



UCL WAYS OF WORKING

for professional services

Introduction to framework

Purpose

The UCL Ways of Working for professional services supports colleagues to be successful and happy at UCL through sharing expectations around how we work.

The framework enables individuals, teams and leaders to set clear expectations, support development, have quality conversations and be their best in the workplace.





Creation

The framework responds to a widespread need for clear, consistent articulation of ways of working at UCL that support staff development and progression.

The framework was built for and by professional services staff based across UCL, from faculties, departments, institutes, other academic units, offices of the Vice-Provosts and central services.



Structure and use

These indicators can be used for activities such as appraisals and personal/professional development.

Find these on the Ways of Working pages at www.ucl.ac.uk/ways-of-working

There are three levels of detail around the central behaviours of Personal Excellence, Working Together and Achieving our Mission, making it a flexible tool to use for different purposes:

1.

The UCL Ways Wheel and UCL Ways Descriptors provide a simple, memorable overview of the central Ways of Working, outlining how we work consistently as an integrated professional services community.

2.

The UCL Ways Supporting Indicators give examples of typical observable behaviours that support the central Ways of Working. These reflect different operational levels and can be used in activities such as recruitment or team-building.

3.

The UCL Ways Steps to Development provide in-depth examples of observable behaviours at each grade that can hinder the Ways of Working, and suggestions for development, through on the job learning, peer learning and formal training. (Find the Steps to Development at www.ucl.ac.uk/ways-of-working)

UCL Ways of Working Descriptors

The UCL Ways of Working Wheel and Descriptors provide a simple overview of the central Ways of Working, outlining how we work consistently, successfully and happily as an integrated professional services community.

PERSONAL EXCELLENCE	
Commitment	We are persistent in our shared commitment to our goals, our overall mission, and to taking care of ourselves, our students and each other.
Outstanding Service	We take pride in delivering a positive and proactive service to our colleagues and communities, striving for high quality outcomes and smarter ways of working.
Integrity	We insist on honesty, inclusion and respect for each other inline with UCL's core values, recognising excellence in different forms. We take full accountability for our actions and leading by positive example.

WORKING TOGETHER	
Communication	We communicate with intention and clarity, building strong relationships – listening and responding with fairness and compassion.
Collaboration	We work creatively in empowered cross-functional teams and partnerships where we build trust and recognise each other's contributions.
Shared Learning	We create learning-focused working environments, where we ask challenging questions, encourage respectful inquiry, seek continuous improvement and development, and value constructive feedback.

ACHIEVING OUR MISSION	
Vision	We know why our work is important, and we respond to the 'bigger picture', drawing out opportunities through being ambitious, united and forward-thinking.
Innovative Practice	We review our practices and innovate where necessary to use our resources effectively, to achieve our long-term aims and support our objectives.
Ownership	We understand our responsibilities for delivering timely and effective outcomes, which we achieve through decisive, clear strategies, and well-communicated, consultative plans.

WAYS OF WORKING



UCL Ways of Working
Wheel





UCL Ways of Working Supporting Indicators

There are three levels of detail around the central behaviours of:

- Personal Excellence
- Working Together
- Achieving our Mission

These indicators should support progression conversations, and people activities such as recruitment and appraisals. See www.ucl.ac.uk/ways-of-working for more detail around guidance and use, and more detailed steps to development.



Grade 3/4

Being helpful and courteous in dealing with all colleagues, staff, students and partners.

Dealing appropriately with poor behaviour from all colleagues, staff, students and partners.

Performing duties in a punctual and timely manner.

Being able to and willing to recognise and report bullying, harassment and discriminatory behaviour.

Identifying where you will need support to complete your work.

Acting in accordance with UCL's commitments to inclusion and wellbeing.

Grade 5

Being committed to UCL and taking pride in your work.

Contributing to keeping the workplace running smoothly and efficiently.

Being able and willing to recognise and report bullying, harassment and discriminatory behaviour.

Understanding personal obligations to, and acting in accordance with UCL's commitments to inclusion and wellbeing.

Supporting all colleagues, staff, students, and partners efficiently and effectively.

Practising empathy for others in the workplace, trying to understand the needs of colleagues, staff, students and partners.

Being able to multi-task, effectively keeping various tasks in hand at the same time.

