Information for Line Managers

1. Planning and Organising

The manager is responsible for planning the aims, objectives and priorities of their work area (and communicating this to their team and to colleagues as appropriate).

Depending on your level of responsibility and the grade of the people you are managing, you may need to plan their work at a detailed (daily/weekly) level, or only at a broader scale of monthly or annual objectives.

Part of this process is through setting of medium- and longer-term objectives for staff during the Annual Review. [http://www.ed.ac.uk/schools-departments/human-resources/learning-development/annual-review](http://www.ed.ac.uk/schools-departments/human-resources/learning-development/annual-review)

2. Managing Finances and Resources

The manager is responsible for deploying the resources within their control (people’s time; money; other resources) to achieve plans. The manager should ensure value for money by managing and monitoring budgets and making the best use of resources, within University regulations.

3. Promoting Equality and Diversity

Managers should familiarise themselves and comply with equality legislation in addition to promoting equality and diversity.

[http://www.ed.ac.uk/schools-departments/equality-diversity](http://www.ed.ac.uk/schools-departments/equality-diversity)

- Treat all staff and students fairly
- Create an inclusive culture for all staff and students
- Ensure equal access to opportunities to enable students to fully participate in the learning process
- enable all staff and students to develop to their full potential

4. Leading, developing and managing people

The manager should providing excellent leadership to help people perform at their best, through motivating and developing them to achieve high performance.

4.1 Providing structure, direction and purpose to your team:
Anybody working for you needs to know what (both broadly and specifically) they should be doing, and importantly, **why** they should be doing it (i.e. why is it important for the group/unit/organisation that this work is done, where does it fit into plans and aims - such as the overall structure and objectives of a research project). It is the manager’s job to provide this context and direction.

4.2 Effective communication/regular meetings

As manager it is your job to ensure your staff know what they need to know in order to perform well in their jobs; and to ensure they can tell you (and each other) what you need to know.

- Regular scheduled one-to-one meetings with each of your staff are recommended to discuss activities, priorities, progress and problems. These could be monthly, or more or less frequently, depending on context and how often you see the individual anyway. Even if you work in the same office or lab daily, setting aside regular scheduled time for discussion of longer-term objectives etc. is still worthwhile.
- If you manage a team, regular team meetings are valuable to share knowledge, resolve mutual problems etc.

4.3 Enabling good performance:

Provide clear guidance, instruction, advice or coaching for the job. Be accessible. Where appropriate, aim for inclusivity - enabling staff to input ideas, and consulting on change and development. Where relevant, develop effective teamwork (e.g. effective communication, consulting on shared goals).

4.3.1 Setting standards and parameters

Be clear about expectations for quality, accuracy, timeliness of work expected from your team.

- Be clear about what authority/decision-making is delegated to individuals in your group and providing autonomy to do so.
- Be clear about what authority is not delegated and how/when you expect to be consulted or referred to.
- Be clear about expectations for standards of behaviour and the ethics that apply to your type of work (such as standards of good research practice).
- If particular policies, legislation or standards apply to your work area (for example genetic modification legislation, data protection legislation; medical confidentiality, etc.) ensure this is clear to your staff and appropriately monitored and enforced.
- Be a good role model for behaviour and probity yourself.

4.3.2 Annual review, training & development

Carry out an Annual review of all staff once a year.

[University Annual Review Policy Statement](#)
Annual Review aims to equip employees to realise their full potential; to focus their efforts as direct contributors to the success of the university; and to support individual personal development.

It involves reviewing every employee's performance and development each year, setting objectives and identifying development needs and opportunities for the future.

It should ensure that employees are clear about what is expected of them, how their work is progressing and how they will be supported in their job and their development.

Ensure Staff have SMART objectives

- Ensure staff have opportunities to seek training and development for specific work requirements or for overall professional development.
- Identify such training and development needs jointly with your staff.

4.3.3 Managing poor performance

Under performance should be dealt with early. Do not assume the individual will get better with time (or even that they realise they are not meeting expectations). Do not wait for the end of a fixed-term contract in order for the problem to 'go away'.

There are a number of approaches to managing performance issues, which should include the Annual Review but not be limited to this.

- A sound approach is to start with an informal private discussion with the individual to explain what it is that you are not satisfied with and to explore the reasons for this, then agree a way to improve (which may include training, guidance, and/or targets.)
- A Performance Improvement Plan may be appropriate.
- Talk to HR before starting this process.
- If absence and/or health reasons (including stress) may be contributing to the performance problem, HR may recommend referral to the Occupational Health Unit.

University Capability Procedure

4.4 Managing attendance

Ensure members of your team are clear about attendance expectations (e.g. how much flexibility in working hours) and how to report unplanned absence.

