

UCL Professional
Services Careers Framework
**Personal Assistant and
Executive Assistants**

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 – Personal Assistant and Executive Assistants

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 Personal Assistant and Executive Assistants Careers Framework?

This framework is a development tool designed to support your thinking about career progression and development in PA and EA at UCL. This is a generic framework for PA and EA 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 18 & 19 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: Personal Assistant and Executive Assistants

The role of a Personal Assistant (PA) and Executive Assistant (EA) is to provide proactive, effective and efficient administrative support to a senior leader/manager, enabling them to function and lead effectively in an organised way. PAs/EAs act as a gateway to the senior staff member; at times, screening and responding to routine queries on their behalf, allowing the manager to focus on higher level tasks and decision making. A PA/EA must possess a clear understanding of the key priorities and responsibilities of their manager, and be able to take the appropriate action, or provide the right level of support, to enable the right things happen at the right time, ensuring organisational success and the most productive output. They may act as delegates on behalf of the manager, with the confidence, skills and ability to interact with a diverse range of stakeholders at different levels, both within and outside the organisation. This requires the post holder to have excellent communication, negotiation and influencing skills, including the ability to manage their manager's day to day routine including diaries, travel and expenses.

PAs and EAs must be able to manage a demanding and varied workload requiring prioritisation of conflicting tasks, along with the ability to remain calm and professional in sometimes exceptional circumstances. PAs and EAs are likely to possess emotional intelligence, enabling them to project an air of confidence and communicate with conviction and the courage to challenge their leader and others in their team where needed. Whilst excellent Microsoft Office skills will help a PA/EA in assisting with the production of documents, such as reports, agendas, meeting minutes and presentations, it is likely that these will not be the only tasks they will be expected to undertake. PA/EA positions are tailored to combine various roles and tasks that may be specific to the department or role of the manager, which would suit individuals who are able to adapt to fast changing needs, and those who have the ability to actively think on their feet, finding solutions to problems sometimes with little guidance, using their knowledge, internal or external networks, and creative thinking in order to resolve an issue.



Level: Developing/Skilled

PA and EA Grade 5

Typical Roles: This covers a broad range of roles delivering general administrative support which may provide a route into a PA or EA role

Transferable skills and competencies

FOLLOWING
INSTRUCTIONS
AND PROCEDURES

WRITING AND
REPORTING

RELATING AND
NETWORKING

(see pages 16-17)

Experiences

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

Providing front of house service, general administration support, and filing; acting as the first point of contact for and responding to routine enquiries by e-mail, telephone or in person; additional responsibility, proactivity and knowledge may be required when acting on or referring complex problems to managers/colleagues; a good level of attention to detail; the ability to understand and interpret set guidelines and instructions; taking responsibility for high volume, sometimes repetitive tasks; supporting colleagues' work as part of a team; entering data accurately.

*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 and working collaboratively; mentoring or speaking to your manager and peers; observing good practice and implementing this in own work; building an understanding of the Higher Education sector.

Formal learning

General MS Office, particularly Outlook, Word, Excel and PowerPoint. Training on relevant UCL systems and data reporting. As applicable to the role, health and safety training (e.g. Fire Evacuation Marshal (FEM), Emergency First Aid at Work (EFAW) training); Finance and HR training; Website content management training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 16-17).

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: Developing/Skilled

PA and EA Grade 6

Typical Roles: This covers a broad range of roles delivering general administrative support, including Personal Assistant roles

Transferable skills and competencies

PRESENTING AND
COMMUNICATING
INFORMATION

WORKING WITH PEOPLE

ADAPTING AND
RESPONDING
TO CHANGE

(see pages 16-17)

Experiences

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

Providing front of house service including meeting and greeting internal and external stakeholders; general administration support; filing; acting as the first point of contact for general enquires; inbox (email) monitoring/management; diary management; drafting general correspondence; coordinating and organising meetings; preparing agendas and minute/note taking; arranging travel and/or accommodation; supporting the submission of personal expense claims; researching and collating information; reviewing and formatting reports; additional responsibility and proactivity around taking action where required; working to meet deadlines and managing shifting priorities.

*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

Develop an understanding of UCL regulations and guidelines; take opportunities for dealing with more formal interactions with customers; a willingness to gain experience working in other areas or teams; reviewing, advising on and improving processes and procedures; developing a proficiency in Microsoft Office.

Learning from others

Job shadowing; joining a Community of Practice (CoP); connecting with peers and colleagues from other teams; mentoring; work shadowing; speaking to your manager and peers.

