



UCL

UCL Professional
Services Careers Framework
Operations Management

November 2020

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What should the Careers Framework be used for?

- Reflecting on opportunities and career pathways within your own job family.
- Considering career and progression options across other job families, or the wider institution.
- Understanding behaviours linked to a successful career at UCL.
- Thinking about transferable skills and personal strengths.
- Identifying your skills and experience gaps in reference to career progression.
- Building a personal development plan.
- Preparing for development or career conversations.
- Learning more about UCL colleagues and how they have successfully navigated their careers.

UCL Human Resources and your HR Business Partners can advise on all the above:
www.ucl.ac.uk/hr.

UCL Professional Services Careers Framework – Operations Management

The Professional Services staff population at UCL work across the University, based either in centralised roles or locally in Faculties, Departments and Divisions. This group encompasses an extraordinary range of talent, skills and experience. The UCL Professional Services Careers Framework is designed to help staff to have better career conversations, plan meaningful development, and to experience fulfilling careers. This supports our long-range strategy, UCL 2034, and UCL's commitment to valuing staff.

For information on Career Frameworks and Pathways in other areas in UCL please search for 'Career Pathways' on the UCL website.

The Framework provides the following information within each job family:

- Core experience at professional levels within job families.
- Transferable skills associated with each professional level.
- Development activities that may support vertical and lateral career progression.
- UCL Ways of Working – behaviours linked to success at professional levels throughout the organisation.

The UCL Professional Services Careers Framework should not be considered as an exhaustive resource, or as a guarantee of progression along any defined career pathway, but rather as a tool to support you to consider, discuss and plan your career and development at UCL.



What is the Operations Management Careers Framework?

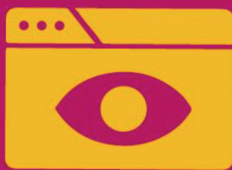
This framework is a development tool designed to support your thinking about career progression and development in Operations management at UCL. This is a generic framework for Operations management roles in professional services^{*} across UCL. It provides clarity and detail about the different job families in this area, signposts potential opportunities to seek out for personal and professional development, highlights transferable skills against each role, and provides a complete overview of the UCL Ways of Working framework.

Are you a thinker, a browser, a mover or a supporter? How might you use the Careers Framework?

The Professional Services Careers Framework aims to support your career whether you are based centrally or work in a Faculty, Department or Division. It provides clear and consistent information to help you to develop, and to plan your progress.

Depending on where you are in your career journey, the Framework could be used to inform conversations with your Line Manager by providing a foundation for discussions about your ongoing training and development needs, or preparation for the next stage in your career.

How can you use the Careers Framework?



Browsers

You are reflecting broadly on a career in one of the UCL Professional Service areas. You use the framework to look at the kinds of experiences and development you might need to join different job families at different grades. You are interested in transferable skills to see what pathway best suits you, and Ways of Working to understand our culture.



Thinkers

You are thinking about your longer term career, and may be deliberating between a few directions. You use the framework to understand how to gain the kind of experience you need to progress your longer term ambitions. You gain insight into the kinds of development you might consider to take action.



Movers

You are ready to progress, you know exactly where you want to go. You use a single page of this framework to gain information for your next move. You locate the professional job family and level you are interested in and find relevant information on job titles, experience, skills, development and Ways of Working.



Supporters

You are a manager, a coach, a mentor or a supportive friend. You use the framework to recruit, inspire and develop staff through meaningful conversations, even if you are not a subject matter expert in this professional field.

The framework is organised in the following categories:

Job Families

A job family represents a group of jobs that have similar professional characteristics. Although the level of responsibility will differ, the essential nature of activities carried out is consistent across the job family and there is a reasonable expectation that people would progress within the job family between levels.

Personal and Professional Development

The Careers Framework highlights three ways in which Professional Services staff can actively develop their personal and professional skills:

- 1. On the job learning** (learning by doing)
- 2. Learning from others** (through observing and interacting with other people or groups)
- 3. Formal learning** (classroom based).

These are derived from workplace learning theory that suggests:

“The odds are that development will be about 70% from on-the-job experiences – working on tasks and problems; about 20% from feedback and working around good and bad examples of the need; and 10% from courses and reading.”

Lombardo and Eichinger, 1996.

The Professional Services Careers Framework points to relevant learning and development suggestions to reach the level at which they are displayed. For example, information displayed at an Advanced Level page refers to the development required to reach an Advanced Level role in that job family.

