

**Talent Management
Framework of Professional
Behaviours**



Overview

The purpose of the Talent Management Framework of Professional Behaviours is to support the performance, learning and career development of all Professional and Support Staff at Birkbeck. It is for all grades, career stages and differing personal aspirations.

The Framework highlights behaviours that distinguish effective performance in Birkbeck professional and support roles. Over 70 staff, managers and Directors were involved in developing the framework. The process was robust with a review of good practice, including the Association of University Administrators (AUA) framework, with advice from an Organisational Psychologist.

There are nine behavioural categories:

- Professionalism, quality and reliability
- Service delivery and achieving results
- Positive relationships and collaboration
- Innovation and change
- Delivering Birkbeck’s Mission and strategies
- Leadership and integrity
- Self-awareness and resilience
- Communicating and listening
- Managing self and others

We have grouped behaviours under these categories across the following grades for ease of reference and comparison:

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The behaviours are not the tasks associated with a particular role. They identify how an individual performs a role. They are the key behaviours for effective performance at Birkbeck which deliver our plans and support our Mission and values.

It does not assume that these are the only effective behaviours; they are the key ones. They are universal across all roles, though some behaviours are more important, or will be used more frequently, in some roles given the nature of that role.

The framework is progressive with the behaviours at higher levels cumulatively building on behaviours at a lower level. The behaviours have been prepared with a developmental and aspirational focus.

Overall, the framework will:

- Enhance Birkbeck’s performance through supporting effective individual performance
- Support development and career planning
- Assist succession planning
- Foster equality of opportunity by providing a transparent and accessible framework

Using the framework

The framework is a useful resource when preparing the general skills/attributes section of the person specification in a new job description, or updating an existing one. In recruitment and selection, it may also guide the development of interview questions and key criteria relating to general skills and attributes from the job description.

The framework provides a member of staff and their manager with clarity about effective behaviours at the member of staff’s level. It complements and enhances the information provided by job descriptions and person specifications.

The framework can also be used to support career development plans for roles at the same level. Further, it shows behaviours at higher levels, so that staff know what is expected at levels that are more senior and can think about career progression.

Generally, all Professional and Support staff are encouraged to:

- Familiarise themselves with the Talent Management Framework
- Identify the most important behaviours for their role, in discussion with their manager
- Self assess

And should:

- Use the framework to support preparation for the annual Progress and Development Review (PDR) meeting and discussion at the meeting.

The annual PDR meeting provides a formal opportunity for a member of staff and their manager to consider the framework and progress. The PDR provides a forum to agree and review objectives, including those based on the framework, with a supporting development plan.

Grades 3,4 and 5 to Grade 6

1. Professionalism, quality and reliability

Demonstrates professionalism through high standards of work. Is reliable in the quality of their work. Shows attention to detail and personal organisation. Builds expertise in area of responsibility. Uses resources (e.g. time, money, space) effectively and efficiently.

Grades 3, 4 and 5	Grade 6
<ul style="list-style-type: none"> • Accurate, reliable and timely in their work and delivers to appropriate standards, checks their work. • Applies knowledge and experience to solve problems and address questions, knows when to refer. • Uses their time and other resources (e.g. space/equipment) effectively and efficiently. • Self-organised and delivers on priorities using their initiative. • Keeps their knowledge up to date, shares good practice. 	<ul style="list-style-type: none"> • Sets high personal standards and oversees standards in their work area. Explains the importance of deadlines and quality. • Uses experience and knowledge to solve “non-routine” problems. • Effectively and efficiently handles resources (e.g. time, space etc.) to deliver services, in line with College expectations. • Is responsive and ensures sufficient organisation in their work area to manage crises. • Proactively keeps updated to deliver their service, shares good practice and knowledge, supports others to develop their knowledge.

Grades 3,4 and 5 to Grade 6

2. Service delivery and achieving results

Provides great service and support. Takes personal responsibility for getting things done. Is committed to ensuring effective and timely delivery within available resources. Is pragmatic, yet ambitious in their delivery. Confidently deals with setbacks and resistance when delivering results. Shows drive to deliver quality services to internal and external customers.

