams in the higher education sector.”
What is the Huddersfield Leader Framework?
The Huddersfield Leader identifies what best practice in management and leadership at our University looks like, feels like, and sounds like. It outlines the core competencies and behaviours for all managers, current and future. Each competency includes a brief description that every manager can use to guide them; and clearly outlines what staff can expect from their leaders and managers. The Huddersfield Leader is broken down into three key categories:

Managing Self
Managing Others
Managing Strategy

Each category includes the competencies required to be successful in that area, along with descriptions of the behaviours we would expect to see, and those that should be avoided. These behavioural indicators will help you recognise how the competency can be demonstrated and help articulate a shared understanding of great management and leadership at our University.
The aim of the Huddersfield Leader

These core competencies and behaviours will provide a shared vocabulary which staff can use to describe, discuss, and review the way they manage and lead.

It is designed to help you…
❖ Define what best practice looks like.
❖ Self-assess your talent and capability.
❖ Identify your development needs.
❖ Create learning and development plans.

It is designed to help the University …
❖ Create a consistent and best practice approach to management and leadership.
❖ Ensure all staff are supported through high-quality management and leadership.
❖ Identify and support our future generation of leaders.

How has the Huddersfield Leader been developed?
The Huddersfield Leader has been developed by a wide range of people, for a wide range of managers and leaders. With our 2025 University strategy Map in mind, we consulted with a significant cross-section of University staff to establish clear definitions and expectations about our core management and leadership competencies and associated behaviours. Our approach to
developing the Huddersfield Leader means the framework is grounded in our personal values, experiences and formed by consensus.

The Huddersfield Leader and our Management and Leadership Programmes

The Huddersfield Leader underpins all our University management and leadership activities and all learning outcomes from our programmes align closely with the framework.

For further details about the above programmes, please click here.

When do I use it?

There are five principal applications of the framework. They are:

❖ **Self-Assessment**: A framework to regularly re-visit and reflect upon, to help identify, prioritise, and plan personal and professional development.

❖ **Personal Development and Performance Review**: As a reference document for you and your reviewer to use during your appraisal conversations.

❖ **Succession Planning**: To help identify the next generation of leaders at the University, and to inform the development journey of our aspiring leaders.

❖ **Recruitment & Selection**: For use in assessment centres, interviews and other selection activity when recruiting new leaders and managers to the University.

❖ **Development Centres and 360s**: Methods of assessing people’s management and leadership strengths and development needs.
As a manager, what do I need to do?

It is expected that any individual with management and leadership responsibilities familiarises themselves with the framework and considers how they can make the most of it. For any staff member at the University, the framework provides a clear and transparent understanding of what they can expect from their leaders and managers, at all levels. The framework will provide confidence that staff are being led and supported by the most competent of managers, who are striving to be the very best leaders they can be.
## Appendix A: The Huddersfield Leader Framework

### Managing Self...
As a Huddersfield Leader you are a positive role-model. You demonstrate a high degree of integrity and self-awareness and manage yourself effectively. You recognise your strengths and development needs and use failure or misjudgment to inform opportunities for personal growth and learning.

<table>
<thead>
<tr>
<th>Competency Description</th>
<th>Positive Competency Indicators</th>
<th>Negative Competency Indicators</th>
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</table>
| **Self-Awareness ...**      | ❖ Having integrity, behaving ethically, and demonstrating care for your team members and colleagues.  
                              | ❖ Knowing your strengths and development areas.                                                   | ❖ Not considering the impact you have on your team members and colleagues.                        |
|                             | ❖ Being aware of how your emotions and behaviours can impact on others.                          | ❖ Reacting negatively to constructive feedback.                                                  |
|                             | ❖ Reflecting on your performance and undertaking development to improve.                         | ❖ Being openly negative or critical of others.                                                   |
|                             | ❖ Knowing your strengths and development areas.                                                   | ❖ Not considering your own skills, knowledge & behaviour or addressing relevant development needs.|

