

UCL WAYS OF WORKING FOR PROFESSIONAL SERVICES SUPPORTING INDICATORS

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

The framework enables individuals, teams and leaders to set clear expectations, support development, have quality conversations and be their best in the workplace. The Descriptor table below is broken down into grade-relevant supporting indicators on the reverse.



PERSONAL EXCELLENCE	
Commitment	We are persistent in our shared commitment to our goals, our overall mission,

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.

THE UCL WAYS OF WORKING SUPPORTING INDICATORS GRADES 1 – 4

The **Ways of Working Supporting Indicators** give examples of typical behaviours that support the central Ways of Working. These reflect different operational levels and can be used in activities such as recruitment, recognising great staff ways of working or team-building. Although the indicators are listed as relevant to grades, the design assumes that staff will also model behaviours indicated below their current grade.

SUPPORTING INDICATORS: **PERSONAL EXCELLENCE** **GRADE 1-4**

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 well-being.

SUPPORTING INDICATORS: **WORKING TOGETHER** **GRADE 1-4**

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.

SUPPORTING INDICATORS: **ACHIEVING OUR MISSION** **GRADE 1-4**

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.