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 smater 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 enviroments, 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.

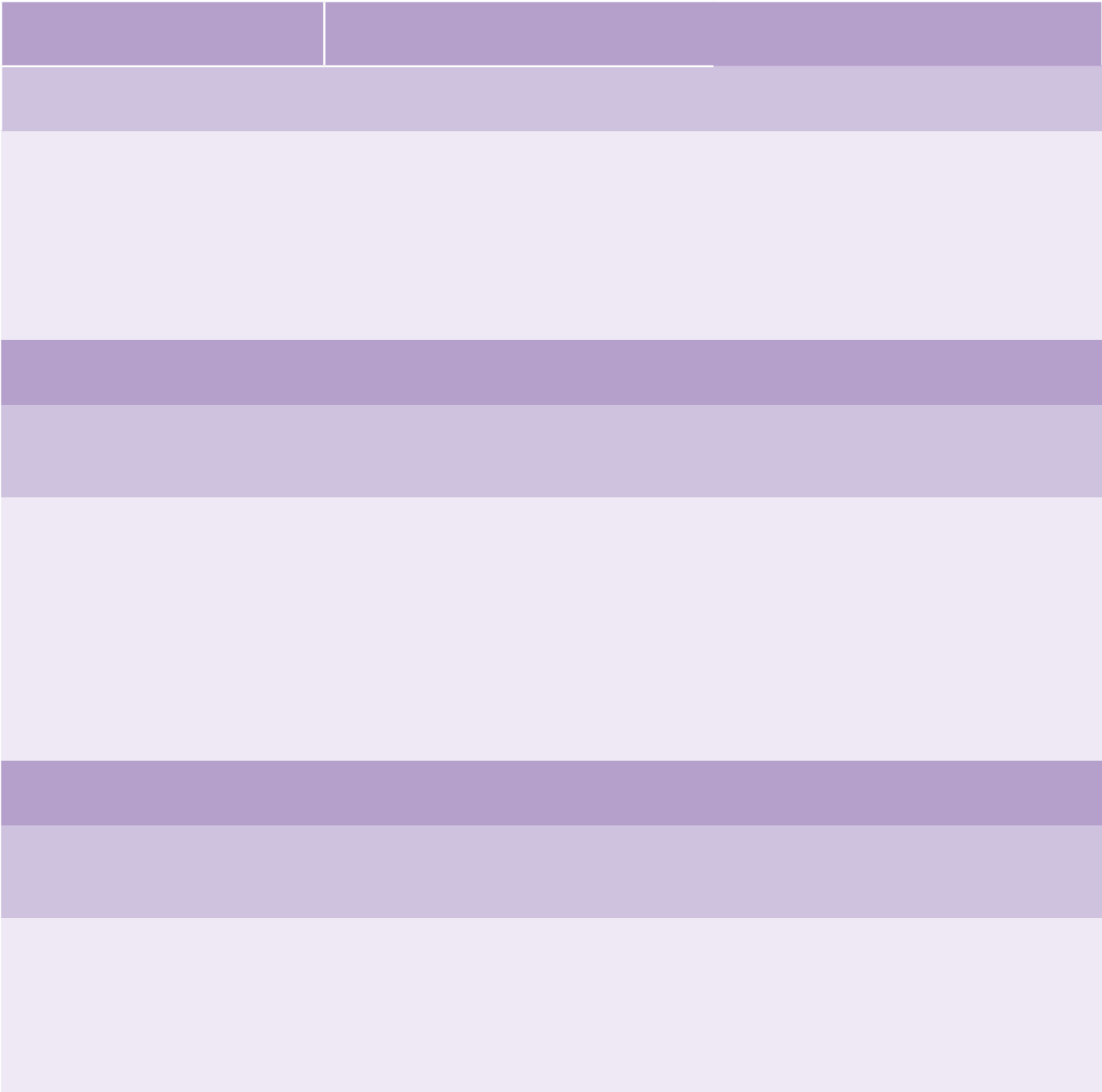# THE UCL WAYS OF WORKING **STEPS TO DEVELOPMENT**
GRADE 10

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 10
Supporting Indicators for Personal Excellence	Ensuring that teams are equipped to respond positively and effectively to needs.	
Examples of behaviours that may *hinder* Personal Excellence	Underestimating needs in resource planning so that the task and/or the teams are negatively impacted.	Not providing sufficient support to teams to enable them to respond effectively.
Steps towards development	Put a thorough long term resource planning cycle in place that includes plans for development and equipment needs for teams. Regularly review any resourcing issues that teams are facing, supporting them to come up with strategies to ensure they are able to respond effectively.	
Supporting Indicators for Personal Excellence	Able to focus sharply on crucial issues, and follow through with action.	
Examples of behaviours that may *hinder* Personal Excellence	Spending too much time focused on minor issues, while risking losing sight of the bigger picture.	Making impactful decisions too quickly without fully considering the key information, or the extent of the potential consequences.
Steps towards development	Map where your time is being spent, identifying where there may be excess focus on minor issues. Establish where you will bring most value and impact. Review your decision-making processes, to consider whether you are gathering enough information to make crucial decisions. Seek feedback from your manager, colleagues and stakeholders as to whether they see you focusing on the crucial issues.	
Supporting Indicators for Personal Excellence	Demonstrating a range of strategies to build and support resilience in self and team	
Examples of behaviours that may *hinder* Personal Excellence	Lacking in self-awareness around the impact of stress on one's behaviour	Putting pressure on staff to practice resilience rather than dealing with issues that are causing stress.
Steps towards development	Consider how self-aware you are around your stress triggers and responses. Do you recognise when you are stressed and the impact of that behaviour on others? Are you able to identify appropriate resilience techniques that can support you when you are feeling challenged at work? If you are unsure, seek feedback and work to identify resilience strategies that are effective for you. How do you support your team in responding positively to stress? Different people handle stress and change in different ways, do not assume that their strategies will be the same as yours, and encourage them to identify and practice their own resilience techniques. Part of resilience is to recognise early signs of stress and seek support and to encourage your team to do the same. 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.	