In most cases development options should not be considered as essential, but as useful suggestions to build, encourage and support staff to build expertise, confidence and experience to enable their next chosen move.

Mandatory training for certain roles (e.g. Health and Safety and GDPR) is not included on the job family pages, as this will be discussed and arranged directly with line managers. Look at the Learning and Development information on the UCL HR site to find more information on development provision.

Professional bodies such as the Association of University Administrators (AUA), Chartered institute of Personnel Development (CIPD), are a source of good quality industry-recognised courses and qualifications.

Transferable Skills

The Transferable Skills Framework supports a flexible professional approach to career planning through highlighting abilities, attributes and behaviours that underpin effective performance. They give a preliminary basis for identifying where transferable skills could be helpful to job mobility, and provide a starting point for understanding strengths. These skills can be developed and refined through working experience or learning interventions as part of Personal and Professional Development. Refer to pages 22 & 23 for further information.

UCL Ways of Working

- **Personal Excellence**
- **Working Together**
- **Achieving our Mission**

These are UCL's ways of working, which describe how we work, the ways in which we do our jobs and relate to each other, our colleagues, students and stakeholders. They are based on UCL's values and culture, and are key to supporting our 2034 goals. These were identified in consultation with members of staff across UCL, and indicate ways of working that are likely to support a successful career at UCL at each level of the organisation. Refer to pages 20&21 for further information.

Reference

Lombardo, M.M. and Eichinger, R.W. (1996).
The Career Architect Development Planner (1st ed.). Minneapolis: Lominger.

Job family: Operations Management

Operations Management involves the delivery of a range of core administrative services to a department or team. Typically, these services include HR, Finance, IT, Estates and Facilities and Office Management but they can also extend to Communications, Marketing, Teaching, Research and Enterprise functions for more senior roles. The overall aim is to ensure that the day-to-day operations and resources are managed effectively, and the services are integrated and aligned with UCL's academic mission.

It is essential that managers in this area possess strong people management skills, as well as the ability to build and manage a range of stakeholder relationships at a varying levels of seniority. A manager in this domain would also be responsible for some, or all, of the following: resource management; oversight, development and implementation of operational policies, procedures and processes; strategic oversight, planning and leadership in relation to operational functions.

A key aspect of Operations Management involves working in partnership with the different areas to deliver various aspects or elements of services or processes. This includes bringing together different communities to work towards a common goal or vision whether groups are based in centralised roles or locally in Faculties, Departments and Divisions.



Level: Developing/Skilled

Operations Management Grade 5/6

Typical Roles: This covers a broad range of roles delivering general administrative and operational support

Transferable skills and competencies

FOLLOWING INSTRUCTIONS AND PROCEDURES

WORKING WITH PEOPLE

ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

(see pages 18-19)

Experiences

Activities and responsibilities likely to be required when working at this level

Providing front of house service and general office administration support; using face-to-face, phone and email communication, escalating appropriately; coordinating and administering basic finance processes (e.g. raising agreed Purchase Orders and Inter Departmental Transfers (IDTs)); supporting financial reporting; additional responsibility and proactivity around taking action where required;

*Roles within a medical/science and engineering settings could include additional duties such as; providing a service to laboratories on a day to day basis; awareness of health and safety issues.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Familiarity with UCL regulations; relevant experience delivering customer service support; an ability to work in other areas or teams; reviewing, advising on and improving processes and procedures.

Learning from others

Work shadowing; joining a Community of Practice (CoP). Connecting with peers and colleagues from other teams. Receiving mentoring support or obtaining feedback from your manager and peers.

Formal learning

General MS Office applications; Health and Safety training (e.g. Fire Evacuation Marshall (FEM), Emergency First Aid at Work (EFAW)); Finance and HR training; website content management training; data reporting, and other relevant UCL systems training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 20-21).

For Ways of Working indicators and steps to development please refer to the Ways of Working website www.ucl.ac.uk/human-resources/policies-advice/ways-working.

