



Leading YSJ Framework

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At York St John University, our people are our power. Together, we play a vital role in creating a positive and purposeful work environment. We all want to belong to an organisation we can be proud of.

As the University for Social Impact, we have set out our vision to be a catalyst for change that creates a fair future. Our values and behaviours as a community will be critical in helping us to achieve this vision. We have therefore developed a Leading YSJ Framework to highlight the importance of great leadership and management and to create a shared understanding of the ways in which all colleagues are expected to work together to deliver our Strategy.

By defining what effective leadership looks like in our University community, the Framework aims to:

- Provide clarity around the expectations and responsibilities of leadership
- Enable consistent decision-making that reflects our values and priorities
- Foster an environment where people feel empowered, respected, and inspired to contribute
- Provide opportunities for the development of leadership skills, regardless of role.

Staff Survey feedback consistently highlights the value of supportive, respectful, and collaborative team dynamics in creating positive workplace experiences. You have also told us that having approachable and supportive line managers is particularly important to you. The Framework draws on the existing good practice by our leaders and managers to foster greater consistency of experience across all areas of the University. It also explains the professional behaviours everyone is expected to demonstrate, so that we all work in ways that support our shared goals. My senior leadership colleagues and I are committed to championing these behaviours as we encourage and support our teams.

I am delighted that we are launching this Framework and look forward to harnessing the fantastic skills and abilities across our University that will ensure our collective leadership has a positive impact.

Professor Karen Bryan
Vice Chancellor and Chief Executive.



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Performance and Accountability

We hold our people, and ourselves, accountable for delivering the University Strategy

- We take responsibility for delivering what is required for our University Strategy and regulatory standards and own how we communicate that to our teams.
- We expect high performance and accountability from teams and individuals in delivering our University Strategy. We take responsibility for addressing areas of concern robustly and ethically.
- We recognise, value and champion strengths and expertise in teams and individuals and support diverse ways of contributing to our community.
- We seek to understand the strengths of the team and give supportive and constructive feedback to enable development and growth.

Leading the Organisation

We help the organisation, and our teams, to navigate change, complexity and uncertainty

- We understand, plan and control resources to drive efficiency, quality and reputation.
- We actively role model continuous improvement, looking for opportunities to create positive change.
- We are role models for digital development, encouraging engagement with technology and enabling the development of digital skills.

Integrity, Trust and Inclusion

We demonstrate YSJ values and leadership behaviours in our professional approach

- We champion diversity, equity, inclusion and sustainability, working in alignment with our Framework for Equality, Diversity and Inclusion while upholding and promoting freedom of speech.
- We are honest in addressing issues and explain the rationale behind decisions.
- We demonstrate integrity by doing what we say we will, treating colleagues as professionals and being open about challenges.
- We respect individual and team expertise and give autonomy to deliver objectives, providing opportunities for appropriate stretch and challenge.

Communication and Collaboration

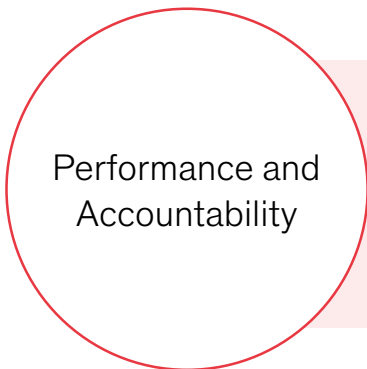
We collaborate across our leadership community, supporting each other in achieving our University Strategy

- We communicate clearly, respectfully and transparently, with room for reflection and feedback. We make room for constructive and respectful challenge where there are differences in lawful views.
- We actively listen to understand, encouraging open two-way communication and taking action, where we can, from what we've heard.
- We make time for the team - prioritising PDRs, regular one to ones and team meetings.
- We proactively find out what's happening in the wider University and encourage the team to engage and contribute to this.