Grades 3, 4 and 5	Grade 6
<ul style="list-style-type: none"> • Understands the importance of great service delivery, its impact and what is required. • Takes personal responsibility for getting the job done and is committed to effective delivery within resources and expectations. • Owns problems and seeks support from others as appropriate. • Handles challenging situations/people and knows when to refer. • Plans own work so is able to deliver a consistent service. 	<ul style="list-style-type: none"> • Promotes the importance of great service delivery, explains its impact and encourages others. • Leads others in delivering a great service within resources. • Pro-actively resolves problems, co-ordinating as required. • Tackles non-routine situations and challenging behaviour, knows when to refer. • Forward thinking, plans workloads and resources to deliver a reliable service. • Periodically reviews own and team’s progress, to inform service delivery.

Grades 3,4 and 5 to Grade 6

3. Positive relationships and collaboration

Works collaboratively with others to deliver services and achieve objectives. Builds positive relationships with others. Is empathetic in approach and aware of different perspectives and priorities across Birkbeck. Shares insights and experience proactively with colleagues within the team and across departments.

Grades 3, 4 and 5	Grade 6
<ul style="list-style-type: none"> • Builds and maintains positive working relationships through being helpful, timely and communicating effectively. • Supports collaborative activities with others. • Is courteous, patient and empathetic and is able to handle challenging interactions, knowing when to refer. • Seeks to understand others' priorities and pressures and uses this knowledge. • Is flexible in approach when working with different people. 	<ul style="list-style-type: none"> • Builds and maintains positive working relationships, takes the opportunity to make personal contact. • Uses opportunities to collaborate in areas of responsibility. • Addresses problems in a constructive way, able to resolve difficult situations, knowing when to refer. • Seeks to understand others and their priorities, shares this information to support delivery. • Is flexible in approach, values others' expertise and respects different ways of working.

Grades 3,4 and 5 to Grade 6

4. Innovation and Change

Is adaptable to change and different approaches. Understands the benefits of change. Is willing to try new approaches in their work. Seeks to innovate and look for different ways of doing things to support service improvements. Seeks to learn from mistakes and change their own behaviour/influence that of others.

Grades 3, 4 and 5	Grade 6
<ul style="list-style-type: none"> • Is open and adaptable to changes and new approaches. • Implements changes and provides practical feedback. • Suggests practical improvements in their area to enhance service delivery, or efficiency. • Learns from experience and shares this learning to support ongoing improvements. • Checks understanding of changes and considers the impact on their role. 	<ul style="list-style-type: none"> • Is positive and flexible about changes and new approaches, encourages others to engage. • Supervises change and improvement initiatives in their area, encourages and supports colleagues. • Pro-actively suggests new ways of doing things, practical solutions and is able to be creative. • Learns from experience and systematically testing new approaches, shares and encourages others to learn and share. • Interested in understanding the reasons for change and explains change to others.

Grades 3,4 and 5 to Grade 6

5. Delivering Birkbeck's Mission and Strategies

Understands Birkbeck's Mission and can explain this to others. Enhances contribution by understanding Birkbeck's goals, strategies and the wider context. Displays commitment to Birkbeck's Mission and aims in their day to day work.

Grades 3, 4 and 5	Grade 6
<ul style="list-style-type: none"> • Understands Birkbeck's Mission and aims and can describe these to others. • Can explain how their role contributes to team priorities and the Mission. • Displays commitment to the team's and Birkbeck's priorities and the overall Mission. • Keeps updated about team and Birkbeck's priorities, checks their understanding. 	<ul style="list-style-type: none"> • Describes Birkbeck's Mission and aims, explains how their and the team's work contribute to Birkbeck. • Committed to departmental priorities and the Mission. • Keeps actively updated about key College initiatives, relevant strategies and challenges, considers how they may impact their area of work. • Supports others' understanding of their work, in relation to priorities, key strategies and the Mission.

