



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■



# LSE Knowledge Skills and Behaviours

Framework for managers and leaders

## Guidelines

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# Introduction

Welcome to the LSEs Knowledge, Skills and Behaviours (KSB) framework. This KSB framework was originally developed for managers and leaders in Service Divisions in 2007/08 and was refreshed in 2012. However it is relevant and available to those responsible for leading and managing people in all areas of the School.

The framework, which was developed in consultation with Service Leaders and discussed widely with managers and staff, documents the key skills and the behaviours and suggested processes that have been identified as the key ingredients that go in to making an effective manager and leader at LSE.

The aims of the KSB framework are as follows;

- to give clarity around the core behaviours, and the key processes to be undertaken by leaders/managers within the School in order that they themselves can perform effectively at work and deliver results through other people
- to act as a catalyst and support for managers in highlighting development needs
- to clarify to staff what they can expect of their leaders and managers particularly around behaviours.

However, whilst the KSB framework clearly focuses on the relationship between a manager and their team, it is recognised that managers also need to be accountable, for example, for services provided School-wide and to take active roles on projects outside of their immediate work areas. The framework can provide a useful structure for the PDR discussion, particularly around identifying development needs.

The framework links to HERA (Higher Education Role Analysis) and job descriptions in the School. The HERA framework is applied to all roles throughout the School is complementary to the KSB framework, which expands on, and reinforces the team management aspects of a managers role. The HERA profile and evaluation, and your job description, aim to describe and measure the relative size of many manager's complete role across a range of competencies.

Recognising that leadership is complex the KSB framework further expands, in particular on the 'teamwork' competences of HERA, identifying the appropriate behaviours that will support managers in this part of their roles. It is also complementary with competencies such as 'pastoral care' and 'service delivery'.

The LSE KSBs identifies and helps to develop good practice in people management across the School but does so in a way that fits with external management standards such as the Investors in People (IIP) leadership and management model and the European Foundation for Quality Management (EFQM) Excellence Model.



# A guide to the KSB framework

A guide to the KSB framework

The framework is in 2 core parts:

## 1 Behaviours expected of an LSE leader/manager

This is the **'how?'** a manager puts being a manager in to practice. How a manager goes about the business of managing their team is as important as what they do. For instance a manager may hold regular team meetings, one to ones, and annual Performance and Development Reviews but if they are not using them as an opportunity to **'communicate openly'** or to **'create constructive and respectful relations'** then these processes will not be as effective and impact as they could be.

## 2 Processes – the **'what'** a manager needs to do and know how to do

On the other hand, a manager may be great at building effective relations with staff but missing key knowledge and skills in implementing some key processes.

The generic processes that managers need to be aware of and have the skills to utilise effectively have been identified as: Communications, Planning, Performance Excellence, Learning and Development, Continuous Improvement and Knowing How to get the job done. Under each process description, a list of suggested methods and knowledge required is given. The lists are not definitive and managers should deploy the most appropriate and relevant ones, taking account of any local practices.

## LSE Leadership and Management: Behaviours

Leaders and managers should demonstrate the following behaviours

### Leading by example

They should:

ensure they have a clear vision for their area, how it fits in with the Schools vision as a whole and will share this with their staff

- be committed to performance excellence
- seek to be motivational and encouraging
- have open and transparent communications
- create constructive and respectful relationships
- recognise that diversity and difference are assets
- seek to ensure all staff are treated fairly
- create a no blame culture and role model learning from mistakes
- demonstrate a consistently positive attitude to work
- behaves ethically and sustainably in all they do.

### Team building

They should:

- identify team strengths and areas for development
- build effective teams
- provide opportunities for creativity and innovation
- involve and empower people through inclusion in decision making
- encourage health and well being
- encourage staff participation in other areas outside of their immediate Department/Division
- recognise and celebrate success
- builds two way trust between themselves and their team.

### Continuous learning

They should:

- seek feedback on their own performance, and be open to
- constructive challenge
- role model continuous and life long learning
- share their learning with staff
- coach others and create a coaching culture
- recognise talent and develop staff potential.

