



University of Salford  
A Greater Manchester University

# Middle Management & Leadership Development Programme



the design & print group, university of salford T: 0161 295 2639 21689/07

University of Salford  
Salford  
Greater Manchester  
United Kingdom  
M5 4WT

T: +44 (0) 161 295 5000  
F: +44 (0) 161 295 5344  
[www.salford.ac.uk](http://www.salford.ac.uk)

# Introduction

**As Chair of the University Leadership and Management Development Advisory Group, I am delighted to be able to introduce this programme.**

**University management is a thorny issue and made more so by the representation of it in a negative light in sections of the 'trade' press.**

The implication is that either 'management' is always wrong or that it is unnecessary and merely part of the bureaucratisation of university life. Neither fit my experience. While there is no doubt that management can and should be improved, for example through programmes like this, there is much excellent practice. Moreover, universities are complex organisations working in an increasingly globalising environment and can't simply be left to their own devices.

In this context, Salford has developed a range of programmes to foster good management practice.

The Middle Management & Leadership Development Programme has been enthusiastically endorsed by previous participants and I have observed at first hand the skills and teamwork that it has developed.

It is a critical part of our work to produce a modernised university.

I anticipate that participants will recognise its value and the use to them as they become important contributors within the University's wider management community.

**Professor Brian Longhurst**  
**Dean**  
**Faculty of Arts, Media and Social Sciences**

**“** *I would definitely recommend the programme to other staff. Meeting people with similar responsibilities is very enriching. There is a lot of peer learning and support going on*

**”**



# Developing managers and developing the School

**In 2004, the School of Health Care Professions implemented a rolling programme of middle management training. In the first instance, this was achieved by members of the School Executive, all of whom have responsibility for managing teams at uni-professional and/or cross School level, undertaking the Middle Management & Leadership Development Programme.**

The outcomes of this development have resulted in more effective and positive team leadership and management and have enabled the School Executive to focus and concentrate on achievement of strategic objectives. The breadth of the training has equipped staff with the required knowledge and skills to undertake their roles and has given them the confidence to deal with some of the more difficult management issues in a positive and objective way.

Another major benefit of undertaking the programme is that it provided staff with a forum in which they could share issues and concerns within a supportive framework.

The development opportunity the programme affords has also supported our succession planning efforts. The School is now focusing on ensuring that staff with future leadership and management potential are supported to complete the programme as part of developing for such further roles.

**Sue Braid**  
**Head of School**  
**Health Care Professions**



## Middle Management & Leadership Development Programme

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## Who is the programme for?

The aim of the programme is to provide a comprehensive introduction to leadership and management at middle management level. Middle management roles are defined as **those responsible for the performance of an organisational unit**. As this is a broad category the following criteria will be applied:

- In Professional and Administrative Services, nominees should be in posts at Grades ALC 2 to 5.
- In Academic roles, nominees should be Director/ Head of Discipline/ Subject Head; Associate Head roles; or other School Executive roles or Faculty Executive roles.
- Priority will then be given to nominees where the Executive Director, Dean or Head of School has requested places in their Annual Learning and Development Plan for the year.
- Finally we will take account of the nominees own commitment to their development as a manager and leader.

**Nominations should be made by Executive Directors, Heads of School or Deans (for nominees in faculty posts).**

The programme has been created to support participants in their leadership and management roles: to challenge them, give them opportunities for reflection and enable them to develop their practice in the workplace. To make best use of this learning opportunity, nominators should give some thought to how the nominee will be supported to complete the whole of the programme, agree with them how appropriate time will be for them to attend, and arrange suitable opportunities for them to implement their learning in work.

We look forward to receiving your nominations for places on this programme.



# Programme specification

The programme is made up of:

- ☐ An induction session;
- ☐ A set of modules which must be booked together; and
- ☐ Stand-alone open modules that can be booked separately.

The set modules will be offered in two formats this year:

- ☐ One day a month for five months; or
- ☐ In a block of five consecutive days.

Participants may also attend any or all of the stand-alone open modules offered in this or subsequent years, although delegates must commit to completing the open modules by the end of the following academic year. We have designed the programme in this way in order to offer some flexibility in attendance requirements and to provide managers at this level with opportunities to develop their management development portfolio.

