

# UCL WAYS OF WORKING FOR PROFESSIONAL SERVICES STEPS TO DEVELOPMENT

The UCL Ways of Working for professional services supports colleagues to be successful and happy at UCL through sharing expectations around how we work.

The framework enables individuals, teams and leaders to set clear expectations, support development, have quality conversations and be their best in the workplace. The Descriptor table below is broken down into grade-relevant supporting indicators and steps to development in the rest of the document.



## PERSONAL EXCELLENCE

<b>Commitment</b>	We are persistent in our shared commitment to our goals, our overall mission, and to taking care of ourselves, our students and each other.
<b>Outstanding Service</b>	We take pride in delivering a positive and proactive service to our colleagues and communities, striving for high quality outcomes and smarter ways of working.
<b>Integrity</b>	We insist of honesty, inclusion and respect for each other in line with UCL's core values, recognising excellence in different forms. We take full accountability for our actions and leading by positive example.

## WORKING TOGETHER

<b>Communication</b>	We communicate with intention and clarity, building strong relationships – listening and responding with fairness and compassion
<b>Collaboration</b>	We work creatively in empowered cross-functional teams and partnerships where we build trust and recognise each other's contributions.
<b>Shared Learning</b>	We create learning-focused working environments, where we ask challenging questions, encourage respectful inquiry, seek continuous improvement and development, and value constructive feedback.

## ACHIEVING OUR MISSION

<b>Vision</b>	We know why our work is important, and we respond to the 'bigger picture', drawing out opportunities through being ambitious, united and forward -thinking.
<b>Innovative Practice</b>	We review our practices and innovate where necessary to use our resources effectively, to achieve our long-term aims and support our objectives.
<b>Ownership</b>	We understand our responsibilities for delivering timely and effective outcomes, which we achieve through decisive, clear strategies, and well-communicated, consultative plans.

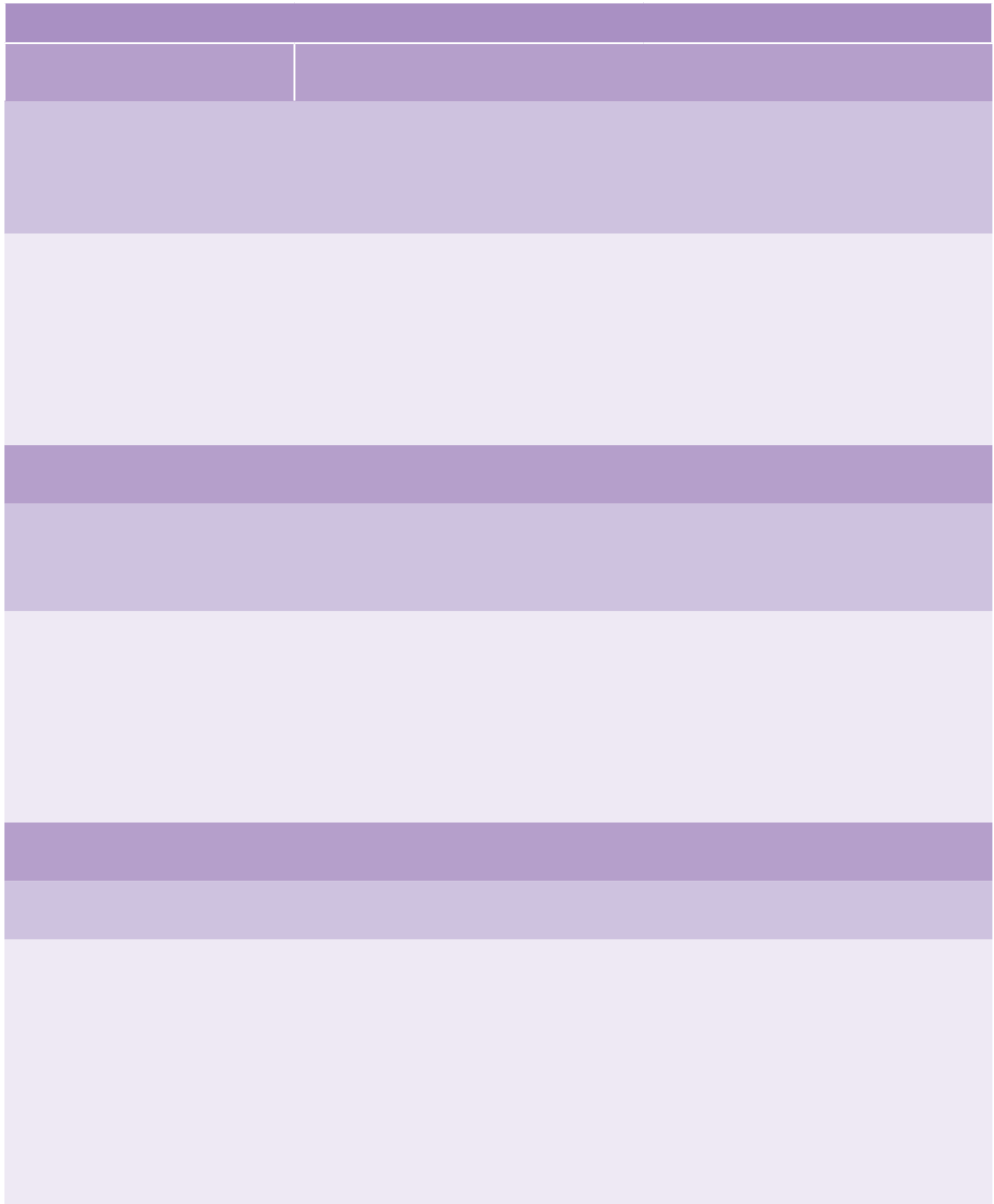
# THE UCL WAYS OF WORKING STEPS TO DEVELOPMENT