Formal learning

Time management skills; advanced MS Office training and/or studying for a Level 4 business administration qualification; Health and Safety training (e.g. Fire Evacuation Marshal (FEM), Emergency First Aid at Work (EFAW) training); Relevant UCL systems training.

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 16-17).

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

PA and EA Grade 7

Typical Roles: Personal Assistant, Executive Assistant

Transferable skills and competencies

DECIDING AND
INITIATING ACTION

COPING WITH
PRESSURE
AND SETBACKS

ACHIEVING PERSONAL
WORK GOALS AND
OBJECTIVES

(see pages 16-17)

Experiences

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

Acting as first point of contact for the executive/principal which may include (but is not limited to) taking phone calls, monitoring and responding to written correspondence as appropriate; managing the distribution of materials and documentation; supporting meetings and servicing committees – including minute taking, drafting agendas, circulating papers, and ensuring all actions are monitored and completed on time. Provision of full administrative support including diary and meeting management, coordinating travel and accommodation, preparation of itineraries. Financial duties may include monitoring budgets, processing expense claims, and raising requisitions, purchase orders and invoices. Supporting elements of event management; undertaking health and safety duties (e.g. acting as an appointed Fire Marshall); supporting the recruitment processes of senior colleagues - drafting job descriptions, arranging interview panels and providing other assistance as appropriate; handling confidential and sensitive information with discretion; undertaking research on behalf of the executive, including preparation of correspondence, briefings and presentations, drafting and formatting reports; arranging cover in the absence of executive; acting as deputy within agreed parameters. There may also be line management responsibilities or supervision of temporary staff including reviewing and authorising timesheets.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Working on small projects; reviewing, advising on and improving processes and procedures; undertaking public speaking and presenting; build a greater cultural awareness. Take on any opportunities to supervise or support junior members of staff.

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

Plan for additional relevant training, potentially a L5 in business administration qualification. Possible membership with relevant professional bodies, e.g. Association of University Administrators (AUA). EPAA (Executive & Personal Assistants Association).

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 16-17). 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

PA and EA Grade 8

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

Transferable skills and competencies

LEADING AND
SUPERVISING

PERSUADING AND
INFLUENCING

FORMULATING
STRATEGIES
AND CONCEPTS

(see pages 16-17)

Experiences

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

Providing support to leadership individuals or teams; providing advice, influencing and implementing strategy and long term goals; contribute towards planning activities, both financial and academic/teaching related activities; taking the lead responsibility for communications within a team/area; managing significant budgets and resources; being accountable for ensuring high quality service delivery; deputising for senior managers; producing financial or written reports; possess an awareness of internal and external risks and issues that may affect area of work; leading on short-term or long-term projects; advising senior management on operational matters; an ability to understand and interpret management information; possess a clear understanding of the strategic aims of the related area of work; possess the ability and confidence to make decisions on behalf of the line manager, where appropriate; strong task management skills and an ability to organise and prioritise own work load; line management duties; instrumental role in special interest committees.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Develop an ability to deal with more formal correspondence on behalf of senior staff; take on additional duties to expand knowledge and increase ability to self-management and workload management skills; leading projects to develop project management skills; budget management; people management; 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. Speaking to your manager and your direct reports.

Formal learning

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

UCL Ways of Working

These describe expected behaviours in line with UCL culture and values (see pages 16-17). 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



Faith Poyser **Executive Assistant in the Faculty Office,** **Faculty of Brain Sciences**

Since January 2018 I've been working as Executive Assistant in the Faculty Office, Faculty of Brain Sciences. My role provides high-level executive

secretarial support to Faculty senior management, including the Director of Operations and Deputy to the Dean, working closely with the Faculty Executive and Senior Managers to support the smooth and effective functioning of the Faculty as a whole. Brain Sciences is a large Faculty, and the role requires a very organised person to ensure deadlines aren't missed and that we keep on top of things. It involves plenty of management routine work (i.e. managing diaries and emails, meeting administration) but there is also an opportunity for more 'meaty' work such as working on some Faculty initiatives.

As a child, I loved organising people as well as things and it was no surprise to those that knew me when I chose the PA/EA career pathway. After taking a medical secretarial course, after completing secondary school, my first role was as a Secretary at the Institute of Ophthalmology, then part of the University of London, but now part of UCL in the Faculty of Brain Sciences. My main duties included audio typing and helping produce various resources such as a newsletter, and organising a resource centre (all paper based back then). Although the role was brilliant at helping me put all the theory I had learned in college into practice, it was pretty basic stuff and my boss did not have a huge amount of meetings. My boss had not had a secretary before, so I had to train him in how to use me appropriately, taking on additional duties and helping out around the Institute when my workload was not so heavy.

