UCL Professional Services Careers Framework
Project & Programme Management (PPM)

May 2020

Contents

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
– Project & Programme 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.

Please note, this version is a working draft as we wanted to undertake an extended review period.
If you have any feedback or suggestions, please contact od@ucl.ac.uk

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What is the Project & Programme Management Careers Framework?

This framework is a development tool designed to support your thinking about career progression and development in Project and Programme Management (PPM) at UCL. This is a generic framework for PPM 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 interest 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 does not cater specifically to the career development of research project managers at UCL; however the content may prove useful in identifying particular PPM skills and competencies of interest to those working in research project management and their managers.

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.

Some PPM jobs at UCL will need both expert knowledge of Project Management and transferable skills (as described in the framework) without a requirement for sector-specific specialist expertise or qualification. Other PPM jobs at UCL will require sector-specific specialist experience and expertise, which will be added to this generic framework as appropriate (e.g. construction-related experience and qualifications in most senior Estates PPM roles).

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. UCL also provides access to LinkedIn Learning, an online training resource.

Professional bodies such as the Association of Project Management (www.apm.co.uk) is a useful 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.

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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: Project & Programme Management

Staff who manage projects and programmes that aim to invest UCL's valuable resources to improve operations or introduce major change in support of our academic mission. As a project or programme manager at UCL, you may currently use an established approach or methodology. A significant part of your role is likely to involve initiating or coordinating change, improvement or other projects or programmes of work.

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Level: Developing/Skilled

PPM Grade 6

Typical roles: Project Assistance, Project/Programme Support

Transferable skills and competencies

PLANNING AND ORGANISING

LEARNING AND RESEARCHING

FOLLOWING INSTRUCTIONS AND PROCEDURES

(see pages 18-19)

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

Provide administrative support and coordination for project activities; work independently or with minimal supervision including supporting multiple projects; support and coordinate the development and organisation of workshops and meetings, including producing first draft notes to document discussions, actions and decisions; follow key processes and methodologies with excellent attention to detail; responsibility for prioritising and delivering own work in line with team priorities; able to build relationships with a variety of internal and external stakeholders, using a range of different communication methods and platforms to engage; able to manipulate and present routine data for analysis; ability to use technical platforms for logistics and data management (e.g. MS Office suite/MS teams).

Personal and professional development
Development options to consider when working towards this level

On the Job Learning

Get involved and contribute to a well-defined project, taking on supervised project support tasks e.g. arranging a project board; prepare a PowerPoint presentation to a specification proposed by the Project Manager; prepare first drafts of meeting minutes. If there is no suitable existing project within your area of work, identify a new small project outside core responsibilities – e.g. organising an event; leading an office initiative.

Learning from others

Find an internal or external mentor to support your development; join a relevant project management or support network, forum or Community of Practice (CoP); consider joining a professional body, e.g. Association of Project Managers (APM)

Formal learning

MS Office suite proficiency, PPM Apprenticeship scheme, Project methodology foundation course (e.g. Introduction to Project Management, PRINCE2 Foundation, APM project fundamental qualification). Online project management options such as planning and managing meetings (e.g. LinkedIn Learning)

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

PPM Grade 7

Typical Roles: Project/Programme Administration, PMO Analysis

Experiences

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

Supporting and coordinating the planning, delivery and review of high quality projects, according to project management principles, including budget management; initiating project tasks; producing and/or reviewing project documentation; collaborating professionally with others to achieve successful outcomes; supporting project teams to deliver plans, line managing where required; developing content for meetings and workshops; communicating effectively in verbal and written forms; identifying and tracking project risks and issues, escalating as necessary; ability to translate and present technical concepts for different audiences; understanding project stakeholders, and collaboratively planning, communicating and delivering to their needs; spotting trends and problem solving through data management and analysis.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Support/coordinate project or workstream; apply for an assignment as an ISD Assistant Project Manager or similar; support a Project Manager with the production of project documentation e.g. Project Plan, Project Initiation Documentation, Project Reports etc. If there is no suitable existing project within your area of work, identify a new small project outside core responsibilities – e.g. organising an event; leading or supporting a PPM CoP project.

Learning from others

Attend conferences to network with people in similar roles and keep up-to-date with best practice e.g. APM/PPM Community of Practice (CoP) events; work with an internal or external mentor to support your development; join the PPM CoP as a core or wider group member; join an outside special interest group e.g. Association of Project Managers (APM); work shadow an established project; observe a project board.

Formal learning

Working towards Practitioner level qualification in Project Management e.g. PRINCE2, Management of Portfolios (MoP). Project management support key skills e.g. introduction to risk management, budget/ financial awareness, stakeholder engagement, monitoring and reporting.