Support and Wellbeing

We show genuine care for our people and foster a positive culture of wellbeing

- We take personal responsibility for the wellbeing of ourselves and our team.
- We encourage a healthy working culture, understanding individual needs and prioritising wellbeing in how we make decisions.
- We follow a good practice approach, carrying out wellness action plans and proactively managing sickness absence.



We hold our people, and ourselves, accountable for delivering the University Strategy

- We take responsibility for delivering what is required for our University Strategy and regulatory standards and own how we communicate that to our teams.
- We expect high performance and accountability from teams and individuals in delivering our University Strategy. We take responsibility for addressing areas of concern robustly and ethically.
- We recognise, value and champion strengths and expertise in teams and individuals and support diverse ways of contributing to our community.
- We seek to understand the strengths of the team and give supportive and constructive feedback to enable development and growth.

	Senior Leaders	Line managers	All staff
We take responsibility for delivering what is required for our University Strategy and regulatory standards and own how we communicate that to our teams.	Develops and discusses School Roadmaps, Frameworks and Enabling Plans regularly with the team, empowering colleagues to contribute to their progress and giving feedback on results.	Agrees objectives with team members aligned to School Roadmaps, Frameworks and Enabling Plans. Reviews and gives regular feedback against progress.	Takes responsibility for the delivery of objectives aligned to School Roadmaps, Frameworks and Enabling Plans, sharing progress and feedback with colleagues.
We expect high performance and accountability from teams and individuals in delivering our University Strategy. We take responsibility for addressing areas of concern robustly and ethically.	Sets high standards for the performance and delivery of School or Service objectives and supports managers in having effective performance conversations.	Gives regular, constructive feedback on the progress and performance of team members. If areas of concern are identified, takes timely action to agree improvement plans.	Takes ownership of own delivery and performance, responding to feedback and proactively identifying ways to develop within the role.
We recognise, value and champion strengths and expertise in teams and individuals and support diverse ways of contributing to our community.	Consistently acknowledges and celebrates team successes, both through spontaneous recognition and during dedicated events such as team away days. Shares regular and specific feedback on progress against School/Service objectives.	Gives meaningful, specific feedback to team members on successful performance and outcomes. Takes time to understand what 'recognition' means to each team member and tailors the approach accordingly.	Celebrates the achievements of colleagues and members of the University community, ensuring recognition is appropriately given for contributions made.
We seek to understand the strengths of the team and give supportive and constructive feedback to enable development and growth.	Takes time to understand the performance and skill set of the team, working with managers to identify skills gaps and supporting appropriate development plans.	Discusses performance, behaviours, strengths and skills regularly at PDR and one to ones and identifies with team members opportunities for development.	Identifies own strengths and skills, taking responsibility for addressing any skills gaps and opportunities for development.



We help the organisation, and our teams, to navigate change, complexity and uncertainty

- We understand, plan and control resources to drive efficiency, quality and reputation.
- We actively role model continuous improvement, looking for opportunities to create positive change.
- We are role models for digital development, encouraging engagement with technology and enabling the development of digital skills.

	Senior Leaders	Line managers	All staff
We understand, plan and control resources to drive efficiency, quality and reputation.	Takes accountability for the effective resource management of their area, being responsible and institutionally-minded with resource allocation. Takes swift action, where needed, to change the resourcing model to meet future requirements.	Makes resourcing decisions considering the needs of the team, area and organisation. Regularly identifies opportunities for efficiency improvements.	Acts responsibly and in line with University policies around procurement and finances, proactively identifying ways to improve and embracing changes to ways of working to increase efficiency.
We actively role model continuous improvement, looking for opportunities to create positive change.	Actively challenges and empowers managers and teams to take a step back from tasks to review and identify medium to long term opportunities for change and improvements.	With the team, takes time to pause and reflect on projects, programmes, tasks and campaigns to identify successes and areas for improvement. Invites and listens to feedback and takes forward recommendations for future work.	Makes suggestions for improvement to processes, systems and approaches and actively incorporates this into ways of working.
We are role models for digital development, encouraging engagement with technology and enabling the development of digital skills.	Role models a technology-focused and digital approach and applies data driven decision making together with appropriate staff engagement. Promotes and encourages the development of digital solutions and investing in the digital capability of the team.	Enables and empowers the team to develop digital skills and identifies and supports digital solutions to meet team objectives.	Prioritises the development of own digital skills and identifies and embraces digital solutions to enhance the efficiency of tasks.