Understanding your responses to stress, and developing personal resilience strategies.

Grade 6

Being consistent and doing what you say you will do.

Having a positive and helpful approach to work.

Understanding your responses to stress, and developing personal resilience strategies.

Taking proactive steps where you see an opportunity to fulfil a need.

Delivering work to agreed standards.

Understanding personal obligations to, and acting in accordance with UCL's commitments to inclusion and wellbeing.

Responding to colleague, student and partner needs with the intention to provide an excellent service.

Planning effectively so that work is delivered and others are not delayed.

Demonstrating interest and flexibility to support work in different areas.

Grade 7

Being supportive, respectful and kind to others around you.

Committed to providing a responsive and helpful service.

Being able to respond constructively.

Developing resilience strategies and supporting healthy resilience in the wider team and wellbeing.

Making best practice an absolute priority.

Switching easily between tasks for different groups and stakeholders.

Being committed to tackling bullying, harassment and discriminatory behaviour in teams.

Making inclusivity, diversity and (inter) cultural awareness core to actions and decision-making for self and team.

Grade 8

Responding proactively and appropriately to the needs of colleagues, staff, students and partners.

Making inclusivity, diversity and (inter) cultural awareness core to actions and decision-making for self and team.

Being organised and keeping track of your work.

Developing resilience strategies and supporting healthy resilience in the wider team.

Encouraging input from diverse voices to support making fair, fact-based decisions.

Taking pride in delivering an excellent service to colleagues, students, partners and the wider community.

Role-modelling an ability to balance work and personal needs.

Delivering on commitments to tasks and people.

Actively seeking solutions to any bullying, harassment and discriminatory behaviour in teams.

Grade 9

Following through on commitments to people and tasks.

Taking a reflective and flexible approach, seeking effective innovation.

Showing an active commitment to inclusion, diversity and (inter) cultural sensitivity.

Demonstrating a range of strategies to build and support resilience in self and team.

Visibly demonstrating supportive and emotionally intelligent leadership.

Taking responsibility for making tough calls when necessary.

Having up-to-date knowledge of the sector and seeing useful trends.

Setting stretching targets for self and others, so everyone reaches their potential.

Role-modelling a vigorous response to any bullying, harassment and discriminatory behaviour in teams.

Grade 10

Ensuring that teams are equipped to respond positively and effectively to needs.

Able to focus sharply on crucial issues, and follow through with action.

Demonstrating a range of strategies to build and support resilience in self and team.

Having a clear commitment to leadership and people, setting a positive and emotionally intelligent example that motivates others to follow.

Demonstrating commitment to diversity and inclusion and (inter) cultural awareness at UCL through all actions.

Promoting a culture of innovative working.

Pro-actively taking action to prevent bullying, harassment and discriminatory behaviour in teams and with partners.

Delivering on commitments to tasks and people.



Grade 3/4

Being willing to take up training in the systems and procedures that you need to do your job.

Able to work as a part of a diverse team.

Following instructions in order to carry out tasks.

Communicating effectively with your team and all of those around you.

Asking for help or more information when you need it.

Grade 5

Understanding the importance of building healthy relationships with others in order to do your job well.

Being a collaborative member of your team.

Asking questions that challenge the status quo in the interests of continuous improvement.

Communicating clearly so that everyone understands your message and intention.

Actively seeking out feedback and opportunities to develop.

Grade 6

Building rapport and being comfortable with others across different cultures and backgrounds.

Innovating and sharing with new ways to work efficiently.

Demonstrating interest in personal development.

Understanding other people's perspectives.

Proactively seeking feedback on your work.

Knowing your key stakeholders and keeping them informed.

Grade 7

Listening to others and supporting them with compassion.

Delegating with appropriate guidance and encouraging initiative.

Giving and seeking timely, actionable and constructive feedback.

Promoting personal and professional development.

Documenting and sharing solutions.

Grade 8

Listening closely, and speaking with clarity to all colleagues, staff, students and partners.

Sharing relevant knowledge and experience.

Giving others freedom to act, and recognising their achievements.

Seeking and giving constructive feedback, and reflecting on own practice.

Encouraging staff to develop and progress within the organisation.

Keeping colleagues, staff, students, partners and wider communities informed.