Grades 3,4 and 5 to Grade 6

6. Leadership and integrity

Takes ownership and leads by example. Operates with integrity and respect for others, to build trust. Wants to be accountable for their work and that of others. Is open and transparent in their actions. Encourages self and others to do better. Thinks ahead and plans their and others' activity to meet future challenges. Is positive and supportive to others. Is inclusive, treats people fairly, showing respect for every one and applies understanding of equality and diversity.

Grades 3, 4 and 5	Grade 6
<ul style="list-style-type: none"> • Takes ownership of their work and keeps to commitments. • Shows integrity, as a representative of Birkbeck. • Is approachable, contactable and supportive. • Accountable for their work and behaviour, seeks to improve. • Is inclusive, treats people fairly, showing respect for everyone. • Applies understanding of equality and diversity, responds flexibly to others' needs. 	<ul style="list-style-type: none"> • Shows ownership and leadership in their area of work. • Open, consistent and maintains integrity. Understands the importance of building trust and working in Birkbeck's best interests. • Is accessible, approachable and supportive. • Leads by example, "doing what they say they will do", being accountable and seeks to improve. • Encourages and supports others to develop and personally grow, to support Birkbeck. • Encourages tolerance, inclusiveness and respect for all.

Grades 3,4 and 5 to Grade 6

7. Self-awareness and resilience

Is aware of own behaviours and the impact on others. Reflects on own actions and those of others. Gives constructive and genuine feedback. Deals positively with feedback. Is resilient and persistent when faced with challenges. Asks for help when they cannot see a way forward.

Grades 3, 4 and 5	Grade 6
<ul style="list-style-type: none"> • Self-aware and understands their impact on others. • Takes time to understand feedback and agrees development areas, gives feedback when invited. • Is patient, calm and persistent in resolving problems and handling challenging behaviour, knows when to involve others. • Takes responsibility for personal well-being, knows personal limits and when to seek help. 	<ul style="list-style-type: none"> • Self-aware and reflects on their impact in a variety of situations. • Able to assess and handle feedback objectively, prepares and gives developmental feedback to others. • Calm under pressure, thinks clearly in difficult situations, or when time is limited. • Demonstrates a patient, but persistent approach when dealing with challenges and set-backs. • Aware of their and others' well-being, refers when needed.

Grades 3,4 and 5 to Grade 6

8. Communicating and listening

Communicates clearly and effectively in a range of situations. Listens openly and checks understanding. Adapts their communication style to their audience.

Grades 3, 4 and 5	Grade 6
<ul style="list-style-type: none"> • Is proficient in a range of different communication methods and knows when to use them. • Writes and speaks clearly and accurately, using a suitable tone, language and provides the correct level of information. • Displays effective and attentive listening, checks understanding. • Communicates important information in a timely manner and updates about progress. 	<ul style="list-style-type: none"> • Able to use a range of different communication approaches to explain and engage, flexes to others' needs. • Clear, accurate and effective written communication, including briefings and guidance notes. • Is a clear verbal communicator, able to guide and inform small groups. • Displays effective and interactive listening skills, checks their understanding and that of others. • Influences others, including communicating in a timely manner. • Is an effective departmental representative at meetings.

Grades 3,4 and 5 to Grade 6

9. Managing self and others

Prioritises own work and that of others. Takes accountability for own success and others. Encourages self and others to learn, develop and build their careers. Deals with arising issues promptly, helps others through challenging times. Keeps others informed about their activities and progress.

Grades 3, 4 and 5	Grade 6 - Managing self and others These apply if you have a formal line management role	Grade 6 - Managing self Core behaviours if you do not have a formal line management role
<ul style="list-style-type: none"> • Understands and maintains levels of performance and behavioural standards for the role. • Prepares and participates effectively in Progress and Development Review and other meetings. • Committed to ongoing learning through experience and courses, shares learning with others. • Effectively plans and understands priorities in their own work. • Is flexible and willing to help others, as required, to deliver the overall service. • Keeps others updated about progress and seeks updates. 	<ul style="list-style-type: none"> • Sets standards, encourages and supervises others to deliver, flexs their approach. • Performs successfully, oversees team performance, values good work, works to address poor performance. • Sets the tone and works to address poor behaviour. • Develops self and others to a plan, supports others' learning. • Prioritises and plans own and team's work, allocates work effectively and fairly, ensures alignment across the team • Oversees a responsive service, is flexible. • Keeps others informed and pro-actively seeks updates from others. 	<ul style="list-style-type: none"> • Sets an example in terms of successful performance and personal behaviour. • Committed to learning in line with a Personal Development Plan, supports others' learning, as required. • Plans and prioritises own work, checking where appropriate. • Delivers a responsive service and is flexible. • Keeps others informed and pro-actively seeks updates from others.