### Excellent Customer Service

They should:

- seek feedback from internal and external customers
- act on feedback from internal and external customers
- seek ideas on performance improvements
- put in place performance improvements.

# LSE Leadership and Management: Processes

Leaders and managers at LSE should have the knowledge and skills to carry out the following processes:

## Communications

Leaders and managers should follow agreed methods of effective and regular two way communication with all of their staff. Communication will be timely and information will be cascaded, both upwards and downwards, at the School, unit and team levels. Leaders and Managers should seek to ensure that they are doing the following activities:

- Team meetings
- Team briefings
- Away days
- Newsletter, Bulletins and memos
- Networking with areas outside of their immediate Department/ Division and encourage their staff to do the same
- Regular one-to-one's with their staff to catch up on progress
- Performance and Development Reviews (PDRs).

## Planning

Leaders and managers should give all staff the opportunity to participate in the planning process, and be consulted on strategic and operational plans at the School, unit and team levels. They should also ensure that all staff have access to the plans in their final form. This should involve Leaders and Managers participating in the production of the following:

- Strategic Plan
- Operational Plans
- Service Development Plans
- Team Plans
- Timetabled, structured and inclusive planning process
- Consultation/focus groups
- Team meetings.

## Performance Excellence

Leaders and managers should agree and set attainable performance objectives with all staff. These should link into School, Unit and team strategic and operational plans and objectives. Staff objectives should be reviewed regularly through one to one sessions, at the Performance and Development Reviews and be aligned to the Schools needs. Leaders and managers should give staff constructive feedback on their performance and celebrate achievements and successes. Underperformance issues should be addressed openly, promptly and supportively. Leaders and Managers should ensure that they are holding;

- Regular one-to-one's
- Performance and Development reviews (PDRs)
- Interim reviews of PDRs
- Absence and sickness monitoring
- Return to work interviews.

## Learning and development

Leaders and managers should ensure they are able to identify and offer a range of learning and development opportunities. They should try to understand individual's learning styles, identify staff needs and career objectives and enable and support people to participate in the most

appropriate and relevant learning and development. They should identify and develop potential and manage talent through a range of activities (e.g., induction, shadowing, secondments). This should help support School, Unit and team succession planning and individual career development. Leaders and Managers should ensure that they are supporting the following:

- School Induction and local induction
- Continuous Professional Development (CPD) with associations/institutes
- Sharing of learning and best practice
- Mentoring
- Coaching
- Shadowing
- Secondments
- Networking
- Succession planning process.

## Continuous improvement

Leaders and managers should proactively identify and provide opportunities for all to enhance performance and aim towards excellence. They should encourage staff to take ownership of and responsibility for their roles, and to seek and act upon feedback. They should assess the efficiency and effectiveness of their local processes and procedures and use benchmarking and management information to determine what is excellent and identify opportunities for improvement. Leaders and Managers should be undertaking and responding to:

- Benchmarking
- Staff surveys
- External surveys
- Student surveys
- Audits
- Job evaluation.

## Knowing how to get the job done

Leaders and Managers should clarify the boundaries for decision making authority and the processes and School structures that need to be taken in to account. They should set clear expectations when delegating tasks and where staff are empowered to take decisions on the ground, support them in problem solving and taking ownership of decisions by providing constructive feedback. Leaders and Managers should be knowledgeable about, promote and support the School's policies and procedures including;

- Committee Structures
- Service Level Agreements
- Operating guidelines/procedures
- School policies (eg, on Recruitment and Selection, Health and Safety, Sustainability and Equality and Diversity).

## Using the Framework

Managers are encouraged to use the KSB framework to reflect both on what they do, and how they do it, in relation to leading and managing staff. From this they are encouraged to identify personal strengths and development areas and to seek out development opportunities that support them.

To support this framework there is a self assessment questionnaire (Appendix A).