Handing over well-defined tasks to others.

Able to say 'no' when necessary.

Grade 9

Encouraging others to pursue their development needs.

Being willing to give, and receive timely and constructive feedback.

Using appropriate influence and persuasion to ensure outcomes that are aligned to your values and goals.

Proactively working with other people, teams, partners and functions for the benefit of the wider institution.

Sharing information with relevant parties.

Flexing a range of leadership skills to support all staff, students and partners.



Grade 10

Empowering others through promoting a culture of trust.

Ensuring teams understand, and are supported in, the need to take care of themselves and others.

Taking measured risks, and being prepared to learn through mistakes.

Providing career-focused growth and learning opportunities for everyone.

Pro-actively influencing people and ideas to arrive at outcomes that are beneficial to the organisation.

Being able to have difficult conversations with a view to resolving issues.

Reviewing and appreciating well-executed work.

Role-modelling the seeking and giving of feedback.



Grade 3/4

Making sure you are clear on how to prioritise your work.

Demonstrating a desire for things to work well.

Thinking about how things could work better and making helpful suggestions.

Grade 5

Understanding how your work fits in with others' and its importance in the wider context.

Being open to change, and role-modelling simple consistent approaches.

Understanding your objectives and making realistic plans to deliver them.

Following an agreed plan and knowing how to finish a job on time, asking for help if needed.

Grade 6

Working methodically, prioritising and managing tasks.

Being practical and able to problem-solve.

Able to recognise and support important innovation and change in the workplace.

Taking responsibility for your work.

Planning effectively, recognising and flagging problems.

Understanding UCL's strategic goals, and seeing how your work connects and contributes to this.

Grade 7

Using evidence and quality data to support approaches.

Willing to try new ideas, which may improve outcomes.

Being clear on how your work, and that of your team, fits into overall UCL objectives.

Anticipating issues and adjusting approaches when necessary.

Creating and supporting simple and consistent work processes.

Finding ways to successfully work with the extended UCL community on cross-institutional projects.

Knowing how individual objectives and responsibilities will deliver on plans.

Grade 8

Making sense of complex issues even when information is incomplete.

Making timely and data-led decisions.

Demonstrating clarity about how your work supports the wider UCL mission and goals.

Anticipating and avoiding potential strategic flaws and risks in plans.

Defining objectives and setting out clear and relevant future goals.

Managing multiple projects, leading regular reviews and making changes where necessary.

Willing to volunteer time to support others across the UCL community.

Accepting accountability for your own decisions and actions.

Grade 9

Being able to evaluate information and quickly identify key issues.

Making evidence-based, timely decisions.

Providing direction and resources to achieve desired outcomes.

Working to simple and consistent solutions.

Using existing data to anticipate and plan for problems in advance.

Encouraging innovative approaches that benefit the organisation.

Willingness to be involved in supportive activities across the institution.

Setting appropriate challenges and being clear around individual responsibilities.

Defining objectives and setting out clear and relevant future goals.

Letting others take ownership of their decisions.

Grade 10

Taking accountability for tasks and teams.

Acting to ensure productivity and results-orientation in teams.

Reflecting needs of UCL and the wider mission in your communication.


Presenting a powerful, strategic vision that aligns with long-term aims of UCL.

Seeing opportunities that come with change, and influencing others accordingly.

Ensuring robust process/project/task review and demonstrate evidence-based action-planning.

Clearly and proactively articulating expectations and goals to teams, colleagues and partners to empower them to work toward solutions.

Encouraging teams to work and communicate across UCL where practical and beneficial.

A photograph of three people standing outdoors in front of a brick building with large windows. They are all smiling and giving thumbs up. The man on the left is holding a purple sign. The woman in the middle is holding a yellow sign. The woman on the right is wearing a red beanie and sunglasses, holding a light green sign. All signs feature a dark circular graphic with white text.

**WORKING
TOGETHER**

WAYS OF WORKING

**PERSONAL
EXCELLENCE**

WAYS OF WORKING

**ACHIEVING
OUR MISSION**

WAYS OF WORKING

See the UCL Ways of Working for professional services website for guidance around using the framework in appraisal and recruitment activities.

www.ucl.ac.uk/ways-of-working