

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

Commitment	We are persistent in our shared commitment to our goals, our overall mission, and to taking care of ourselves, our students and each other.
Outstanding Service	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.
Integrity	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

Communication	We communicate with intention and clarity, building strong relationships – listening and responding with fairness and compassion
Collaboration	We work creatively in empowered cross-functional teams and partnerships where we build trust and recognise each other's contributions.
Shared Learning	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

Vision	We know why our work is important, and we respond to the 'bigger picture', drawing out opportunities through being ambitious, united and forward -thinking.
Innovative Practice	We review our practices and innovate where necessary to use our resources effectively, to achieve our long-term aims and support our objectives.
Ownership	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 7

The **Ways of Working Steps to Development** gives examples of typical behaviours that or 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 7
Supporting Indicators for Personal Excellence	Being supportive, respectful and kind to others around you.	
Examples of behaviours that may hinder Personal Excellence	Working in isolation and lacking in awareness of the concerns of others.	Being continuously distracted by getting over-involved with other people's issues.
Steps towards development	<p>How self-aware are you about how you interact with others? Do you treat people fairly and respectfully across the different groups of individuals, teams and partners you work with? What feedback supports this view?</p> <p>How would they describe you? How do you know? How does that impact your ability to work with them? If feedback suggests that you are not perceived as supportive, find ways to actively offer your help to colleagues.</p> <p>While you want to be a supportive colleague, consider how much you spend responding to and supporting other people's issues? Does it sometimes feel too much?</p> <p>It may be helpful to find ways to enable and empower them to be more self-sufficient. Take a coaching approach and ask questions to help others find their own solutions rather than solving problems for them.</p>	
Supporting Indicators for Personal Excellence	Committed to providing a responsive and helpful service.	
Examples of behaviours that may hinder Personal Excellence	Deciding too readily that some things can't be done without fully considering the potential advantages.	Spending time on individual user issues at the expense of wider delivery.
Steps towards development	<p>Have a consistent, agreed, review process in place to ensure an appropriate balance between consistency and responsiveness. Get closer to stakeholder and colleagues to understand their needs and drivers in order to position yourself to better understand situations and requests as they arise.</p> <p>Use a balanced scorecard approach to ensure that you are providing a consistent service to different groups, users and individuals, rather than being drawn to those who may shout the loudest.</p>	

Supporting Indicators for Personal Excellence	Developing resilience strategies and supporting healthy resilience in the wider team	
Examples of behaviours that may hinder Personal Excellence	Not being able to recognise and respond to signs of stress, despite feedback	Not complying with UCL policy on Managing Stress at Work
Steps towards development	<p>Responses to stress and change and effective resilience techniques can differ widely between individuals. Raising self-awareness of your personal responses to stress and approaches to resilience will enable you to recognise and respond more effectively if it becomes necessary.</p> <p>Part of personal resilience is to recognise early signs of stress and seek support. Encourage this approach for yourself, your team or colleagues. Discuss your strategies with your manager and familiarise yourself with the UCL policy on Managing Stress at work. Use LinkedIn learning or resilience training opportunities to understand how different techniques can boost your resilience.</p>	
Supporting Indicators for Personal Excellence	Making best practice an absolute priority.	
Examples of behaviours that may hinder Personal Excellence	Being unsure of what best practice looks like in this context.	Reworking things beyond the point of need when the business need is to complete and to move on to something new.
Steps towards development	<p>Make sure you have a clear idea of best practice at UCL and in other institutions and organisations. Find out what others do and benchmark your practices. Discuss best practice with your manager and colleagues on a regular basis.</p> <p>Ensure your team's best practice standards are achievable with the time and resource available. If not, open up a discussion with your manager as to what changes might be made to prioritise best practice.</p>	
Supporting Indicators for Personal Excellence	Switching easily between tasks for different groups and stakeholders.	
Examples of behaviours that may hinder Personal Excellence	Favouring particular types of tasks or groups to work on, due to relationships or to personal preference.	Doing many tasks for different groups, but not all necessarily to the same standard.
Steps towards development	<p>Map your stakeholder groups and how you interact with them. Give each group scores to represent time spent with them, quality and depth of work etc. Are you confident that you are getting the balance right?</p> <p>Seek feedback from your stakeholder group. This could be done informally through asking questions, or more formally through a satisfaction survey. Consider the results and how you might respond.</p>	
Supporting Indicators for Personal Excellence	Being committed to tackling bullying, harassment and discriminatory behaviour in teams.	
Examples of behaviours that may hinder Personal Excellence	Not addressing potentially bullying, harassment and discriminatory behaviour.	Speaking out about bullying, harassment and discriminatory behaviour but not contributing to solutions.
Steps towards development	<p>Are you aware of the level of your ability to recognise and deal with a situation relating to these issues? If not – find out about training, speak to your HR expert, or go through UCL channels such as 'Report + Support' and 'Full Stop'. Being prepared means you will spot problems early, and be able to respond appropriately in the moment.</p> <p>Recognise patterns of behaviour that disadvantage specific groups of colleagues, staff, students and partners. Bullying, harassment and discriminatory behaviour can be very subtle in teams and with partners. Are you tuned in enough to notice? How can you create an environment where risk of such behaviour is minimised?</p>	

Supporting Indicators for Personal Excellence	Making inclusivity, diversity and (inter)cultural awareness core to actions and decision-making for self and team.	
Examples of behaviours that may hinder Personal Excellence	Supporting inclusivity in theory 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.
Steps towards development	<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>Upskill yourself on what UCL means by inclusion. Consider key areas where inclusivity and (inter)cultural sensitivity are directly relevant to your area of work / team – this will impact all areas of employee life from recruitment and progression to how you run meeting agendas. Spend some time learning about UCL's commitment to inclusion and speak to your HR expert if in doubt.</p> <p>Think about how you and members of your team understand inclusion. Notice patterns of behaviour that don't adhere to UCL's commitments.</p> <p>Raise any concerns and make suggestions where you feel your team can improve their response to issues relating to inclusion or well-being. Use UCL channels such as 'Report + Support' and 'Full Stop' if your concerns are not being addressed.</p>	