Grades 7, 8 and Grade 9

1. Professionalism, quality and reliability

Demonstrates professionalism through high standards of work. Is reliable in the quality of their work. Shows attention to detail and personal organisation. Builds expertise in area of responsibility. Uses resources (e.g. time, money, space) effectively and efficiently.

Grades 7-8	Grade 9
<ul style="list-style-type: none"> • Sets high personal standards, pro-actively manages standards, consistency and timeliness. • Applies expertise to resolve “difficult situations” and takes responsibility for decisions. • Effectively oversees the prudent management of resources and builds a climate of effective resource use. • Self organised, manages many competing demands. • Develops and maintains their own expertise to perform effectively, shares this openly with others. • Encourages others to apply and grow their professional expertise. 	<ul style="list-style-type: none"> • Builds team culture to deliver high quality timely work, within resources, emphasises the importance of “how work is carried out, not only what is achieved”. • Resolves “difficult situations” and makes “difficult decisions” in a complex environment. • Actively manages resources, seeks efficiencies, works collaboratively and creatively to provide value for money. • Self organised, managing multiple and conflicting demands in complex environments. • Develops their own expertise, displays advanced knowledge and engages colleagues to build their expertise to benefit Birkbeck. • Leads others in applying their professional expertise to challenges.

Grades 7, 8 and Grade 9

2. Service delivery and achieving results

Provides great service and support. Takes personal responsibility for getting things done. Is committed to ensuring effective and timely delivery within available resources. Is pragmatic, yet ambitious in their delivery. Confidently deals with setbacks and resistance when delivering results. Shows drive to deliver quality services to internal and external customers.

Grades 7-8	Grade 9
<ul style="list-style-type: none"> • An advocate for great service delivery, explains its impact and encourages others. • Leads and develops plans and projects to ensure delivery and improve services, involving multiple stakeholders. • “Trouble-shoots” complex problems, balances being pro-active and reactive. • Negotiates and manages challenging situations within service delivery, using available resources. • Leads reviews of services, deals with challenges flexibly and is able to re-prioritise and intervene when required. 	<ul style="list-style-type: none"> • Champions the importance of great service delivery and engages others. • Leads and drives overall service delivery, develops ambitious plans with others. • Understands and resolves complex problems from a strategic perspective. • Negotiates and pro-actively manages difficult situations and expectations about service delivery, within resources. • Oversees multiple projects and complex pieces of work, to deliver strategic objectives. • Continuously reviews the service delivered, keeps an eye on the “bigger picture”.

Grades 7, 8 and Grade 9

3. Positive relationships and collaboration

Works collaboratively with others to deliver services and achieve objectives. Builds positive relationships with others. Is empathetic in approach and aware of different perspectives and priorities across Birkbeck. Shares insights and experience proactively with colleagues within the team and across departments.

Grades 7-8	Grade 9
<ul style="list-style-type: none"> • Actively cultivates and maintains effective relationships to support long-term collaboration, takes the opportunity to make personal contact. • Manages collaborative projects and makes opportunities for collaboration, works with others' strengths and expertise. • Builds effective relationships for the long term, works to recover relationships in difficult situations. • Empathetic, sensitive to other agendas and priorities, builds others' awareness and encourages discussion. • Is collaborative, involves others, whilst promoting and delivering their services. 	<ul style="list-style-type: none"> • Grows strategic working relationships in pursuit of Birkbeck's objectives and develops collaborations. • Leads complex collaborative projects, working with different agendas and expertise. • Develops effective long-term relationships, with multiple stakeholders and pro-actively works to anticipate challenges. • Encourages cross-team dialogue and constructive challenge, explores priorities and agendas. • Builds respect and engagement by involving others and sharing knowledge. • Empathetic and handles multiple interpersonal relationships, including with senior leaders, with emotional intelligence.