Level: Independent

Operations Management Grade 7

Typical Roles: HR/Research/Finance/Departmental Administration; Facilities Support; Office/Lab Management

Transferable skills and competencies

WORKING WITH PEOPLE

ANALYSING

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

(see pages 18-19)

Experiences

Activities and responsibilities likely to be required when working at this level

Managing people and resources; leading on small projects; working independently and taking responsibility for decisions; providing advice and information on policy, process and regulations including implementation; acting as a point of escalation; triage of issues; planning and managing day to day work of a team or area, anticipating issues and monitoring progress against the set plan; building and maintaining relationships with UCL colleagues and external stakeholders; sharing good practice and enable smooth running of your areas of responsibility.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Project work; creating and managing project related budgets; supervising staff; analysing information; report writing and data analysis; secondments; undertake public speaking and presenting; reviewing, advising on and improving processes and procedures; build a greater cultural/audience awareness.

Learning from others

Join a Community of Practice; attend relevant UCL wide forums; develop awareness of the HE operating environment through networking, external events and undertaking own CPD; build a network amongst peer group; speaking to your manager and peers.

Formal learning

Project and financial management training; fundamentals of management training; National Examination Board in Occupational Safety and Health (NEBOSH) training; plan for additional relevant training, Possible membership with relevant professional bodies, e.g. Association of University Administrators (AUA), Chartered institute of Personnel Development (CIPD), Association of Research Managers and Administrators (ARMA), etc.;

UCL Ways of Working

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For Ways of Working indicators and steps to development please refer to the Ways of Working website www.ucl.ac.uk/human-resources/policies-advice/ways-working.

Level: Advanced

Operations Management Grade 8

Typical Roles: HR/Research/Finance/Departmental Management; Facilities Management; Office/Lab Management

Transferable skills and competencies

LEADING AND SUPERVISING

DECIDING AND INITIATING ACTION

PERSUADING AND INFLUENCING

(see pages 18-19)

Experiences

Activities and responsibilities likely to be required when working at this level

Providing leadership support to a team or teams; providing advice, influencing and implementing strategy and long term goals; planning; responsibility for communications within a team/area; managing significant budgets and resources; able to use workforce planning to identify recruitment and talent needs within area; accountable for service delivery; providing outreach support in the form of presentations, running workshops; deputising for senior managers; being aware of internal and external risks and issues that may affect area of work; leading on projects; advising senior management on operational issues; providing and analysing management information; contributing to the development and implementation of departmental strategic operating plans; promote and enable collaboration across service areas; facilitating staff development.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Leading projects/project management; budget management; people management; general planning and evaluation; getting high performance from the team; writing proposals/ reports for various audiences including senior management.

Learning from others

Mentoring/managing staff; setting up a small working group; representation at working group meetings; taking a lead role in a Community of Practice; networking and building relationships with senior colleagues; presenting and/or delivering training; attending conferences. Obtaining 360 degree feedback from your manager.

Formal learning

Leadership/management training; project/programme; management training; qualification or membership from a professional body.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 20-21). For Ways of Working indicators and steps to development please refer to the Ways of Working website www.ucl.ac.uk/human-resources/policies-advice/ways-working.

Level: Senior

Operations Management Grade 9

Typical Roles: Head of Service Area, Senior Management

Experiences

Activities and responsibilities likely to be required when working at this level

Actively supporting the development and implementation of short-term and long-term strategy; working with the relevant senior managers to set the strategic direction and leadership for the relevant area, while ensuring adequate workforce planning is in place to deliver; responsibility for leadership, innovation and new ways of thinking; providing leadership and direction to staff; developing KPI's and using management information; high level financial management; influencing and negotiating; leading organisational change; stakeholder engagement and managing relationships at a senior level, both internal and external; managing staff wellbeing and/or complaints including dealing with grievances and appeals; managing large scale departments working in very dynamic environments; contribute to decision-making at a senior management level; representing department or UCL on internal and external working groups.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Managing a team; demonstrating commitment to change and innovation; contribute to the development of strategy; resource planning and management; dealing with complex HR issues.

Learning from others

Taking a lead role in a Community of Practice; chairing meetings and working/project groups; representing your department at institutional level; senior team network; presenting to governance groups and project boards; network with senior colleagues across UCL and across other institutions; attending and presenting at conferences

Formal learning

Leadership training; project management qualification; managing large budgets/finance training

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 20-21).

For Ways of Working indicators and steps to development please refer to the Ways of Working website www.ucl.ac.uk/human-resources/policies-advice/ways-working.