| **Self-Discipline ...**     | ❖ Effectively managing your workload, associated pressures, and adapting to changing situations. | ❖ Being forgetful, dis-organised, and disorderly.                                               |
|                             | ❖ Being relied upon to complete tasks.                                                           | ❖ Failing to complete tasks to agreed deadlines, putting pressure on others.                     |
|                             | ❖ Making informed decisions and taking ownership of your choices.                                | ❖ Procrastinating over decisions and advocating responsibility when things go wrong.             |
|                             | ❖ Keeping people informed and consulting on decisions, ensuring everyone understands the rationale.| ❖ Not being transparent and consulting when making decisions.                                    |

| **Self-Motivated ...**      | ❖ Leading with passion and enthusiasm.                                                           | ❖ Critical and negative in an unhelpful way.                                                     |
|                             | ❖ Taking responsibility for yourself and your teams.                                             | ❖ Not being accountable or accepting that you are at fault.                                     |
|                             | ❖ Embracing new experiences and recognising that change is continual.                            | ❖ Reacting negatively to change.                                                                |
|                             | ❖ Being resilient in a range of situations.                                                      | ❖ Giving up easily when faced with new experiences or challenges.                               |
Managing Others ...
As a Huddersfield Leader you work collaboratively with your team(s) and colleagues. You build and maintain excellent relationships, recognise different perspectives and priorities, and communicate effectively. You enhance individual and collective performance and strongly encourage personal development and growth.

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<tbody>
<tr>
<td><strong>Interpersonal Excellence ...</strong></td>
<td>❖ Applying different leadership styles appropriately, building mutual trust and respect.</td>
<td>❖ Not adapting to suit the situation, circumstances, or the needs of the individuals you are working with.</td>
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<td>is about building and maintaining effective relationships, helping to create a culture that is positive, open, honest &amp; productive.</td>
<td>❖ Building and maintaining positive relationships with your team members and colleagues.</td>
<td>❖ Not taking the time to engage, build rapport with, and understand your team members and colleagues.</td>
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<td></td>
<td>❖ Recognising situations that are likely to lead to conflict and acting to resolve them.</td>
<td>❖ Allowing conflict to escalate and failing to address it when it arises.</td>
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<td></td>
<td>❖ Championing equality, diversity, and inclusion.</td>
<td>❖ Interfering unnecessarily with the work of your team members or colleagues.</td>
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<td><strong>Managing Performance ...</strong></td>
<td>❖ Balancing strategic, operational, and individual objectives.</td>
<td>❖ Not balancing the needs of team members with those of the University.</td>
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<tr>
<td>is having the ability to clearly articulate what success looks, sounds, and feels like. You support colleagues to achieve outcomes and set clear and measurable objectives. You analyse performance data, recognise and celebrate success, taking appropriate action to improve performance if needed.</td>
<td>❖ Setting SMART objectives and encouraging ownership of tasks and responsibilities.</td>
<td>❖ Allowing team members to ‘plod along’ without clear direction and feedback.</td>
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<td></td>
<td>❖ Holding regular review meetings to discuss team members performance.</td>
<td>❖ Assuming tasks will be completed once they are allocated, without following up.</td>
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<td></td>
<td>❖ Managing resources to make sure your team members have what they need to work successfully.</td>
<td>❖ Not addressing the barriers and challenges your team is facing.</td>
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<td></td>
<td>❖ Dealing with underperformance if it arises, and in a timely manner.</td>
<td>❖ Avoiding performance issues or disregarding inappropriate behaviour as e.g., ‘that’s just the way they are’.</td>
</tr>
<tr>
<td></td>
<td>❖ Offering praise, celebrating successes, and encouraging the people you lead to be the very best they can be.</td>
<td>❖ Not taking time to say how much you value and appreciate the work of your team members.</td>
</tr>
<tr>
<td><strong>Developing People ...</strong></td>
<td>❖ Supporting your team members to develop their skills and knowledge, for both today and the future.</td>
<td>❖ Not supporting team members with their personal and professional development, and wider career aspirations.</td>
</tr>
<tr>
<td>is supporting the development and career aspirations of team members and helping people to be the best they can be. You encourage a culture of continuous improvement, looking for people to learn at every possible opportunity.</td>
<td>❖ Using your coaching or mentoring skills with others.</td>
<td>❖ Not providing struggling team members with the support they need to improve.</td>
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<td></td>
<td>❖ Establishing a culture of continuous improvement in your teams.</td>
<td>❖ Avoiding collaborative working or not looking for opportunities for improvement.</td>
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<td></td>
<td>❖ Identifying and taking advantage of informal, on-the-job opportunities for learning.</td>
<td>❖ Not sharing your own knowledge and experience with others.</td>
</tr>
</tbody>
</table>
| Communication Skills ... is the ability to communicate effectively & appropriately, using several methods, and having a flexible approach adapted to the needs of the audience and purpose of the message(s). | ✗ Using straightforward language avoiding jargon.  
 ✗ Ensuring your communication is transparent, clear, specific, and accurate.  
 ✗ Actively listening to your team members and colleagues.  
 ✗ Using informal ways to check that your intended messages have been understood.  
 ✗ Considering a range of options/methods when communicating i.e., email, face to face, reports. | ✗ Communicating using unnecessary jargon.  
 ✗ Being ambiguous, and not giving your team members and colleagues the detail they need.  
 ✗ Behaviours that can be interpreted as dismissive or uninterested in the way you communicate.  
 ✗ Communicating in a way that suits only you. |
Managing Strategy …
As a Huddersfield Leader you understand the strategic direction of your School, Service, and the University, and put effective plans in place to manage your team(s) short-medium & long-term priorities. You look to innovate and adapt comfortably in an ever changing HE environment. You are results driven and empower individuals to achieve those outcomes without micro-managing.