Grades 7, 8 and Grade 9

4. Innovation and change

Is adaptable to change and different approaches. Understands the benefits of change. Is willing to try new approaches in their work. Seeks to innovate and look for different ways of doing things to support service improvements. Seeks to learn from mistakes and change their own behaviour/influence that of others.

Grades 7-8	Grade 9
<ul style="list-style-type: none"> • Is positive about changes, an advocate for innovation and encourages others to engage. • Leads and manages change plans and innovations, agrees clear milestones and schedules. • Takes initiative and uses analytical skills and flexible thinking to assess opportunities for innovation and change. • Cultivates a “lessons learnt” environment that enables innovation and improvement. • Assesses opportunities for improvement/innovations and draws on the expertise of others to generate “bottom-up” change. 	<ul style="list-style-type: none"> • A champion for innovation and change, open and responsive to new ideas and possibilities. • Develops, leads and manages change and communications’ plans, negotiates milestones and outputs with others. • Is able to abstract complex problems, model possible solutions and evaluate change options before implementing. • Develops a “lessons learnt” culture and the sharing of ideas that enable innovation and managed risk taking. • Champions the need for continuous improvement and innovation in the light of feedback, analysis of trends and resource constraints.

Grades 7, 8 and Grade 9

5. Delivering Birkbeck’s Mission and Strategies

Understands Birkbeck’s Mission and can explain this to others. Enhances contribution by understanding Birkbeck’s goals, strategies and the wider context. Displays commitment to Birkbeck’s Mission and aims in their day to day work.

Grades 7-8	Grade 9
<ul style="list-style-type: none"> • Explains and advocates for Birkbeck’s Mission and relevant strategies to a variety of audiences. • Describes their role and service within the context of the departmental business plan, relevant strategies and the Mission. • Delivers own projects and services in support of business plans, relevant strategies and the Mission. • Develops others’ understanding, explains individual contributions and engages others in delivering the business plan, strategies and the Mission. • Proactively keeps updated and takes into account strategic priorities and the wider environment. 	<ul style="list-style-type: none"> • Champions Birkbeck’s Mission and key strategies to influential audiences. • Communicates what the department’s services mean in terms of the business plan, relevant strategies and the Mission. • Develops and implements strategies and projects that are steered by the business plan, wider Birkbeck strategies and the Mission. • Ensures that staff understand the value of their role in terms of the plan, strategies and the Mission. • Responds to evolving strategic priorities and is aware of Birkbeck’s “direction of travel”.

Grades 7, 8 and Grade 9

6. Leadership and integrity

Takes ownership and leads by example. Operates with integrity and respect for others, to build trust. Wants to be accountable for their work and that of others. Is open and transparent in their actions. Encourages self and others to do better. Thinks ahead and plans their and others' activity to meet future challenges. Is positive and supportive to others. Is inclusive, treats people fairly, showing respect for everyone. Applies understanding of equality and diversity.

Grades 7-8	Grade 9
<ul style="list-style-type: none"> • Owns and leads the delivery of plans, inspires others. • Shows integrity and consistency, works in the best interests of Birkbeck to build trust. • Is visible, accessible and approachable. • Leads by example by planning, displaying accountability, delivering effectively and looking to improve. • Creates a learning environment in which colleagues can develop and grow. • Promotes tolerance, inclusiveness and respect for all in their area. 	<ul style="list-style-type: none"> • Leads the service forward, anticipates challenges and agrees direction with their Director. • Models integrity, consistency and makes decisions in the best interests of Birkbeck. • Has high personal standards of performance and behaviour, seeks to improve. • Manages their own visibility and accessibility to maximise impact. • Champions a learning environment of personal development and growth, to support the department and Birkbeck. • Inspires others to build an "inclusive and tolerant culture", which encourages respect for all.