Transferable skills and competencies

ADHERING TO PRINCIPLES AND VALUES

ENTREPRENEURIAL AND COMMERCIAL THINKING

FORMULATING STRATEGIES AND CONCEPTS

(see pages 18-19)

Leadership level

Operations Management Grade 10

Typical Roles: Directors/Chief Operating Officer

Transferable skills and competencies

DECIDING AND INITIATING ACTION

FORMULATING STRATEGIES AND CONCEPTS

CREATING AND INNOVATING

(see pages 18-19)

Experiences

Activities and responsibilities likely to be required when working at this level

Managing senior stakeholder engagement and relationships, both internal and external; writing institutional strategy; high-level decision making; ultimate representative for the specific area; representing the organisation in legal matters; articulating and delivering against, a strategic vision; broad subject knowledge with a practical understanding of how to apply it to different sectors; experience of leading a substantial team, often through change; managing complex, and often regulated, stakeholder environments and relationships; substantial reputation in their field; ability to innovate and create new solutions which take into account strategic implications within UCL; managing multiple complex budgets; exercising sound judgement and appropriate decision-making; setting out and ensuring the implementation of policies appropriate to the service area.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Formulating and executing strategies (e.g. first draft); leading major projects and programmes; delivering change; Initiating new and creative ideas; identifying opportunities to develop confidence and credibly represent UCL in high profile settings (e.g. chairing/ presenting to large groups).

Learning from others

Working in a leadership role in an external capacity (e.g. as a non-exec board role or charity, school governor); Be part of external networks; executive coaching and mentoring;

Formal learning

Senior Leadership/ Management training; Professional qualifications;

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 20-21). For Ways of Working indicators and steps to development please refer to the Ways of Working website www.ucl.ac.uk/human-resources/policies-advice/ways-working.

Career Case Studies



Katy Hamilton **Faculty Operations Manager,** **Social and Historical Sciences**

I'm the Faculty Operations Manager in Social and Historical Sciences. I started this role in March 2020 but have been in various roles across UCL

since 2016.

Prior to UCL, I worked for a private education provider in the area of teaching and Learning/ Student Support roles. After a short career break in 2016, I started at UCL as a temporary Teaching and Learning staff member in the Faculty of Laws. Moving from a relatively small private education provider to a large and renowned institute such as UCL was daunting at first but I was made to feel very welcome by everyone I met.

I was lucky enough to be offered a fixed term contract in the same team at Laws as the T&L Manager (for a year), which was a great experience as I was able to be involved in several working groups across UCL, and I was able to work closely with some of the central teams and learn how the cogs all fit together. Towards the end of that contract I was starting to think about my next role. Whilst I had enjoyed my time on the T&L side of university administration, I was getting itchy feet to try another avenue. Again, I was fortunate enough that the Operations Manager role in Laws was coming up. This came just at the point of return to Bentham House after its extensive renovations and was certainly a baptism of fire into the operations world.

I thoroughly enjoyed getting stuck into a new set of streams at UCL; HR, Finance, Estates etc. and was able to forge further connections across UCL. The Operations role also appealed to my problem-solving nature and practical application of skills. Whilst it was a challenging few months, I had great support from colleagues both in Laws and across the university. I was then sold on the Operations side of administration and after a secondment

to engineering I eventually moved to the Global Engagement office as the Head of Planning and Operations before moving to my current role as Operations manager for SHS, and what a time to move roles – a week before Covid-19 lockdown. Another slight baptism of fire but once more UCL has proven itself a wonderful place to work; the camaraderie and sense of togetherness has made the transition as smooth as possible and I look forward to continuing my career here.

As cliché as it sounds, I genuinely just want to do a good job. Being trusted to do my job well and seeing the benefit of the work that I put in on other people's roles or studies, is important to me. I try to reflect on processes and procedures to make sure they're still fit for purpose and suit not just me or my team, but the wider network. I came to UCL after a serious health scare and wanted to be somewhere that I could make an impact but that was going to allow a work life balance and a supportive network of people around me. I certainly found that and have met not only great colleagues but wonderful friends too.

I have been very fortunate to experience a range of roles and areas within UCL, having been involved in a single department Faculty, a department, a central professional service team and now in a multi-department Faculty. I have been able to make strong connections across the university and it has meant that I have had opportunities to be on several working groups and I truly understand how all of the pieces of the puzzle fit together, and which parts are interesting and relevant to my skills and interests.