## GRADE 8

The **Ways of Working Steps to Development** gives examples of typical behaviours that *support* or *hinder* the central Ways of Working, and provides suggestions for development, through on the job learning, peer learning and formal training. These indicators can be used for activities such as appraisals and personal/ professional development. Although the indicators are listed as relevant to grades, the design assumes that staff will also model behaviours indicated below their current grade.

PERSONAL EXCELLENCE		GRADE 8
<b>Supporting Indicators for Personal Excellence</b>	<b>Responding proactively and appropriately to the needs of colleagues, staff, students and partners.</b>	
<b>Examples of behaviours that may hinder Personal Excellence</b>	Responding automatically without properly considering viable alternatives, or making helpful suggestions.	Spending excessive time in responding to individual requests and becoming weighed down.
<b>Steps towards development</b>	<p>Find appropriate mechanisms to gain feedback in order to build your self-awareness of the way that you respond to individuals, groups and situations. Consider if you unconsciously prefer respond more positively to some individuals or groups and what, if this is the case, the implications are for excellent work outcomes.</p> <p>Consider this feedback and any implied change carefully, and plan any action.</p> <p>Review your time spent responding to particular individual requests. Consider how you might strategically change your approach to reduce this level of interaction where it doesn't add overall value.</p>	
<b>Supporting Indicators for Personal Excellence</b>	<b>Making inclusivity, diversity and (inter)cultural awareness core to actions and decision-making for self and team.</b>	
<b>Examples of behaviours that may hinder Personal Excellence</b>	Supporting inclusivity in principle but not fully considering how it translates to actions.	Seeing inclusivity as 'nice to have' rather than being central to working life and decision-making.
<b>Steps towards development</b>	<p>UCL is London's Global University. Our colleagues, students and partners come from all over the globe. Building on our collective knowledge and expertise requires us all to treat each other with respect and fairness. This ensures we can all contribute our best ideas and excel at work. To achieve this, each of us needs to develop our awareness of and commitment to (inter)cultural sensitivity and agility.</p> <p>Think about how you and members of your team understand inclusion and (inter)cultural sensitivity at UCL. Can you identify any patterns that persist and lead to</p>	







