EFFECTIVE BEHAVIOURS FRAMEWORK

UNIVERSITY OF BATH

Achieving results · Managing self and personal skills · Delivering excellent service · Finding innovative solutions · Embracing change · Using resources · Engaging with the big picture · Developing self and others · Working with people

The University prizes the following attributes in all staff:
- The determination to excel
- An enterprising approach
- An international perspective
- A supportive culture
- A collaborative style of working

University of Bath People Strategy – 2011-2014

The Effective Behaviours Framework is part of the University's drive to realise three key strategic goals for its people.

We aim to develop, recognise and value:

1. An engaged, diverse and high quality workforce, who are led and supported to realise their potential and achieve the highest standards.

2. Our capacity for adaptability to change and ongoing improvement.

3. High quality leadership and management.

AUA
Promoting HE Professionalism since 1961

This framework highlights behaviour patterns that distinguish effective performance in roles within the Management, Specialist and Administrative job family at the University of Bath, together with the generic skills and knowledge that underpin those behaviour patterns.

The behaviours are not the tasks associated with a particular job. They identify *how* an individual does the job. The behaviours are universal across all these roles, though some may be more important in some jobs than others. The framework does not assume that these are the only effective behaviours, but rather provides a clear steer on key behaviours valued within the University of Bath.

MARCH 2012

Approximately 250 staff - managers, leaders, members of Vice-Chancellor's Group, students and academic colleagues took part in the consultation and pilot phases of this project. The starting point was the AUA's 'Professional Behaviours Framework' derived from extensive research and good practice within the HE sector. The feedback we gathered from staff described what 'effective' might look like in the Bath context. We made the necessary changes, resulting in this 'Effective Behaviours Framework'.

The behavioural groups - The framework is divided into nine key behavioural groups:

• **Managing self and personal skills** **Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.**	• **Engaging with the big picture** **Seeing the work that you do in the context of the bigger picture e.g. in the context of what the university/other departments are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others.**
• **Delivering excellent service** **Providing the best quality service to all students and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.**	• **Developing self and others** **Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the University.**
• **Finding innovative solutions** **Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.**	• **Working with people** **Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wide range of interpersonal skills.**
• **Embracing change** **Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.**	• **Achieving results** **Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria**
• **Using resources** **Making effective use of available resources including people, information, networks and budgets. Being aware of the financial and commercial aspects of the University**	

On the pages that follow, each behavioural group has been divided into three aspects:

Self: behaviours that may be observed whatever the working situation

Others: behaviours that may be observed when interacting with and influencing others, you may or may not use these behaviours in a management role.

Organisation: behaviours that may be observed when influencing at University level or when representing the University

At the foot of each page, you'll find a blue section where you can add any effective behaviours/skills/knowledge you feel are important E.g.
- **For the work of your team**
- **For your specialist role**

MANAGING SELF AND PERSONAL SKILLS

Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.

Behaviours that demonstrate effective performance

Self	Others	Organisation
• Managing workload, making effective use of time • Being well prepared for meetings and presentations • Demonstrating an awareness of own values, motivations, emotions and limitations. • Keeping up to date with what is happening in professional area • Having an enthusiastic and positive 'can-do' approach • Maintaining a healthy life balance • Speaking and writing by using clear succinct language • Showing consistency between words and actions • Being self motivated • Accepting and demonstrating personal responsibility for health and safety, data protection and other compliance areas	• Giving and receiving constructive feedback as part of normal day-to-day work activity • Developing and maintaining personal networks of contacts • Ensuring own behaviour, words and actions support a commitment to equality of opportunity and diversity • Getting the best from others through effective communication • Managing own response when faced with challenging situations • Influencing through own behaviour • Seeking exposure to new people/ environments	• Taking an active interest in what is happening more widely in the University • Keeping up to date with what is happening in wider HE environment

Indicative skills and attributes

		Underpinning knowledge	
• Organisational skills • Listening skills • Self-awareness	• Communication skills • Reflective practice • Time management skills	• HE environment • Policies and procedures relevant to own role/department	• Self assessment tools/models and their application • University of Bath

Examples of behaviours that may indicate a need for further development

• Talking or writing at inappropriate length • Focusing almost exclusively on own job or own department • Being consistently late for meetings	• Missing deadlines • Reacting defensively to constructive criticism • Hiding behind excuses

Your Space:

DELIVERING EXCELLENT SERVICE

Providing the best quality service to all students and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.