I have made the most of the wide ranging CPD courses at UCL and can recommend these. I was offered a place on the Women in Leadership course, which was a great experience to see so many women pulling together and working to further their own skills and careers, whilst supporting others to do the same. I have been very lucky to have been supported by most of my line managers and their

Career Case Studies

trust and support has proved invaluable. Having the belief of my peers and line manager, particularly when moving into the Operations role, gave me the boost to really make a success of the transition. Without someone taking a chance on me, I wouldn't be in a role that I really enjoy and can transfer to future career paths. For me, throwing myself into the deep end is the best way to learn; its hands on and there is always someone to go to with a query or concern if they arise. I also think realising when a role isn't right for you or has become something that isn't challenging has been a learning curve, it's made me realise that you have to do something that is engaging and enjoyable and if that means a slightly scary change of direction or a sideways move, and that's ok.

The advice that I would give to others in your area is Get stuck in! Operations is so varied, and every day is different. As much as the word 'networking' strikes fear into me, it really is the best way to find your feet as well as some supportive people, and it isn't as scary as I first thought. There are such talented people at UCL and they're so willing to help and offer advice. Make the most of the CPD opportunities and if you get the chance, join working groups, Communities of Practice etc. and

you'll be amazed at how much you can pick up from these sorts of groups. One thing I wish I'd been able to do in previous roles is to speak up more. Your opinion is valued and can make a difference. The operations roles are involved in so many connected aspects that you can often be the person in the room that has pertinent points to make that others may not be aware of within their own roles/areas.

Finally, people think you must start again from the bottom if you move between areas and resist moving roles as they don't want to pause their career progression. My advice would be to speak to your line manager to see how they can support you to expand your skill set, or if you're interested in a role, go and have an informal chat with the recruiting manager/team. You'll be surprised how many criteria you could match based on your transferable skills.

In terms of what's next? I'm not one for big plans and very much go with the flow. At some point in the future I think I would like to see how another sector feels. I've been in HE since I graduated university and one of the reasons, I moved into operations was the transferable aspects of the role. But, for now, I'm happy at UCL and with the likely changes coming out of Covid-19 times. I think it will be an interesting time to be involved in planning for the future.

Career Case Studies



Liz Mooney **HR Staffing and Executive Assistant's Manager,** **Information Services Division (ISD)**

I am the HR Staffing and Executive Assistant's Manager in Information Services Division (ISD).

I lead two distinct teams: one providing executive

support to the ISD Leadership Team and the other managing local HR matters such as recruitment and general HR administration for 450+ staff. I'm currently on secondment until the end of 2020 and took on the opportunity to challenge myself to develop a more focused range of skills and experiences within a different environment. So far, with the current situation that will define 2020 for many years to come, I have got more than I bargained for!

My early career at UCL saw me working as a PA and Project Manager to the Director of Finance and Business Affairs (FBA). As well as supporting the Director as her PA, I was soon put to work as the Communications Manager on the P2P project (which launched MyFinance). After that I was asked to become the Chair of the Desktop@UCL User Group, enabling the launch of Desktop across Professional Services. A few years later I became involved in the original Agile working project as the FBA representative, and in 2019 was asked to Co-Chair the Agile Project Board.

To be honest, I didn't set out to have a career at UCL. I joined in 2008 and the plan was to stay for a few years until my boss retired (the then Director of FBA) but, as with most people, I found that I really enjoyed working at UCL and I'm still here almost twelve years later! While I didn't have a particular career path in mind at the beginning I did know what was important to me, and that was working in a collegiate way with others, sharing my knowledge, having the opportunity

to advance my skills and learn new ones, and feeling like I was part of an organisation that made a difference.

The progression to FBA's Divisional Manager in 2011, enabled me to take on new roles and responsibilities, and pushed me more in the direction of operations management. I gained a seat on the senior team, plus a team of five staff (4 FTE) to manage and developed my skills in leadership and management. I further enhanced my existing transferable skills in communications, web design and editing, safety management, finance etc. I was very fortunate to have an amazing manager who supported me in whatever venture I came to him with, trusted my judgement, listened and took on board my opinions, and allowed me to accept various invites to become involved in PS and UCL projects and initiatives.

My current secondment takes me away from operations management back into the PA/EA world, where I now manage a small team of Executive Assistants. My progression, while not linear, has allowed me to enjoy diverse experiences and switch between pathways. I am still figuring out what I'd like to do next, I've never felt that I've had a defined career path. I believe that we make our own path by vision, determination, hard work and enthusiasm – and of course, being in the right place at the right time to seize an opportunity.