Integrity, Trust
and Inclusion

We demonstrate YSJ values and leadership behaviours in our professional approach

- We champion diversity, equity, inclusion and sustainability, working in alignment with our Framework for Equality, Diversity and Inclusion while upholding and promoting freedom of speech.
- We are honest in addressing issues and explain the rationale behind decisions.
- We demonstrate integrity by doing what we say we will, treating colleagues as professionals and being open about challenges.
- We respect individual and team expertise and give autonomy to deliver objectives, providing opportunities for appropriate stretch and challenge.

	Senior Leaders	Line managers	All staff
We champion diversity, equity, inclusion and sustainability, working in alignment with our Framework for Equality, Diversity and Inclusion while upholding and promoting freedom of speech.	Leads the implementation of the EDI Framework and actions; leads projects to meet sustainability goals.	Champions equity and inclusivity, challenging behaviours inconsistent with organisational policy, which are outside of the law or which would undermine a respectful and inclusive working environment. Takes an intersectional approach and seeks to understand the unique experiences of individuals within their team. Seeks opportunities to work more sustainably.	Reflects YSJ values and behaviours in approaches to work, seeking opportunities to learn about EDI and sustainability (completing all required training). Acts as an active bystander for colleagues and the wider community.
We are honest in addressing issues and explain the rationale behind decisions.	Has open and honest conversations with teams related to organisational change and decisions made impacting on their area and YSJ. Coaches and supports managers to deliver effective communications to their teams related to change and explains the rationale for decisions made.	Takes responsibility for delivering communications to teams, ensuring relevant information reaches all staff. Listens and acts on feedback.	Engages with organisational decisions, listens and constructively puts forward ideas and feedback.
We demonstrate integrity by doing what we say we will, treating colleagues as professionals and being open about challenges.	Seeks feedback and listens to views of colleagues across YSJ in organisational decision making and in leading change.	Follows through on decisions, being a champion for change in how this is communicated to the team. Listens and supports staff dialogue and provides constructive feedback to senior leaders.	Has open, honest and respectful conversations with colleagues.
We respect individual and team expertise and give autonomy to deliver objectives, providing opportunities for appropriate stretch and challenge.	Identifies project opportunities within School Roadmaps, Frameworks and Enabling Plans that can be 'owned' by individuals and teams. Gives autonomy and freedom to enable project owners to deliver, with appropriate support/guidance.	Draws on team members' skills and expertise to give full autonomy for delivery of objectives, identifying stretch/development objectives and giving appropriate levels of support in their delivery.	Focuses work on that which contributes to School or Service objectives, delivering to a high standard and seeking support where required.

Communication and Collaboration

We collaborate across our leadership community, supporting each other in achieving our University Strategy

- We communicate clearly, respectfully and transparently, with room for reflection and feedback. We make room for constructive and respectful challenge where there are differences in lawful views.
- We actively listen to understand, encouraging open two-way communication and taking action, where we can, from what we've heard.
- We make time for the team - prioritising PDRs, regular one to ones and team meetings.
- We proactively find out what's happening in the wider University and encourage the team to engage and contribute to this.