- Explain your local arrangements for approval of annual leave.
- Maintain records of annual leave and sickness absence.
- Report all sickness absences (or other unplanned leave) to School HR.
- Consult HR and consider Occupational Health referral if sickness or other absence levels are giving cause for concern.
- If you, as the line manager, will be absent for an extended period (e.g. a sabbatical or extended research visit) you must ensure that someone else (a senior member of your team, or a colleague) is given responsibility to manage
your team in your absence and to deal with absences and any other issues that may arise.

University Absence Management Policy

University Family Leave Policy

4.4.1 Attendance monitoring for staff on a Certificate of Sponsorship (Visa)

All staff, including and especially those with a Certificate of Sponsorship (CoS) should use an absence recording system to record planned absences of a full day or more from the workplace (e.g. holidays, conferences, other work-related travel).

The University is required by law to report unapproved non-attendance by a member of staff with a CoS (a ‘migrant worker’), within a set period of the non-attendance commencing.

✔ If your team includes people in this position you must ensure they are aware of the requirement to report planned absences and unplanned absences such as sick leave.

✔ If an individual is absent without leave you should attempt to contact them for an explanation, and if you are unable to do so or the explanation is inadequate you must tell School HR staff immediately (this applies to ALL staff and is simply good management practice).

University Unauthorised Absence Policy

✔ If you, as the line manager, will be absent (e.g. on leave or work travel) for an extended period you must ensure that someone else (a senior member of your team, or a colleague) is given responsibility to identify and report any unexplained absences.

4.5 Managing discipline and complaints:

Disciplinary matters should be dealt with promptly and appropriately.

Except in cases of severe breach or suspected breach of discipline or behaviour (such as violence, theft, a serious breach of safety etc.) it is usually appropriate to take an informal approach as the first stage in addressing a matter of discipline or a complaint by one member of staff against another; in the latter situation reconciliation is often effective.

You should always seek advice from College HR on such issues.

University Disciplinary Policy

University Grievance Policy

4.6 Recruiting and inducting new staff
Please refer to Recruiters Guide for Good Practice and contact your College HR team for advice and support.

Ensure new staff are appropriately welcomed and inducted. As a minimum, induction should include:

- Introductions to colleagues, office and lab neighbours, key people in the School/Institute/Centre, and to the work environment (toilets, coffee rooms, etc.);
- Information about essential School and University processes (IT, security, annual leave, sickness absence etc.);
- Discuss the formal job description (plus any other relevant material) and set basic expectations for the job, for behaviours, and for performance/progress;
- Prompt and clear safety guidance/training (e.g. fire routines, first aid locations, plus specialist lab safety etc);
- Regular (weekly or fortnightly) meetings in the first 2-3 months followed by regular intermediate development reviews – once every two or three months – over the first 6-12 months are strongly recommended to ensure the new member of staff is settling in, performing well, and receiving necessary support and guidance.

Some Schools have a checklist for induction of all staff.

Further guidance on induction is available at http://www.ed.ac.uk/schools-departments/human-resources/recruitment/induction

4.6.1 Terms and conditions of employment

You should be familiar with the basic conditions of employment for your staff. Conditions of Service Summary University Grades 1-5 Conditions of Service Summary University Grades 6-10

4.6.2 Probation period for new staff (6 months at grades 1-5; 12 months at grades 6-10).

Clear setting of expectations at the start of employment and regular development reviews within the probation period should pick up any performance issues early enough to deal with them and if necessary terminate employment within the probation period.

Consult College HR at an early stage if any problems arise.

(NB. Only staff new to the University are on probation – staff who have transferred from another job within the University are not.)

4.7 Redundancy/end of Employment

There is a formal process for handling the end of any employment contract which all line managers should be aware of, particularly if you have staff on grant funding which results in a fixed-term contract of employment.
5 months prior to the expected end of the contract the individual receives a formal letter from HR warning them of a risk of redundancy.

At 4 months the individual and the line manager are invited to a formal meeting to discuss the potential redundancy and any opportunities for continued employment in the same role (e.g. if a funding renewal is pending) or redeployment into a different role (for instance if there is a suitable vacancy arising in another research group).

The individual will receive advice on how to make themselves available for redeployment, e.g. through placing their details on the University’s Talent Register.

These letters and the meeting have to take place even where there is a likelihood of renewed funding; it is a legal requirement for the university to do so, so until future funding is confirmed we have to ensure the individual is given the opportunities to seek alternatives. (NB. In all cases the end of a contract is termed a ‘dismissal’; this does NOT carry with it any connotations of poor performance, it is simply the correct term to use in employment law.) The process is coordinated by College and School HR staff.

University Avoidance of Redundancy Policy

5. Personal Development:

Take ownership of your own performance and development including leadership and management skills. The University provides a range of half and full day workshops to develop your skills, knowledge and expertise in specific aspects of leadership and management

Learning and development Workshops and Courses