WORKING TOGETHER	GRADE 7
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Supporting Indicators for Personal Excellence	Listening to others and supporting them with compassion.	
Examples of behaviours that may hinder Working Together	Being unaware of others' perspectives or needs.	Wanting to offer support, but leaping to solutions instead of listening effectively.
Steps towards development	<p>UCL is an organisation that values treating others with compassion -kindness, care, and a willingness to help others.</p> <p>Compassion often starts with listening and appreciating issues that people are dealing with. How self-aware are you in how you listen to others? Do you offer them the opportunity to open up to you? Do you find yourself more willing to listen?</p>	

Supporting Indicators for Personal Excellence	Giving and seeking timely, actionable and constructive feedback.	
Examples of behaviours that may hinder Working Together	Responding badly when feedback is given.	Being overly critical without reflection on the positive.
Steps towards development	<p>Feedback is a key tool to develop self-awareness when delivered and received constructively. Unconstructive or aggressive feedback can often come unexpectedly from a place of frustration in teams where frequent feedback is not the norm, and is unacceptable.</p> <p>Help to promote self-awareness by contributing to a culture of frequent feedback. How is feedback usually delivered in your area? Does this work? Consider how you can use positive feedback and recognition to motivate the team. Model the seeking and receiving feedback from others in a constructive way, and encourage others to do the same.</p>	
Supporting Indicators for Personal Excellence	Promoting personal and professional development	
Examples of behaviours that may hinder Working Together	Focusing too much on outcomes to allow opportunity for development.	Not having adequate development conversations with your manager or the people you manage.
Steps towards development	<p>Developing yourself and your team is a crucial part of your job. Without time for reflection and development built into your plans your outcomes will be negatively impacted. Conversations about development should be a key part of your appraisal discussions and one to ones with your manager, and those that you manage.</p> <p>Development at UCL is viewed around the 70:20:10 model where 70% of learning is 'on the job', 20% is through 'interactions with others' and 10% is in 'formal training'. Ensure that you have a development plan that covers all of these three areas and is linked to your future progression plans. Look at the Career Pathways site on the UCL website for developing Career Frameworks. Set goals. Write down your objectives and find ways to address them through LinkedIn Learning, formal training, mentoring etc. Check out the UCL Organisational Development pages for ideas.</p>	
Supporting Indicators for Personal Excellence	Documenting and sharing solutions	
Examples of behaviours that may hinder Working Together	Keeping solutions or approaches to yourself and forgetting to record information.	Documenting things that are irrelevant.
Steps towards development	<p>A 'Learning Organisation' relies on individual staff to share their insights, approaches and solutions to benefit all.</p> <p>If you have smart fixes to common problems, or information that would be useful to support others in their work, think about how you might be able to share these with others. This could be through team meetings, Lunch and Learns, shared online spaces, links to useful websites etc.</p> <p>Think about how your insight could support others and find ways to share appropriately. This could include mentoring or collaboration with other institutions or external bodies as a networking and knowledge sharing opportunity.</p>	

ACHIEVING OUR MISSION

GRADE 7

Supporting Indicators for Personal Excellence	Using evidence and quality data to support approaches	
Examples of behaviours that may <i>hinder</i> Achieving our Mission	Getting stuck in the detail rather than	

Supporting Indicators for Personal Excellence	Anticipating issues and adjusting approaches when necessary.	
Examples of behaviours that may hinder Achieving our Mission	Not changing approach or priorities even when this is needed.	Re-prioritising and significantly affecting work flow.
Steps towards development	<p>Plans can be prone to change as new factors come into play, and horizon-scanning to anticipate issues can be important to success. Think about how you are able to predict problems and key issues. Are you ahead of the curve, or always the last to know about changes in the project, team or institution?</p> <p>Think about how you network and gain information about internal and external developments in your field and how you might build on this. Consider your responses to changes and how frequently you change direction or re-prioritise. Does it feel appropriate? How can you review and gain perspective on your approach?</p>	
Supporting Indicators for Personal Excellence	Creating and supporting simple and consistent work processes	
Examples of behaviours that may hinder Achieving our Mission	Following existing processes despite recognising them as being over complicated.	Having inconsistent or unclear processes in place so that users are confused.
Steps towards development	<p>What is your approach to process review? Do you understand the user journey through the processes that you manage or support? Are you satisfied that the number of steps to completion ensure maximum efficiency? Discuss these issues with your team and manager and see what you can do to improve them. If processes cut into areas managed by others seek to put a working group together to do the work collaboratively.</p>	
Supporting Indicators for Personal Excellence	Finding ways to successfully work with the extended UCL community on cross-institutional projects.	
Examples of behaviours that may hinder Achieving our Mission	Refusing requests for support from the extended UCL community.	Taking on additional commitments that interfere with primary commitments.
Steps towards development	<p>UCL has consistently demonstrated the benefits of collaboration at all levels and continues to see integration as a core element of the UCL mission. Working with other parts of the UCL community are clear opportunities to be part of this wider intention, and we should all seek out and make the most of ways to get involved with cross-institutional projects. Working beyond our normal roles takes skill, patience and practice. This is especially true of the working and cultural norms of our partners are different than our own.</p> <p>Consider how you review requests for involvement from other parts of community. Do you engage with positivity or cynicism? Think about ways to get engaged. It is very likely that getting involved with successful collaborations, whether large or small, will</p>	