UCL Ways of Working

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Transferable skills and competencies

ANALYSING

WORKING WITH PEOPLE

WRITING AND REPORTING

(see pages 18-19)

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Level: Advanced

PPM Grade 8

Typical Role: Project Management, Strategic Project Management, PMO Management

Transferable skills and competencies

DECIDING AND INITIATING ACTION

PRESENTING AND COMMUNICATING INFORMATION

DEVELOPING RESULTS AND SETTING CUSTOMER EXPECTATIONS

(see pages 18-19)

Experiences

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

Autonomously managing concurrent projects end-to-end to a high quality of delivery; managing the development of, and facilitating, meetings and workshops; selecting and engaging project resources to deliver the plan; line management of people and teams as required; anticipating/pre-empting and resolving complex and critical project blockages; using independent judgement to maintain project progress and fulfil requirements; managing and responding to changes in project scope; writing coherent proposals/business case/papers as appropriate; integrating narrative and data as evidence, and to make cases for change; bringing diverse people together in a single direction; motivating and influencing teams and stakeholders across UCL and wider communities; budget planning and management; managing suppliers/ 3rd party activities to deliver as appropriate. Understanding of the basic operating model of universities and the higher education landscape; represent PPM in wider communities; challenge existing strategies, processes and practices, and innovate for improvements. Specialist knowledge/ experience in the relevant area and/or ability to quickly translate complex concepts in order to identify key issues in areas that may be unfamiliar.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Manage concurrent projects involving some level of complexity and stakeholder management; initiate and produce key project documentation e.g. Project Plan, Project Initiation Documentation, Project Reports etc. Leading a PPM CoP project.

Learning from others

Work with an internal or external mentor to support your development; join the PPM CoP as a core member; join and contribute to Specialist Interest Groups.

Formal learning

PRINCE2, Agile, Managing Successful Programmes (MSP), Portfolio, Programme and Project Offices P30; Change Management; Mastering advanced project management skills e.g. stakeholder management (influencing and communicating); risk and issue management; line management development.

UCL Ways of Working

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Level: Senior

PPM Grade 9

Typical Roles: Senior Project Management, Project Delivery Management

Experiences

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

Managing complex and multi-dimensional projects and/or programmes throughout their lifecycles; employing formal planning techniques; setting and leading on strategic objectives; developing briefs, business cases and governance arrangements; devising and developing workshop formats and content to address strategic and complex issues; facilitating and/or chairing complex workshops and meetings with diverse senior stakeholders; leading robust evaluation and post-implementation review processes; resolving contentious issues within ambiguous contexts; managing significant resources (line and project teams, and large budgets); building and leading effective teams and resources to deliver to specific elements of projects, particularly outside of your own area of specialisation; Providing effective leadership and development for teams; liaising with and influencing senior stakeholders and partners; understanding of the academic and financial principles that underpin universities and of the higher education landscape; making sense of complexity to provide clear direction and support for diverse and specialist teams, with full accountability for team outcomes; managing risk; taking responsibility for continuous improvement and finding optimal solutions; specialist knowledge/experience in the relevant area and/or ability to quickly translate complex concepts to identify key issues in areas that may be unfamiliar.

Transferable skills and competencies

PERSUADING AND INFLUENCING

LEADING AND SUPERVISING

ENTREPRENEURIAL AND COMMERCIAL THINKING

(see pages 18-19)

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Manage a programme of work comprising of multiple projects with a level of complexity and ambiguity.

Learning from others

Consider becoming a mentor to support the development of self and others; work shadow a senior manager at the point a programme is being established; find opportunities to network with senior UCL staff, including senior PMs with 'in-flight' projects; consider taking a leadership role in a Special Interest Group.

Formal learning

PRINCE2, MSP, P3O; Participation in a leadership development programme.

UCL Ways of Working

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Leadership level

PPM Grade 10

Typical roles: Project or Programme Director, Portfolio Director

Transferable skills and competencies

PERSUADING AND INFLUENCING

DECIDING AND INITIATING ACTION

FORMULATING STRATEGIES AND CONCEPTS

(see pages 18-19)

Experiences

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

Setting out and delivering against an institutional strategic vision; managing multi-year, multi-million pound budgets; shaping and optimising portfolios of projects; working with senior leaders to ensure the alignment of the portfolio with institutional strategy; ensuring that programmes and projects within the portfolio have sufficient resources and the wider institutional support and capacity to deliver; leading long-term planning that prepares the institution for significant change; deep subject knowledge and extensive experience of applying PPM principles to different sectors; experience of leading large teams, often through change; managing complex stakeholder environments and relationships; able to lead large, multi-faceted projects, frequently with a significant academic component; deep understanding of the academic and financial models that underpin universities, higher education landscape and external sources of risk and opportunity; substantial track record of delivering complex projects successfully (e.g. bringing together academic planning, construction projects, major digital transformation and senior stakeholder engagement); motivating and enabling others to anticipate problems and find solutions to issues that might hinder successful project completion.