<b>Supporting Indicators for Personal Excellence</b>	<b>Handing over well-defined tasks to others.</b>	
<b>Examples of behaviours that may hinder Working Together</b>	Hanging on to tasks for longer than necessary.	Giving others no room to show initiative or to learn by doing.
<b>Steps towards development</b>	<p>Delegation is one of the most important management skills and will support you to save you time while developing and motivating others. There are lots of resources online and in books that talk about effective delegation – start with this check-list. Are you confident you are taking all these steps when you hand over tasks?</p> <ol style="list-style-type: none"> <li><b>Define the task</b> – is this task suitable to be delegated?</li> <li><b>Select the individual or team</b> – why this person or team? What are they going to get out of it?</li> <li><b>Assess ability and training needs</b> – is the other person or team of people capable of doing the task?</li> <li><b>Explain the reasons</b> – what is its importance and relevance? Where does it fit in the overall scheme of things?</li> <li><b>State required results</b> – What must be achieved? How will the task be measured?</li> <li><b>Consider resources required</b> - discuss and agree what is required to get the job done.</li> <li><b>Agree deadlines</b> – when must the job be finished? Failing to agree this in advance will cause this monitoring to seem like interference or lack of trust.</li> <li><b>Support and communicate</b> - who else needs to know what's going on? How should they be informed?</li> <li><b>Feedback on results</b> – Let the person know how they are doing, and whether they have achieved their aims. Celebrate the achievements and give constructive feedback.</li> </ol>	
<b>Supporting Indicators for Personal Excellence</b>	<b>Able to say 'no' when necessary.</b>	
<b>Examples of behaviours that may hinder Working Together</b>	Being more concerned with harmony than in resolving issues.	Being unnecessarily negative and obstructive.
<b>Steps towards development</b>	<p>Responding positively to everyone and everything may feel helpful in the moment, but can be damaging for outcomes and for work-life balance. Think about how you respond generally. Do you say yes or no for the right reasons? Do you have strong rationales for responding one way or another? Are you able to influence the outcome?</p> <p>Consider what drives your positive or negative responses and think about whether they support you and the team in the long term.</p> <p>Discuss this with the team in relation to things you are typically asked to do. Do you all agree on rationales for saying yes and no? Does the rationale support your strategy?</p>	

# ACHIEVING OUR MISSION




<b>Supporting Indicators for Personal Excellence</b>	<b>Anticipating and avoiding potential strategic faws and risks in plans</b>	
<b>Examples of behaviours that may <i>hinder</i> Achieving our Mission</b>	Being too accepting of plans and following by rote.	Getting bogged down with everything that could go wrong.
<b>Steps towards development</b>	<p>Think about how you assess plans and how you might raise concerns. Start with a SWOT analysis of the plan, potentially as a group exercise in order to pin-point any potential weaknesses or threats, and to be fully clear on strengths and opportunities. Often, spotting challenges involves ensuring we listen to dissenting voices. Check if you are able to or encouraging others to do the same?</p> <p>If you identify any issues, consider how to raise them and to whom. Do you need more evidence, or to discuss with members of the team prior to raising concerns?</p>	
<b>Supporting Indicators for Personal Excellence</b>	<b>Def ning objectives and setting out clear and relevant future goals.</b>	
<b>Examples of behaviours that may <i>hinder</i> Achieving our Mission</b>	Giving people sketchy or confusing goals.	Setting rigid goals which people find difficult to achieve or flex within.
<b>Steps towards development</b>	<p>What is your process for setting objectives for yourself, individuals or teams? Are they embedded into appraisal and review conversations? Consider the points below, and look at LinkedIn Learning for more direction.</p> <ol style="list-style-type: none"> <li>1. Focus on what you need the individual to achieve</li> <li>2. Keep it simple. Focus on objectives that you know you can achieve in the given time frame.</li> <li>3. Be specific.</li> <li>4. Have regular check-in points (one to ones) to ensure the team are clear on objectives and how to deliver them.</li> <li>5. Avoid setting too difficult or too easy objectives, both can be demotivating.</li> <li>6. Make it measurable.</li> <li>7. Break your key results in small goals.</li> <li>8. Celebrate and recognize.</li> </ol>	
<b>Supporting Indicators for Personal Excellence</b>	<b>Managing multiple projects, leading regular reviews and making changes where necessary.</b>	
<b>Examples of behaviours that may <i>hinder</i> Achieving our Mission</b>	Responding to needs intermittently or too late to contribute to fixing problems.	Monitoring and making change to such an extent that it interferes with work flow.
<b>Steps towards development</b>	<p>It's important to know how to manage multiple projects well so you can maintain quality across assignments. Part of managing projects is being able to respond quickly to issues and make appropriate changes. Set aside time each week to organize tasks around due dates and importance. This will help you prioritize and better understand what needs to be completed within specific timeframes – highlighting issues and flagging any need for change.</p>	

<b>Supporting Indicators for Personal Excellence</b>	<b>Willing to volunteer time to support others across the UCL community.</b>	
<b>Examples of behaviours that may hinder Achieving our Mission</b>	Continually not participating in activities when requested, and not acting as a member of the UCL community.	Being unable to push back when additional work interferes with primary commitments.
<b>Steps towards development</b>	As part of the UCL community we are expected to occasionally volunteer time to benefit wider projects. This could be volunteering at a student event, being part of a committee, speaking to other groups or people, or volunteering as a mentor or coach. These activities are part of our responsibility as UCL citizens, and often bring indirect benefits to us as individuals and colleagues. How much time do you feel you spend on such activities? Too little, too much? Consider what might be the right response for you and discuss options with your manager/ team.	
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