Each module will focus on a particular management challenge and offer opportunities to practice key skills. Participants will be encouraged to explore real work issues, to plan how to put ideas and concepts from the programme into practice in their day-to-day management roles and to review this as part of the programme.

The material used on the programme will be backed up with access to online learning material, additional resources and an introduction to these resources will be given to participants during the induction session. Participants will also be offered the opportunity to use the Myers Briggs Type Indicator<sup>®</sup> instrument to support their leadership development and effectiveness in communication.

**Nominations should be made by Executive Directors, Heads of School or Deans (for nominees in faculty posts).**

*The Middle Management Development Programme was especially useful on a day to day basis as the content of the programme reflected exactly the issues and situations I come across in my role*

## Methods

The programme uses a mixture of methods such as group discussion, case studies, individual work, skills practice with feedback and tutor input.

There is a strong emphasis on strengthening self-awareness and the use of individual talent and preferences to develop a successful personal management style.

## Tutors

The course tutors are Sharon Grant, Education Development Co-ordinator, Staff and Curriculum Development and Deborah Dalley, Training Consultant.





## Programme objectives

At the end of the programme you should be able to:

- Describe the role of the HE manager;
- Identify ways to promote equality and quality in all aspects of that role;
- Develop and apply key skills needed to communicate effectively and influence others;
- Define the relationship between key management activities (such as giving feedback, setting standards, induction and staff development), effective performance and the motivation of staff;



- Describe the culture of the organisation, identify levers for change and develop ways to manage change effectively;
- Outline key issues in the management of resources;
- Continue your own development.

**“** *I got to know many people from across the University and also pick up some tips about how other faculties were working* **”**

# Programme schedule

Dates and times for the current programme are enclosed.

The programme is offered in two formats:

1: Induction + five days over five months + evaluation

**Induction** - September

**Module 1** - Leading successfully  
October

**Module 2** - Communicating effectively  
November

**Module 3** - Influencing and networking  
December

**Module 4** - Managing the performance of others  
January

**Module 5** - Managing change  
February

**Evaluation** - June

2: Induction + five consecutive days + evaluation

**Induction** - September

**Module 1** - Leading successfully  
January

**Module 2** - Communicating effectively  
January

**Module 3** - Influencing and networking  
January

**Module 4** - Managing the performance of others  
January

**Module 5** - Managing change  
January

**Evaluation** - June

# Content and objectives

## Induction

All participants in either format must attend this induction event. Participants will be given: initial materials; access to e-learning support for the programme; an overview of the programme and further information about the first two modules; and a Myers Briggs Type Indicator Questionnaire to complete as preparation for the modules on leadership and communication.

## Module 1 - Leading successfully

This module will include establishing the learning contract for the programme.

By the end of the module you should be able to outline the main features of management roles in HE, define the scope of authority and responsibility in your role, identify your personal leadership style and the effect that has in a variety of situations, describe your individual learning style and identify how that impacts on your development. The module will cover key functions of management, circles of authority, areas of responsibility, leadership theories focusing particularly on action-centred leadership. You'll have a chance to consider your own leadership and learning styles and reflect on how these have an impact on those you manage or have to influence.

## Module 2 - Communicating effectively

By the end of the module you should be able to identify your own preferences in communication and the impact of this on others, describe how to build effective communication networks and identify the key communication skills required to manage staff. The module will cover formal and informal communication networks, facilitative questioning, active listening, developing empathy, and giving and receiving feedback.

## Module 3 - Influencing and networking

By the end of the module you should be able to recognise the nature and source of power needed to influence; appraise your capacity to influence in a variety of situations, describe how to build effective networks and use positive political skills in your management role. The module will cover sources of power, developing power in different situations, formal and informal networks, and influencing styles.

# Content and objectives

## Module 4 - Managing the performance of others

By the end of the module you should be able to describe the principles of performance management, list the factors that motivate teams and individuals, identify the role of training and development in performance management and use a consistent and fair approach to identify and tackle performance problems.