I was recently interviewed by my old school for a 6th floor careers session, and they asked me what advice I would give to succeed in a job. My advice is to be bold! Have confidence in yourself, set goals and work out the steps to achieve them, take advantage of training and secondment opportunities, listen to feedback and take time on your personal development and most of all, never give up.

Career Case Studies



Dr Wing-Chau Tung **Institute Manager and Co-Chair Equality** **Challenge Team, UCL Institute of Ophthalmology**

I have worked as the Institute Manager at the Institute of Ophthalmology, Faculty of Brain Sciences since June 2019. I am responsible for leading

and managing all operations within the Institute with around 250 staff and 100 PhD students. I manage a team of 25 professional services and technical staff covering all operational functions including finance, HR, estates and safety, lab management, communications and administration.

I have worked at UCL since September 2014 after moving from Imperial College where I worked for 6 years as a Project Manager after I completed my PhD in 2008. At Imperial, I had already gained knowledge and experience in education and research management, when I managed a Centre for Doctoral Training and a multidisciplinary £5M research programme with external partners.

From September 2014 to January 2017, I was the Whitehall II Study Project Manager, based at the Department of Epidemiology and Public Health (Institute of Epidemiology and Health Care, Faculty of Population Health Sciences). During this time, I led and managed the overall operation of the data collection for the 30-year-old longitudinal study with a cohort of over 10,000 participants and gained more experience in managing relationships with external commercial companies. I also gained lots of HR experience, including line management of 3 senior leaders and a team of 11 staff, which further broadened my portfolio of skills and experience. I was also proactive in looking for opportunities outside of the department and was part of the organising committee for the annual Faculty of Population Health Sciences Professional Services Conference in 2016. During this time, I also shadowed the Department Manager which helped to fill my knowledge gap in departmental operations.

When a secondment opportunity came up at the Institute of Health Informatics, Faculty of Population Health Sciences, I applied and was successful in transitioning across into a core operational management role which then became a permanent role. I worked there from November 2016 to May 2019.

In addition to my role as the Institute Manager (at the Institute of Health Informatics) I also acted as the Farr London Centre and the Farr Network Manager for the national Farr Institute of Health Informatics. I gained operational management skills / experience and continued to build up my network across UCL and with external partners. During this time I managed the submission of the successful Health Data Research UK London Site bid which involved 4 other London partners, and contributed to a variety of Athena SWAN initiatives.

I really enjoy working at UCL. There are lots of friendly, diverse and professional colleagues. I value the interaction I have with them and the opportunities we get to share our knowledge and experience with each other.

I decided not to follow a research career path when I finished my PhD in Chemistry and chose to go into management as I really enjoyed organising and working with people. I was really pleased to have found my first job in my subject area as it meant that I could use the knowledge and experience I gained from my PhD. I also get bored easily, so it was important that the role involves a variety of work.

As I progressed through my career, I found I enjoyed managing a variety of operations and decided to apply for operational management roles such as department managers. Flexibility in working hours and the option of working from home was very important to me to allow me to maintain a good work/life balance.

Career Case Studies

The best advice I can give to others is to never give up and keep persevering however hard it may seem and however many rejections you may have received (see quote below)! Also be proactive in seeking opportunities and take advantage of any that are available.

I had an experienced departmental manager as my mentor when I decided to proceed down the operational management career path. She coached me and gave me lots of tips and suggestions to improve and develop my ways of working. When I was looking for jobs, she also reviewed my application. I signed up to a career advice surgery with the Faculty Director of Operations and Institute Manager and received helpful advice on my career path. I built up a good network of colleagues. We shared knowledge and experience particularly during difficult times and supported each other. Many thanks to those colleagues who have supported me along the way.

The secondment opportunity realised my career goal to become an Institute Manager. I would encourage anyone who is considering applying to seize these opportunities when they come up. You may also want to consider opportunities to act up or broaden your role. In addition, I was involved in a lot of local, faculty and UCL wide initiatives and projects, which supported my career goals.

“If you really want something, and really work hard, and take advantage of opportunities and never give up, you will find a way” Jane Goodall

The highlight of my career so far is receiving the 2019 UCL Professional Services award in Personal Excellence. I thank all the colleagues who nominated me and recognised and valued the work which I have done. I love what I'm doing now and enjoy the variety it brings. Every day is different and there are challenges which I look forward to tackling. I still have lots to learn in my role and to gain experience in. I will continue to share what I have learnt and demonstrate core values, such as respecting and supporting each other, to make UCL a great place to work.