I moved position to work as Secretary to the Principal at King's College London. The Principal's office was extremely busy and I worked alongside the Principal's Executive Officer in ensuring the office ran smoothly and that the Principal got to see who he needed to see when he needed to see them, ensuring that the diary was perfection and there were briefings/papers available for each meeting. I had the fantastic opportunity to step into the Executive Officer position temporarily to cover her maternity leave, and although this provided high job satisfaction it was very hard work with long hours! When the Executive Officer returned to post, I took on some additional responsibilities permanently such as report drafting.

I was ambitious to move on in my career, but I did not have minute-taking or financial management experience and it was made clear that I would need these skills to move on in the same career path at King's. I therefore took the decision to move to an administrative role at a small London-based charitable foundation where I had the chance to take lots of minutes as well as taking on some financial responsibility. My first role there was Administrative Assistant to the Secretary where the workload was quite repetitive, but the higher pay partly made up for it! I was soon promoted to Grantmaking Team Assistant (a Team PA role) then again to PA to the Assistant Director (a 1:1 PA role) over a period of 3 or so years. It took time to realise that my preferred roles were working more 1:1 with the opportunity to manage my own workload. Somewhere in between these roles I gave birth to my firstborn, taking minimal maternity leave and returning to work commuting in from Hertfordshire with my child to a local nursery.

Career Case Studies

When I became pregnant with my second child, I realised that I could not do it all and it made sense (in my particular situation) to take a career break to build and raise my family. Over the following few years, I did a couple of non-PA/EA roles which fitted in with family life. I worked as a nanny, a cleaner, as a Customer Service Assistant at my local Homebase store (great experience of providing excellent customer service), then I moved to a role as a Night Care Assistant at a local residential home for children and adults with epilepsy and/or autism. However I really missed being a PA and when my youngest child was nearing the end of her primary school education, I enrolled on a Pitman Executive Assistant Diploma course, mainly to refresh my Microsoft skills which were a little rusty by then! I soon landed a role as PA to the HR Director in the same local residential home where I was a night care assistant. This role really helped me get back into the swing of being a PA/EA and catch up on the technology. My experience at Homebase meant that I had honed my customer service skills and helped to give the HR department a welcoming side, something it had not really experienced before. As well as proactive secretarial support, I had an opportunity to get involved in supporting the HR Director in recruitment campaigns, implementing a staff wellbeing scheme, and organising an all-staff Conference. The role was incredibly varied and so gave great job satisfaction. My manager was very supportive of my career but also made sure that I had a good home/life balance.

I moved on from that role to my current role at UCL. Why did I move? I will admit that it was partly financial (although the cost of my commute almost negated any rise) but mainly it was because there was no progression within the organisation I was working in, and I had looked back fondly at my time working in HE as it had very much stretched me.

It was the right time in my career to get back to commuting again, as my children were older. When I first arrived at UCL it was initially very hard to get into the swing of things and the role did not seem as varied as my previous one. There were a lot of policies and processes to get my head around, and it took a few months to build solid relationships with colleagues, especially those I support in my role; getting to know how someone "ticks" takes time (and anyone who says they can jump straight in and 'hit the ground running' is likely to be lying!). I now feel fully at home, and the challenges put my way are now varied enough to keep me stimulated and provide good job satisfaction.

So what is in line for my future? I am passionate about being a career EA – yes, you don't have to go on to do something else, being a PA or EA is a valid career. I would be interested to stretch my role even further and take on further responsibilities. I am currently studying for a Level 4 qualification in Office and Administration Management which should enable me to take on more over time.

My advice to others interested in this career? You may need to move roles to gain skills to help you progress, but sometimes a chat with your manager can help make that happen in your current role. A change of direction due to life circumstances is okay and can be beneficial to make you more 'rounded'. We are lucky that UCL offers secondments which can give the opportunity of 'try before you buy'. There are some blended EA/PA roles around UCL which would also give someone interested in looking to a career as an EA/PA the experience of managing diaries etc., as well as do something else such as project management or comms. Sadly in HE, EA/PA roles are not as well remunerated as in the corporate world, however the hours of work, benefits and flexibility offered can more than make up for it.

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.

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).

Reference

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

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.

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