Behaviours that demonstrate effective performance

Self	Others	Organisation
• Resolving problems quickly in a cheerful, friendly manner • Ensuring systems and processes are kept up to date • Setting appropriate boundaries and managing expectations • Being clear about where you can be flexible and where you cannot and why • Being up to date with best customer service practice in the sector • Engaging positively with quality assessment processes • Taking ownership of issues and seeing them through from start to finish	• Seeing things from the other person's viewpoint • Listening, questioning and clarifying in order to understand the other person's needs • Seeking and using feedback to develop best practice • Tailoring communication to meet student/staff/customers' needs • Fostering a continuous improvement philosophy • Delivering consistent service standards • Connecting one request/idea to others to provide a range of services to the student/customer.	• Defining excellent service • Interpreting rules and regulations flexibly to balance customer and organisational needs • Consistently giving positive messages about the University of Bath • Building and maintaining relationships with external customers • Providing specialist advice to other parts of the University in a language they understand

Indicative skills and attributes / Underpinning knowledge

Indicative skills and attributes		Underpinning knowledge	
• Listening skills • Interpersonal skills • Empathy	• Problem solving • Analytical skills • Communication skills	• Understanding the University's students and staff and their expectations • Customer service good practice	• The University's complaints policy and procedures • Setting service standards

Examples of behaviours that may indicate a need for further development

• Using too much organisational jargon • Adopting a 'one size fits all' approach • Promising things you can't deliver	• Hiding behind rules and regulations • Displaying a 'more than my job's worth' attitude

FINDING INNOVATIVE SOLUTIONS

Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.

Behaviours that demonstrate effective performance

Self	Others	Organisation
• Taking time to understand and diagnose problems by considering the whole picture • Recognising the need to go for the less-than-perfect solution at times in order to achieve objectives • Spotting an opportunity and taking action to do something about it • Identifying novel ways of resolving issues using own initiative • Suggesting and trying out new approaches • Identifying risks and considering consequences of failure in advance • Balancing new ideas with tried and tested solutions • Working proactively and taking initiatives • Making decisions and taking responsibility for them	• Supporting others to find their own solutions rather than giving all the answers • Fostering a culture which encourages people to take acceptable risks in pursuing innovation • Sharing learning and experience to facilitate others' decision making • Seeking input from others to develop team solutions • Valuing all opinions and giving recognition • Encouraging and developing the creativity of others • Giving people the space and freedom to be creative • Encouraging others to question and re-think role and procedures	• Being open to and applying good practice and fresh ideas from inside and outside the University • Exercising judgement in line with the University's strategy and priorities • Actively seeking new ideas and approaches from outside the University of Bath • Identifying and pursuing opportunities to work in partnership with external organisations to generate and develop ideas

Indicative skills and attributes / Underpinning knowledge

Indicative skills and attributes		Underpinning knowledge	
• Creativity • Persuasive • Pro-active • Networking skills	• Broad perspective • Resourcefulness • Inquisitive • Analytical skills	• Other areas of the University • University's strategy and objectives • HE environment	• Risk assessment • Coaching techniques

Examples of behaviours that may indicate a need for further development

• Working to the letter of the job description • Doing things the way they have always been done without reviewing them	• Overlooking the potential repercussions of setting precedents • Putting obstacles in the way of innovation • Going for the 'easy' solution

EMBRACING CHANGE

Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.

Behaviours that demonstrate effective performance

Self	Others	Organisation
• Accepting that change is an integral part of life • Displaying open mindedness to new ideas and proposals • Demonstrating a willingness to do things differently • Making suggestions for improvement • Taking a creative approach to change which challenges assumptions and is not based purely on enhancing existing practice • Viewing change situations as opportunities for improving and developing work • Remaining positive about moving forward despite being realistic about the difficulty of change • Demonstrating that 'the way things are done here' does not restrict you • Challenging the status quo in a constructive way	• Seeking a diversity of perceptions • Encouraging others to initiate and embrace change • Encouraging experimentation and new ways of working • Providing ongoing support and encouragement to others who are developing and testing ideas • Articulating the purpose of change and the context within which change is happening • Adapting approach to respond to changes outside of the University • Communicating change in a positive manner through influencing and persuasion • Being receptive to others' concerns • Nurturing a culture of enthusiasm about new opportunities	• Creating a climate that encourages innovation and receptivity to change • Leading by example in supporting the University to break with traditional methods • Communicating upwards to influence policy formulation • Embracing new technologies, techniques and working methods • Scanning the wider environment to seek opportunities to develop the University • Modifying departmental/University strategy to adapt to changes in the wider environment