	Senior Leaders	Line managers	All staff
We communicate clearly, respectfully and transparently, with room for reflection and feedback. We make room for constructive and respectful challenge where there are differences in lawful views.	<p>Discusses future changes that will impact on the area with appropriate transparency and opportunity for team discussion, reflection and feedback on future changes.</p> <p>Works across the Senior Leadership Team in a collaborative way to support institutional objectives.</p>	<p>Makes time for developing the team as well as individuals, for example in scheduling team meetings, away days and catch ups to discuss priorities as well as team wellbeing.</p>	<p>Communicates respectfully and professionally with colleagues - listening to understand others' points of view and perspectives.</p> <p>Collaborates with colleagues both within and outside of the team.</p>
We actively listen to understand, encouraging open two-way communication and taking action, where we can, from what we've heard.	<p>Takes regular opportunities throughout the year to engage with their teams, for example to share progress against Roadmaps or Enabling Plans and asks colleagues to input and share progress.</p> <p>Acts on feedback heard and shares how this has been actioned.</p>	<p>Takes a coaching approach to management conversations, using open questions to enquire about performance objectives and development and acting upon feedback heard.</p>	<p>Demonstrates effective listening when working with colleagues and line managers to enquire about and understand local and institutional priorities.</p>
We make time for the team - prioritising PDRs, regular one to ones and team meetings.	<p>Prioritises PDRs and one to ones for own direct reports and is accountable for the completion and high-quality delivery of PDRs and one to ones across own area.</p>	<p>Prioritises one to ones and PDRs for team members, focusing on a quality conversation to enquire about progress around objectives, appropriate development and wellbeing and recording agreed actions and support.</p>	<p>Prioritises PDRs and one to ones, talking openly about progress towards objectives, development needs and support needed.</p>
We proactively find out what's happening in the wider University and encourage the team to engage and contribute to this.	<p>Works collaboratively with Executive Board and SLT colleagues to understand institutional and School/Service objectives and work collaboratively to achieve these.</p>	<p>Shares news from the University on progress against institutional priorities and other activity of interest.</p> <p>Encourages engagement from teams in institutional priorities such as Graduation and Open Days.</p>	<p>Takes notice of institutional priorities and activity throughout the year, engaging with YSJ news and internal communications, and seeks opportunities where possible to contribute to wider YSJ activity.</p>



We show genuine care for our people and foster a positive culture of wellbeing

- We take personal responsibility for the wellbeing of ourselves and our team.
- We encourage a healthy working culture, understanding individual needs and prioritising wellbeing in how we make decisions.
- We follow a good practice approach, carrying out wellness action plans and proactively managing sickness absence.

	Senior Leaders	Line managers	All staff
We take personal responsibility for the wellbeing of ourselves and our team.	<p>Talks positively about the importance of wellbeing at work. Role models positive behaviours including transparency, clarity and respect for expertise and autonomy.</p> <p>Takes time to understand wellbeing concerns, such as the impact of workload.</p>	<p>Promotes wellbeing opportunities to the team, makes time for wellbeing discussions and for team members to engage in opportunities to support wellbeing at YSJ and more broadly.</p>	<p>Takes personal responsibility for own wellbeing, managing time well and raising any concerns, for example with workload, with line manager.</p>
We encourage a healthy working culture, understanding individual needs and prioritising wellbeing in how we make decisions.	<p>Seeks to understand how institutional factors affect wellbeing and considers the impact of organisational decisions on levels of wellbeing and workload.</p> <p>Maintains an awareness of levels of workload across the area, via enquiry with teams and line managers and by discussing workload and wellbeing at departmental away days.</p>	<p>Enquires about wellbeing sensitively, authentically and non-judgementally, through opportunities such as one to ones and PDR.</p> <p>Shows empathy where concerns are raised and addresses any issues appropriately with reference to YSJ policy and benefits.</p> <p>Conducts return to work interviews in the case of sickness absence (short and long term).</p>	<p>Shares concerns with line managers openly and constructively about the impact of decisions on wellbeing, actively engaging with any available support.</p>
We follow a good practice approach, carrying out wellness action plans and proactively managing sickness absence.	<p>Uses OneUni data to understand sickness absence levels and work proactively with managers to understand trends and take positive action to address issues identified.</p>	<p>Conducts regular team stress risk assessments and Wellness Action Plans to proactively identify ways to support team and individual wellbeing.</p> <p>Signposts to wellbeing services, where appropriate.</p>	<p>Engages appropriately with University procedures around wellbeing and sickness absence.</p>