Supporting Indicators for Personal Excellence	Having a clear commitment to leadership and people, setting a positive and emotionally intelligent example that motivates others to follow.	
Examples of behaviours that may *hinder* Personal Excellence	Being a reluctant leader who may not like to lead or to see themselves as a role model.	Taking a task-based approach to leadership without visible awareness of empathy or relationship management.
Steps towards development	Spend time refecting on what your leadership role means to you, and how you want to lead. Attend a leadership programme, or connect with a coach to hone your leadership skills. What are your strategies for building your self-awareness? How do you gain feedback? Look at 'emotional intelligence' and consider your how your ability to tself-awa0 -1.444	

Supporting Indicators for Personal Excellence	Pro-actively taking action to prevent bullying, harassment and discriminatory behaviour in teams and with partners.	
Examples of behaviours that may *hinder* Personal Excellence	Downplaying potentially bullying, harassment and discriminatory behaviour.	Not being aware of issues relating to bullying, harassment and discriminatory behaviour in teams.
Steps towards development	How self-aware are you around how you are perceived be in responding to these issues? What are you basing your opinion on? Ensure that you pay full attention to, and follow through on, any indications of bullying, harassment and discriminatory behaviour. Regularly refer your team to UCL channels such as 'Report + Support' and 'Full Stop'. Vocalise your stand against bullying, harassment and discriminatory behaviour in teams, ensuring your team are aware of your position and understand that you are committed to eliminating these behaviours. Recognise patterns of behaviour that disadvantage speci f c groups of colleagues, staff, students and partners.	

WORKING TOGETHER   GRADE 10

Supporting Indicators for Personal Excellence	Empowering others through promoting a culture of trust	
Examples of behaviours that may *hinder* Working Together	Holding on to responsibilities that should be delegated, so that others feel their competence is doubted.	Delegating responsibilities that others are not yet capable of assuming and without providing a safe space for trial and error.
Steps towards development	As a leader your words and actions will be pivotal in establishing a culture of trust. Consider the following questions	

Supporting Indicators for Personal Excellence	Role-modelling the seeking and giving of feedback.	
Examples of behaviours that may *hinder* Working Together	Happy to give feedback to others, but not being open/receptive to feedback yourself.	Not sharing constructive feedback on other people's work.
Steps towards development	› Feedback is a positive way to raise self-awareness and give others the opportunity to understand how they are perceived by others. › Giving positive feedback can motivate, develop, build understanding and make people feel highly valued. Think about how you can do this more, and role-model doing it well for your team. › Giving more constructive feedback can be harder. Look for resources or training to support you to do this better – LinkedIn Learning is a good start. Refect on what you currently do – is your feedback planned and timely? Are you straightforward, using clear examples and rationale? Do you listen to their perspectives and seek collaborative solutions? Do you ask them for feedback on your performance? How do you deal with receiving constructive feedback yourself? UCL offers 360 feedback as part of some leadership programmes, this is often an effective way to gain varied feedback in an organised way.	

Supporting Indicators for Personal Excellence	Reflecting the needs of UCL and the wider mission in your communication.	
Examples of behaviours that may *hinder* Achieving our Mission	Following one's own agenda without reference to the wider needs of UCL as an institution.	Exclusively follow wide UCL needs without challenging on behalf of the independent needs of own people or area of responsibility.
Steps towards development	How frequently do you as a leader refer back to the UCL mission and vision, and think or talk about how the team supports wider institutional needs? How do you support these conversations happening at different levels of the team between different colleagues? Think about how you might encourage and enable these wider conversations, what benefits this might bring and how you might take action.	

Supporting Indicators for Personal Excellence		
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Supporting Indicators for Personal Excellence	Clearly and proactively articulating expectations and goals to teams, colleagues and partners to empower them to work toward solutions.	
Examples of behaviours that may *hinder* Achieving our Mission	Assuming that others automatically know what is needed or directing excessively so that others feel their competence is doubted.	Being unable to influence others to buy into and follow your expectations and goals.
Steps towards development	Expectation setting is crucial for successful projects and teams. A lack of clear expectations from a leader not only undermines performance and results, but also impacts negatively on engagement, relationships and teamwork.	
	How do you regularly set and review objectives with clear expectations. Are they written down and agreed?	
	Are they developed in collaboration with the individual? Do you discuss both performance and behavioural expectations? Do you think about development through supporting stretch goals? Are you confident that your line managers mirror this approach?	
	What are your team's expectations of you? Are you delivering on them? Create some time to consider whether all these things are happening in the right way, get some advice from your manager or HR expert and discuss any changes with your team.	
Supporting Indicators for Personal Excellence	Encouraging teams to work and communicate across UCL where practical and beneficial.	
Examples of behaviours that may *hinder* Achieving our Mission	Sticking what has been done before /TT fecommting wor soportinictie to work 10 ( )T0 -1.444 Td[mre)witdly arross UCLPom oing lunne ork ng Igougp.Steps towards developmentECL222s emssion	
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