Indicative skills and attributes

		Underpinning knowledge	
• Questioning skills • Flexibility • Adaptability • Positive	• Open mindedness • Forward thinking • Influencing skills	• HE environment • Diversity of motivations and reactions to change	• Process of change at individual and organisational levels

Examples of behaviours that may indicate a need for further development

• Unable to move beyond negative reaction to uncertainty • Consistently blocking change and failing to build on others' ideas for change • Changing things for own personal agenda	• Generating numerous ideas but not following any of them through • Complaining instead of doing something about it • Staying within own comfort zones • Sabotaging change (actively or passively)

USING RESOURCES

Making effective use of available resources including people, information, networks and budgets. Being aware of the financial and commercial aspects of the University.

Behaviours that demonstrate effective performance

Self	Others	Organisation
• Using resources in ways that are efficient and minimise any adverse impact on the environment • Using informal systems and channels of communication to inform and support objectives • Influencing outcomes when bidding or negotiating for resources • Aggregating, utilising and interpreting management information • Considering cost benefit analysis implications of decisions • Making use of information and resources gained through personal networks • Recognising that time is cost and adjusting behaviour accordingly	• Liaising with external bodies, suppliers and other HE bodies • Identifying the information and knowledge people need and why they need it • Drawing on others' knowledge, skills and experience • Liaising outside of immediate work area to maximise use of resources within the University • Deploying human resources efficiently, at the right levels and in appropriate ways • Delegating appropriately • Considering costs as part of the equation when planning a development • Recognising and negotiating time and deadlines with others	• Sharing good practice with other parts of the University • Being mindful of responsibility to the University of Bath and funders in using resources • Developing cross-service collaboration and being willing to share resources • Identifying ways in which resources can be used flexibly and imaginatively for the benefit of the whole University

Indicative skills and attributes		Underpinning knowledge	
• Organisational skills • Creativity • Networking skills • Numeracy	• Delegation • Research skills • Analytical skills • Flexibility	• HE funding and financial aspects of the University of Bath • New developments in Bath and wider HE • Resources available within Bath	• Awareness of environmental issues • Others' skills and strengths • Financial appraisal techniques

Examples of behaviours that may indicate a need for further development

• Disregarding time as a resource • Re-inventing the wheel • Spending budget inappropriately just to use it up	• Always going for the highest quality solution regardless of cost implications • Being protective of budget/people/space

ENGAGING WITH THE BIG PICTURE

Seeing the work that you do in the context of the bigger picture e.g. in the context of what the University/other departments are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others.

Behaviours that demonstrate effective performance

Self	Others	Organisation
• Creating and articulating a vision for own area of responsibility • Standing by considered decisions even if they prove unpopular • Understanding the bigger picture and being clear about how own role fits in • Adapting approach to respond to likely future trends/scenarios • Recognising and sharing positive outcomes of own work • Seeing the value of own work and team tasks to the University's overall mission	• Making links between individual, team, department and University objectives clear for others • Giving team members support and advice when they need it, especially during periods of setback and change • Empowering others to take personal responsibility • Providing clarity about responsibilities and accountabilities • Creating momentum and enthusiasm about what needs to be done • Articulating to others how the bigger picture might affect the team/department/ University in the future • Seeking input from whole team when developing departmental objectives • Helping people understand how they fit in the overall picture	• Ensuring plans are consistent with the objectives of the University • Not losing sight of the vision in dealing with day-to-day pressures • Breaking down 'silo' thinking and encouraging a University-wide perspective • Being aware of the political/economic environment and its impact on the University's work

Indicative skills and attributes

		Underpinning knowledge	
• Enthusiasm • Communication skills • Broad perspective	• Outward looking • Forward thinking	• University strategy and objectives • University structures • HE sector	• Strategy and objectives of own department

Examples of behaviours that may indicate a need for further development

• Dictatorial or controlling • Being too internally focused • Focusing on the short-term view	• Getting bogged down in detail – unable to see the wood for the trees • Hoarding knowledge and information to boost own power/status

DEVELOPING SELF AND OTHERS

Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the University.