Career Case Studies



Manpreet Karir
Finance and Operations Administrator
UCL School of Slavonic & East European Studies

I am currently working as a Finance and Operations Administrator at UCL School of Slavonic and East European Studies (SSEES). When

I started at SSEES, my job title was Administrative Officer and whilst not much has changed in terms of main responsibilities, a few more have been added which I have taken on during my time here.

My main responsibilities can be divided into 4 different areas. Firstly, I work closely with the HR Officer where I am responsible for getting job adverts uploaded and advertised, while taking care of any queries regarding the jobs. I handle the recruitment aspect in terms of getting the candidates interviews and having everything ready for the panel to work with. Once we have a successful candidate, I am responsible for getting their contract processed and assist with their inductions. Over time, my role has evolved numerous times and there have been certain situations which have forced me to have a more hands on approach with HR.

The second key area in my role is that I am responsible for the Finance operations such as; purchasing of equipment, stationary, travel and other services for the school, as well as raising purchase orders, paying invoices, administering internal and external expense claims and being responsible for the department credit card. On a typical day, the majority of my work supports both the HR and Finance functions.

My final two responsibilities are building maintenance and health and safety. Quite briefly, if there is an issue in the building which could range from the smallest issues so the largest. I must ensure that I am in touch with different suppliers (and the UCL estates team) to ensure that all issues are resolved. Alongside this, my manger and I are responsible for the dissemination of health and safety protocols throughout the building.

When starting out at UCL, I had worked in a variety of different jobs, which were unrelated to the work I have done here. I worked in retail at Next and worked as a receptionist at an optician. I also worked at the Financial Ombudsman Service in the PPI department. When I applied for this job, I wanted to get exposure in HR work as I did not have any previous experience of working in HR, so this job was perfect as it got my foot in the door. As a law graduate, I enjoyed learning about employment law and so I felt this job was finally one I could use to building on my knowledge in theory. Whilst being here, I have made the most of UCL's services and used the opportunities to go on various trainings that have allowed me to gain and develop certain skills.

Whilst having worked here, I have been in situations where I had to step in for other colleagues and I believe this really helped me to develop and build my career. There have been a few occasions where I have stepped in and taken over completely different roles, while also continuing with my day-to-day work. Whilst this was stressful

at the time, it also helped me develop my skills further, as I was using new software I had not previously used, and I was talking to people who were very different from the people I usually interacted with on a daily basis. Whilst I could have declined, I felt it was important to help to do this, being a team player, but also to further extend my knowledge of how other areas run in the department.

Having been here 4 years this post has definitely boosted my knowledge about various aspects and I am now looking to pursue HR further. I will be looking into doing my CIPD, which is the main HR qualification, and due to me being a graduate who has worked in this sort of environment, I can

start on the second level of this diploma which will allow me to start getting roles higher up the ladder in HR. I will be looking to start this course in the next year.

To anyone who is looking to go down a similar path, especially when starting out, I would say it is important to be a team player and not be afraid to ask questions when first starting out. This will only further your skills and development so it would be in your best interests. Also, alongside getting to know the people in your office and department, it is very easy to start networking at UCL so make the most of any training opportunities and workshops that come your way.

Transferable Skills

UCL uses a transferable skills and competency framework to highlight abilities and attributes that underpin effective performance. This approach supports a flexible and inclusive professional approach to career planning. Considering transferable skills can be a starting point in identifying opportunities for job mobility, and in supporting you to recognise and build on your personal strengths. Individuals can develop and refine these transferable skills through working experience and through learning interventions as part of their Personal and Professional Development.

UCL uses the Universal Competency Framework (UCF) to discuss transferable skills. The UCF has been developed for use across different sectors, professions and countries (see Bartram, D. 2002).

DECIDING AND INITIATING ACTION

Making decisions. Taking responsibility. Acting with Confidence. Acting on own initiative. Taking action. Taking calculated risks.

RELATING AND NETWORKING

Building rapport. Networking. Relating across levels. Managing conflict. Using humour.