Personal and professional development

Development options to consider when working towards this level

On the Job Learning

Seeking out opportunities to contribute to institutional strategic development projects; developing experience of financial management and potential sources of funding for major projects (e.g. RPIF, philanthropic fundraising).

Learning from others

Finding ways to interact with the broader PPM community, particularly within an HE context; lead a UCL community of practice; being a mentor of others; leading a practice group within the wider PPM community (e.g. Royal Institute of British Architects (RIBA), Association for Project Management (APM).

Formal learning

Seek out leadership development; develop ability to discuss and interact with financial and strategic issues; (e.g. MBA); self-study (e.g. leadership and HE related literature).

UCL Ways of Working

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Career Case Studies

Laura Skinner
PMO Team Leader, UCL Estates

My name is Laura Skinner and I am the PMO Team Leader for UCL Estates. I report to the Assistant Director - Programme Management and am responsible for leading the programme management team (PMO) within UCL Estates. This senior and strategic role provides leadership, sets standard for the project, programme and portfolio management to enable the successful delivery of the UCL Estates portfolio through effective assurance, tracking and reporting. My early life career was in online betting, I used to run a floor of 50 bookies! Following redundancy, I decided to change my career path and joined UCL Estates PMO in February 2018.

My initial role was working as a Project Support Officer on the Strategic Maintenance Programme. After 6 months I was promoted to Project Analyst where I worked on UCL East. During this year I commenced a distance learning master's degree in Construction Project Management to increase my knowledge. I was then promoted to PMO Manager where I set up the reporting and governance on the Minor Works programme before moving to cover the Capital Programme. This summer I was promoted to PMO Team Leader where I lead a team that support all the programmes in UCL Estates. I never really had a plan, I just took all opportunities as they came my way. I didn't plan to work in an Estates department, in fact whilst I was working in online betting I planned to transition into a career that focussed on statistics and started studying a degree in Mathematics & Statistics. After joining UCL I paused that degree to take advantage of the opportunities being offered to me here and so far it has worked out! The most important thing has always been to never be bored in a job and add value to an organisation.

My Construction Management master's degree changed the path of my career alongside the hands on experience that I got from UCL. The advice I would give to others is to work hard, and don't be afraid to ask and get involved. What's next? Who knows. The reason why I love my job at UCL Estates is because no day is the same and I am supported in knowing that anything is possible for me and my career.

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Career Case Studies

Sarah-Louise Earl
Head of Centre of Excellence,
Project and Programme Management

I have recently joined the Planning Team as the Head of Centre of Excellence for Project and Programme Management. It's a brand new role, which is a great opportunity - if a little daunting! My main purpose is to establish and drive forward a UCL PPM Centre of Excellence - to define and promote PPM standards (processes, templates and tools), develop appropriate skills and training, manage knowledge, including lessons learned, and provide independent assurance for projects across UCL.

Rather than being carefully planned, my career to date has taken quite a winding path – which I put down to my being interested in many different things and generally curious! I often had the fortuitous sense of being in the right place at the right time to take unusual opportunities that allowed me to make the best of a fairly unique combination of practical and theoretical knowledge and experience – my new role is no exception!

I gained my first experience of projects through short term summer contracts in the public sector while studying as an undergraduate in a completely different field; I then spent 3 years working abroad as a language teacher. However, on my return to the UK, I was able to draw on my previous project-based experience to secure a role with a London local authority, providing strategic management support for a number of construction and refurbishment projects, and a high-profile regeneration scheme. During this time I undertook a part-time MSc in Project and Enterprise Management - and found that I really enjoyed conceptualising project management problems! This led me to join UCL as a Teaching Fellow in the Bartlett School of Construction and Project Management, where I helped design and deliver an award-winning Executive Education programme and ran project management modules at undergraduate and postgraduate levels.

I thoroughly enjoyed my academic role, interacting with students and exploring research. But I greatly missed the challenges of PPM 'on the ground'. So in 2016 I took a difficult decision to move back to a practitioner role, and joined UCL Estates as PMO Manager for the UCL East development. I was then involved in the establishment of the UCL East Programme Team and the development of the PMO function, including the design and management of planning and reporting tools and processes across a complex set of interdependent projects and workstreams.

I have been a Co-lead of the PPM Community of Practice since its launch in November 2018, and enjoy helping to bring together PPM professionals from across UCL to share knowledge, tools and good practice. I have been a member of APM for several years; I've served as Secretary of the Benefits Management Specific Interest Group, and remain an active volunteer with the newly merged Benefits and Value Specific Interest Group. I am also a session leader for UCL's APM-accredited PMQ course. Both activities are great ways to engage with other practitioners and keep up with developments and trends in PPM practice outside the university sector.