Behaviours that demonstrate effective performance

Self	Others	Organisation
- Using all situations as potential learning opportunities - Being a role model by devoting time to own development - Engaging in formal and informal learning and development activities - Updating professional/specialist skills - Engaging positively with the SDPR process - Seeking, accepting and acting upon feedback, and learning from it - Recognising that outside stimulation is required for own development and growth - Utilising own strengths to the full - Recognising and demonstrating impact of own learning	- Giving praise for work well done - Making time to think about the development of colleagues - Providing constructive feedback to colleagues at all levels - Ensuring equal access to development opportunities for all - Using delegation as an opportunity to develop others - Providing creative work opportunities to stretch and develop colleagues - Encouraging others to learn from mistakes without blame - Accepting that developed staff may leave and recognising this as a positive outcome - Coaching and mentoring others	- Supporting succession planning by identifying and developing colleagues with high potential - Supporting others to undertake alternative duties, short-term secondments etc - Encouraging others to contribute to institutional-level activity - Identifying the changing needs of the University and incorporating these into own and others' development plans - Focusing on retaining talent within the University

Indicative skills and attributes

		Underpinning knowledge	
- Communication skills - Delegation - Opportunistic - Supportive	- Openness - Desire to learn - Institutional perspective	- Learning styles and their application - Self awareness - Effective Behaviours Framework - Work-based learning	- Internal and external training and development provision - Developments in own professional area

Examples of behaviours that may indicate a need for further development

- Just 'doing' Development without genuine engagement or commitment. - Being intolerant of mistakes and apportioning blame - Believing that 'development' equals 'training' and not engaging with informal development methods	- Focusing on others' weaknesses rather than their strengths - Thinking that you can't learn from someone in a different role/someone younger/someone outside Bath or HE

WORKING WITH PEOPLE

Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wide range of interpersonal skills.

Behaviours that demonstrate effective performance

Self	Others	Organisation
• Demonstrating that you value differences • Monitoring and reviewing the effectiveness of working relationships • Having a good grasp of where your responsibility ends and that of others begins • Establishing rapport • Asking for and accepting help when needed • Being proactive and responsive in working relationships • Displaying dignity and respect for others • Being open and honest in workplace communication	• Co-operating willingly to support the achievement of team goals • Using understanding of other people's perspectives to help reach agreement • Sharing information and keeping others informed • Recognising and respecting the roles, responsibilities, interests and concerns of colleagues and stakeholders • Proposing and negotiating win-win solutions • Giving constructive feedback • Surfacing conflicts early so that they may be addressed • Ensuring that working arrangements, resources and processes respond to different needs, abilities, values and ways of working	• Working across boundaries to develop relationships with other teams • Challenging inappropriate or exclusive practices/behaviour • Reflecting the University's values in dealing with people and conducting business

Indicative skills and attributes

• Communication skills • Interpersonal skills • Diplomacy • Collegial	• Empathy • Negotiation skills • Collaborative • Respectful

Underpinning knowledge

• HE and Bath culture • University's Dignity and Respect policy • Understanding of learning styles	• Understanding of different perspectives, working practices and motivations

Examples of behaviours that may indicate a need for further development

• Interrupting when others are speaking • 'Guarding' information • Discouraging debate	• Giving priority to own personal goals • Presenting other people's ideas as your own • Working in isolation

ACHIEVING RESULTS

Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.

Behaviours that demonstrate effective performance

Self	Others	Organisation
• Taking personal responsibility for getting things done • Maintaining a high standard of work even when under pressure • Incorporating flexibility into plans and adjusting them in light of developments • Keeping track of a number of projects running simultaneously • Distinguishing between important and urgent tasks and prioritising effectively, even from apparently equal demands • Proactively negotiating time and deadlines • Meeting deadlines	• Taking time to celebrate successes • Winning support of key colleagues and other stakeholders • Sharing the credit with others • Being effective in gaining buy-in without having any direct authority • Monitoring progress and providing regular updates • Recognising others' contribution to the achievement of objectives • Setting clear team objectives and expectations	• Saying 'no' to activities that are less important or do not fit with the University's priorities • Evaluating the success of projects and disseminating lessons that can be learned • Taking an holistic perspective of the University and influences within it

Indicative skills and attributes

	Underpinning knowledge	
• Project management • Negotiation skills • Communication skills • Resilience	• Prioritising • Goal setting • Pro-active approach • Time management skills	• Project management tools and their application • University structures • University systems • Key colleagues who will influence the work you do

Examples of behaviours that may indicate a need for further development

• Believing that talking about things is the same as action • Being disorganised • Relying on a fire-fighting approach	• Failing to see things through • Over-committing and not delivering