APPLYING EXPERTISE AND TECHNOLOGY

Applying technical expertise. Building technical expertise. Sharing expertise. Using technology resources. Demonstrating physical and manual skills. Demonstrating cross-functional awareness. Demonstrating spatial awareness.

FORMULATING STRATEGIES AND CONCEPTS

Thinking broadly. Approaching work strategically. Setting and developing strategy. Visioning.

ADAPTING AND RESPONDING TO CHANGE

Adapting. Accepting new ideas. Adapting interpersonal style. Showing cross-cultural awareness. Dealing with ambiguity.

Reference

Bartram, D., 2006. The SHL universal competency framework. Surrey, UK: SHL White Paper.

LEADING AND SUPERVISING

Providing direction and co-ordinating action. Supervising and monitoring behaviour. Coaching. Delegating. Empowering staff. Motivating others. Developing staff. Identifying and recruiting talent.

WORKING WITH PEOPLE

Understanding others. Adapting to the team. Building team spirit. Recognising and rewarding contributions. Listening. Consulting others. Communicating proactively. Showing tolerance and consideration. Showing empathy. Supporting others. Caring for others. Developing and communicating self-knowledge and insight.

ADHERING TO PRINCIPLES AND VALUES

Upholding ethics and values. Acting with integrity. Utilising diversity. Showing social and environmental responsibility.

PERSUADING AND INFLUENCING

Making an impact. Shaping conversations. Appealing to emotions. Promoting ideas. Negotiating and gaining agreement. Dealing with political issues.

PRESENTING AND COMMUNICATING INFORMATION

Speaking fluently. Explaining concepts and opinions. Articulating key points of an argument. Presenting and public speaking. Projecting credibility. Responding to an audience.

WRITING AND REPORTING

Writing correctly. Writing clearly and fluently. Writing in an expressive and engaging style. Targeting communication.

ANALYSING

Analysing and evaluating information. Testing assumptions and investigating. Producing solutions. Making judgements. Demonstrating systems thinking.

LEARNING AND RESEARCHING

Learning quickly. Gathering information. Thinking quickly. Encouraging and supporting organisational learning. Managing knowledge.

CREATING AND INNOVATING

Innovating. Seeking and introducing change.

PLANNING AND ORGANISING

Setting objectives. Planning. Managing time. Managing resources. Monitoring progress.

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

Focusing on customer needs and satisfaction. Setting high standards for quality. Monitoring and maintaining quality. Working systematically. Managing quality processes. Maintaining productivity levels. Driving projects to success.

FOLLOWING INSTRUCTIONS AND PROCEDURES

Following directions. Following procedures. Time keeping and attending. Demonstrating commitment. Showing awareness of safety issues. Complying with legal obligations.

COPING WITH PRESSURE AND SETBACKS

Coping with pressures. Showing emotional self-control. Balancing work and personal life. Maintaining a positive outlook. Handling criticism.

ACHIEVING PERSONAL WORK GOALS AND OBJECTIVES

Achieving objectives. Working energetically and enthusiastically. Pursuing self-development. Demonstrating ambition.

ENTREPRENEURIAL AND COMMERCIAL THINKING

Monitoring markets and competitors. Identifying business opportunities. Demonstrating financial awareness. Controlling costs. Keeping aware of organisational issues.

UCL Ways of Working



UCL Ways of Working.

These describe ways of working that reflect UCL's culture and values. They are designed to support you to understand and navigate expectations around how we work successfully.

These ways of working were identified in consultation with members of staff across, and provide detail and example around ways of working that are likely to support a successful career at UCL at each level of the organisation.

Descriptors for UCL Ways of Working

PERSONAL EXCELLENCE	
Commitment	We are persistent in our shared commitment to our goals, our 2034 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 on 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 to our 2034 mission, 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 aims and support our mission into 2034 and beyond.
Ownership	We understand our responsibilities for delivering timely and effective outcomes, which we achieve through decisive, clear strategies, and well-communicated, consultative plans.

Transferable Skills and UCL Ways of Working are crucial to recruiting and retaining talented staff. They can be used:

- By individuals and managers at UCL to consider and discuss meaningful personal and professional development.
- By managers to who are making hiring or progression decisions to thoroughly explore HOW people work as well as WHAT they do.

To find detailed indicators and examples of how the ways of working can be related to different grades, look at the 'UCL Ways of Working' on the UCL website: www.ucl.ac.uk/human-resources/policies-advice/ways-working.

www.ucl.ac.uk/hr