# Self assessment questionnaire (Appendix A)

Managers are encouraged to use the KSB framework to reflect both on what they do, and how they do it, in relation to leading and managing staff. From this they are encouraged to identify personal strengths and development areas and to seek out development opportunities that support them.

This self assessment questionnaire can be used:

- when a new Managers first joins the School
- when someone is promoted to a Management role or on subsequent promotion
- at PDR
- before/after attendance on a management course

This questionnaire is based on the whole KSB framework and managers are invited to make their own self assessment. Once complete they should review for any strengths and development areas highlighted and discuss their view with their own line manager.

Please be as honest as you can.

## All questions use the scale:

0 = I don't need to do this

1 = I rarely do this

2 = I sometimes do this

3 = I often do this

4 = I do this all the time

All you have to do is tick the box to the right of the number on the scale which most closely reflects your opinion of your management and leadership behaviours.

## Leading By Example:

1 Create and communicate a clear vision for your unit and will share this with your staff?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

2 Are committed to performance excellence?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

3 Encourage and motivate higher performance?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

4 Create constructive and respectful relationships?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

5 Seek to ensure all staff are treated fairly?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

6 Recognise that diversity and difference are assets to be encouraged and used?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

7 Encourage a 'no blame' culture?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

8 Demonstrate a consistently positive attitude to work?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

9 Are open to constructive challenge on your performance?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

10 Behaves ethically and sustainably in all you do

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

## Team Building

11 Identify team strengths and areas for development?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

12 Build effective teams?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

13 Provide opportunities for creativity and innovation?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

14 Are able to make people feel involved and valued?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

15 Encourage health and well-being?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

16 Encourage staff participation in teams outside of their immediate work group?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

17 Recognise people's achievements when they do well?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

18 Builds two way trust with the team

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

## Continuous Learning

19 Seek new and different ideas and opportunities to learn?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

20 Readily share ideas and information with others?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

21 Coach people to perform better?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

## Excellent Customer Service

24 Seek feedback from internal and external customers?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

25 Act on feedback from internal and external customers?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

## Communications

28 Actively listen to others?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

29 Manage meetings well?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

30 Are visible and approachable?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

## Planning

33 Ensure staff have the opportunity to participate in the planning processes?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

34 Ensure staff have the opportunity to be consulted on strategic and operational plans at the School, unit and team levels?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

## Performance Excellence

37 Set clear goals so people know exactly what is expected of them?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

38 Monitor and review people's work regularly?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

39 Use the annual appraisal (Performance and Development review) to express your views honestly and directly?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

40 Tackle poor performance and inappropriate behaviour?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

## Knowing How to Get the Job Done

45 Clarify decision making processes?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

46 Are decisive when required?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

47 Take difficult decisions and measured risks?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

22 Recognise talent and develop staff potential?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

23 Are aware of own strengths and weaknesses and invest time in your self-development?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

26 Seek customers' ideas on performance improvements?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

27 Implement customers' ideas on performance improvements?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

31 Communicate openly, clearly and persuasively?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

32 Communicate in a timely manner?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

35 Negotiate effectively for the resources your team members need to do the job?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

36 Are pro-active, not just re-active?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

41 Give constructive feedback on a regular basis?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

42 Gather useful information from a wide range of sources and share it with the team?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

43 Seek continuously to improve performance?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

44 Support staff in solving problems?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

48 Delegate work effectively?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

49 Give people the space and freedom to get on with their work?

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐



## Support available to Managers

There is a full range of learning and development support available to Managers through H.R.

This includes a core programme of face to face courses details can be found at the following link:

**[lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/Home.aspx](https://lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/Home.aspx)**

There is also the People Management Toolkit, designed to support managers and leaders in their day-to-day role. This can be found on the following page:

**[lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/peopleManagement/peopleManagementToolkit.aspx](https://lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/peopleManagement/peopleManagementToolkit.aspx)**

You can also talk to your HR Partner about your development.





## Notes

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**The information in this handbook can be made  
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Please contact Human Resources.**

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