For me, the most important aspects of a role have always been to learn new things, to be useful and to see the positive impact of the things that I do, and to have opportunities to think deeply and creatively! It's also vital for me to have the flexibility to plan and manage my own workload alongside family commitments.

My advice to others would be threefold: Recognise what you enjoy and what you're good at – ask other people if you're not sure, as they will often spot strengths and preferences that you don't! Look for opportunities to do those things, even if those don't seem to fall within a 'typical' career path for your area (joining the PPM Community of Practice is a good way to hear about things that might be of interest). Don't be afraid to step outside your comfort zone, and get some teaching, training or facilitation experience if you can – you might be surprised by what you learn!

Career Case Studies

David Stevens,
Assistant Director, UCL Estates

I am an Assistant Director within UCL Estates. UCL Estates manages our entire estate and its facilities infrastructure. This includes property acquisition and management, capital projects, engineering and maintenance, environmental sustainability, safety, security, cleaning, hospitality, student residences and central room bookings.

I lead two distinct teams; The mobilisation and transition team who look after the transition of our projects from construction stage and into effective operations, including health & safety, technical support and moves/decants management. I also lead the Minor and Small Works project delivery functions who are responsible for design and delivering all lower value construction projects across the estate.

I am a Chartered Building Services Engineer and initially came to UCL as an external consultant, before securing my first permanent job as a Performance Manager, then Senior Programmes & Performance Manager before my current role as Assistant Director. I have been in my current role for twenty months and already my scope has expanded to include leading the Minor / Small works function.

What has been clear during the four roles I have taken on at UCL, is that UCL is dedicated to developing its staff and has a clear focus on transferable skills. Each of the job descriptions of the roles I have applied for have required a set of skills different to those that I had been currently using. This has, in turn, encouraged me to think of the skills I can bring to a role outside of the one I was a currently working in. Thinking wider than what I currently do is something I consider to be very important. One of the key achievements that has benefitted my career has been to become chartered. I would encourage all staff to become members of an institution relevant to their role and undertake many of the free CPD events and networking that is offered as a part of membership.

There are also a number of University Sector associations and special interest groups that one can join to hear about what is being done elsewhere in our sector. These often have events and learning sessions which are beneficial. My advice would be to always consider personal development and where you might like to be in 5 years' time. Understand the UCL Ways of Working and recognising which areas need to be developed; Keeping a record of the activities and projects that are undertaken which support the ways of working and reference these in the annual appraisal.

Regardless of your role or level at UCL, consider asking someone to be your mentor – this can be an invaluable relationship for your career development and should ideally be outside of your line management. Finally, register on the UCL job page for all job alerts at a grade above your current role. Read through the person specifications for these jobs; see what is being required and work to plug any gaps you may have in your own skill set, and what transferable skills might help you move across the institution.

I really like change, and my role is constantly flexing and growing – which gives me great job satisfaction.

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Career Case Studies

Bimpe Ajala
Assistant Project Support Manager, IT CPD

I am presently working as an Assistant Project Support Manager within IT CPD. I joined UCL 18 months ago as a Project Support Officer, prior to which I was a Project Support Coordinator at the General Medical Council. Working at UCL has been a great experience for me. I've had the opportunity to lead changes within ITSD and provide value to Project Support Services. I feel that my ideas are heard and in turn I've learnt how to view situations from various perspectives. To build my career I viewed job descriptions of roles I was interested in to identify gaps in my knowledge and experience. The key to filling the gaps has been receiving mentoring and creating opportunities to add value. Having a plan in place coupled with coaching and mentoring has helped me. A pivotal moment for me was changing my view on failure. Rather than viewing it negatively I started to look for opportunities, which did wonders for my confidence.

For example I was asked to step in and cover a presentation at the last minute for a Head of Section. This was a great opportunity for me however, this made some of the senior managers nervous as I was an officer at the time. To ensure this opportunity was not lost, I met with the Head of Section to understand their slides. During the session, I was due to present after the Director so I took notes on their vision, identified areas were my presentation was in alignment and drew the attention of the audience to it. Taking time to view situations from different angles has helped me spot and take advantage of opportunities I would have missed.

The advice I would give to others in my area, which I think can be transferred to any discipline are to understand the views and visions of your department and question whether they are in line with where you want to go? Be willing to adapt and pivot to maintain control of changes in situations and circumstances. Lastly, develop the skill of active listening - LinkedIn learning.com has some great courses. I intend to continue developing myself combined with adding value to my team and department. Then in future years, go for bigger challenges and more responsibilities.

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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.

Please note, this version is a working draft as we wanted to undertake an extended review period.
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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.

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Notes

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www.ucl.ac.uk/hr