The module will cover what we mean by performance management; motivation and creating a motivating environment; setting objectives and work and behaviour standards; induction and training and development; formal and informal feedback mechanisms; recognising performance problems and tackling them; and the use of formal procedures.

### Evaluation

All participants in either format must attend this evaluation event. The programme will conclude with a review and evaluation session. This will give you an opportunity to reflect on how you've been able to develop your management practice, plan for further development and make recommendations for improving the programme and management development in the organisation.

## Module 5 - Managing change

At the end of the module you should be able to analyse the nature and rate of change in the 21st century, with particular reference to management in HE; identify tools and techniques to help manage the situational aspects of change; and outline ways to help people through personal transition during change. The module will cover the nature of change, project planning changes, the change cycle, transition management and the idea of the psychological contract.

*“The session on change management helped me to put together dimensions of implementing changes that I'd previously thought unconnected”*

*“It allowed me time to reflect on my personal management style outside of the bustle of the workplace”*



## Open modules

### **Project management** **Half day in March** **Deborah Dalley**

This session aims to develop participants' skills to manage projects more successfully. By the end of the course participants should be able to break a project down into manageable tasks; plan and prioritise those tasks to produce a project plan; identify ways of communicating effectively with the project team and draw up an action plan to develop their project management skills.

### **Time management** **Half day in April** **Deborah Dalley**

This session aims to help participants to develop a range of systems and skills to enable them to manage their time more effectively. By the end of it they should be able to record and analyse how their time is spent; identify common 'time-wasters'; implement systems to plan and

prioritise work; identify ways to manage paperwork and e-mail more effectively; and develop their personal skills to improve performance.

### **Business planning and finance** **Half day in April** **Julie Halliwell, Management Accountant, Finance Division and Sharon Grant**

By the end of the session you should be able to: outline the current processes for business planning and related budget management planning processes; make reference to organisational procedures and guidance for monitoring and using budgeted resource; identify the main sources of funding for the organisation and its work.


### **Managing meetings** **Full day in May** **Sharon Grant and Deborah Dalley**

This session aims to help you significantly improve meetings management. By the end of

it participants should be able to plan a meeting effectively; use a range of techniques for chairing a meeting; outline how to make an effective contribution to a meeting; and choose appropriate interventions for preventing or handling problem behaviours at meetings.

### **Understanding the organisation - culture, context and governance** **Half day in June** **Sharon Grant**

This session provides an opportunity to develop your understanding of how the organisation works and the implications of this for your management or leadership practice. By the end of it, participants should be able to identify external influences and the impact they have on the organisation, identify how organisational cultures and current changes affect your role and outline the decision-making structure of the University. Participants will have a chance to apply these to the issue of promoting equality and valuing diversity as an example of organisational change.



*It spurred me to go on to get a Level 5 Diploma in Management - now I'm a qualified manager*



## Other support for learning

Participants will be offered the following to support their learning on the programme:

- Access via the Internet to Ashridge Business School's Virtual Learning Resource Centre with high quality learning material including Learning Guides on key topics such as leadership and change management as well as selected external resources such as the PocketManager© series and a searchable database of over 200 key business and management journals.
- The Myers-Briggs Type Indicator (MBTI) questionnaire. This is the most widely used personality questionnaire worldwide and can be used to enhance understanding of one's work preferences, behavioural characteristics and values. These provide a useful starting point for individual feedback, self-exploration and group discussion. Participants are offered the option of an individual feedback session as well as the use of the MBTI within Module 2 Communicating effectively.
- An in-house companion website for this programme on which will be posted materials used in the programme, additional readings and links appropriate to the content of each module.

## Charges

The programme is free of charge, except where someone is nominated and does not attend. If someone does not attend the first three sessions, their School or Division will be charged £400; where someone does not attend an individual module the charge will be £50 per module missed. We will waive this fee in the case of illness or a family/home emergency.

## Apply

Applications for the programme can be downloaded from the Web link.

Once completed the application form needs to be returned to Sharon Grant, Staff and Curriculum Development, EDU, Crescent House.

## Web

[www.edu.salford.ac.uk/scd/mandev/mmdp/](http://www.edu.salford.ac.uk/scd/mandev/mmdp/)