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<td>Providing Direction ... is about understanding your School/Service priorities and how these align to our University Strategy Map. You can articulate your team(s) direction in a compelling &amp; inspiring way. Whilst you focus on the big picture, you pay sufficient attention to the details and operational priorities.</td>
<td>❖ Developing strategies aligned to the achievement of our School/Service/University priorities. ❖ Helping your team(s) to make connections between our School/Service/University priorities and their role. ❖ Understanding our external environment and trends that may affect your team(s), School/Service or wider University. ❖ Seeking the opinions of those you lead when developing new ideas and strategies.</td>
<td>❖ Not focusing on objectives and priorities that contribute to our School/Service/University aims. ❖ Not being able to express how you or your team(s) contribute to the University Strategy Map. ❖ Lacking awareness about external developments that may have an impact on your team(s). ❖ Making independent decisions without consulting with others.</td>
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<td>Driving Change and Innovation ... is the ability to respond proactively to change and inspire others to do the same. You also initiate change when required; using creative thinking techniques and innovating to make improvements.</td>
<td>❖ Creating an environment where ideas and innovation are encouraged. ❖ Pro-actively and collaboratively leading your team(s) through major or minor changes. ❖ Supporting team members reactions to change. ❖ Embedding a principle of continuous improvement within your team(s).</td>
<td>❖ Reacting defensively or being dismissive of new ideas or the contributions of others. ❖ Failing to recognise when there is a need for change. ❖ Always working in the here and now and forgetting to take a strategic view. ❖ Having an ‘been there, done that, it didn’t work’ attitude.</td>
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<tr>
<td>Being Outcome Focused ... is meeting and exceeding your team(s) aims and objectives and contributing to continued growth and success of the School/Service/University. You help teams and colleagues to focus on what is important.</td>
<td>❖ Measuring success against defined metrics. ❖ Mitigating risk in your area of responsibility. ❖ Monitoring and reporting on budgets against financial forecasts, adjusting to ensure efficiencies are met. ❖ Taking ownership of issues, seeking a resolution, and keeping others informed.</td>
<td>❖ Not using a relevant data sources or metrics to review your team(s) performance levels. ❖ Not taking the time to analyse potential pitfalls and develop contingencies to address them. ❖ Failing to keep track of or balance your budget. ❖ Not being accountable for your team(s) outcomes or keeping others informed.</td>
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</tbody>
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