Grades 7, 8 and Grade 9

7. Self-awareness and resilience

Is aware of own behaviours and the impact on others. Reflects on own actions and those of others. Gives constructive and genuine feedback. Deals positively with feedback. Is resilient and persistent when faced with challenges. Asks for help when they cannot see a way forward.

Grades 7-8	Grade 9
<ul style="list-style-type: none"> • Is reflective, able to self-assess and is aware of the impact of their behaviours on others. • Seeks and receives feedback in a constructive and positive way, engages others in giving and receiving feedback. • Calm under pressure, is able to think clearly in demanding circumstances. • Is resilient, deals with set-backs and difficult situations, continues to be persistent. • Knows personal limits and how to seek help for themselves. • Promotes the benefits of well-being in their area. 	<ul style="list-style-type: none"> • Self-reflective, able to learn from experience and assess one's impact on others. • Develops a feedback culture within their area and actively seeks feedback from others. • Demonstrates calmness and the ability to think clearly with multiple pressures, make good measured decisions and manage risk. • Is resilient, able to keep a sense of perspective where expectations are high. • Develops networks of mutual support, knows when and how to seek personal support and help. • Champions and models effective well-being.

Grades 7, 8 and Grade 9

8. Communicating and listening

Communicates clearly and effectively in a range of situations. Listens openly and checks understanding. Adapts their communication style to their audience.

Grades 7-8	Grade 9
<ul style="list-style-type: none"> • Uses a variety of communication approaches to inform and engage a wide range of audiences. • Produces clear and engaging written work, including reports for senior staff. • Is a clear verbal communicator, who can engage their audience. • Listens actively to others, explains complex and technical issues clearly, checks their understanding. • Displays a range of influencing approaches, with staff at different levels. • Is an effective departmental representative and sets an example for colleagues. 	<ul style="list-style-type: none"> • Has a strategic approach to communication, so that important messages are communicated and understood. • Produces clear, analytical and persuasive written work and has a flexible style for a range of situations, including senior audiences. • Is an authoritative verbal communicator able to present to senior groups. • Models effective listening, proactively checks own and others' understanding, and seeks to understand multiple different positions. • Is a role model as a departmental representative, supporting others to effectively represent the department.

Grades 7, 8 and Grade 9

9. Managing self and others

Prioritises own work and that of others. Takes accountability for own success and others. Encourages self and others to learn, develop and build their careers. Deals with arising issues promptly, helps others through challenging times. Keeps others informed about their activities and progress.

Grades 7-8 - Managing self and others These behaviours apply if you have a formal line management role	Grades 7-8 - Managing self Core behaviours if you do not have a formal line management role	Grade 9
<ul style="list-style-type: none"> • Engages others to deliver, works with their strengths and is flexible in their approach. • Oversees effective performance management, encourages colleagues to give their best, manages poor performance. • Works with others to develop a positive work environment, addresses poor behaviour. • Sets an example through self-development, engages others in development through Personal Development Plans. • Plans and prioritises their own and team’s work, taking a longer term view, manages a responsive service. • Manages relationships with all stakeholders, keeping senior staff updated. 	<ul style="list-style-type: none"> • Engages with others, as required, works with their strengths and is flexible in their approach. • Actively contributes to developing a positive work environment and is a role model. • Sets an example through self-development, builds their capability and potential through a Personal Development Plan. • Plans for the longer term, reviews priorities and makes recommendations to senior colleagues. • Is flexible in providing a responsive service, taking a long term view. • Manages relationships with all stakeholders, keeping senior staff updated. 	<ul style="list-style-type: none"> • Builds commitment and accountability amongst others to deliver, flexible in a range of situations. • Develops a climate of effective performance management, challenging and supporting others. • Sets high standards of behaviour, collaboratively builds and maintains a positive work environment, challenges poor behaviour. • A role model for ongoing personal development, develops Personal Development Plans to ensure the service can meet current and future challenges. • Plans for the future, builds a responsive and agile service, ensures the area has capacity to meet priorities. • Manages relationships with a wide variety of influential stakeholders.

Grade 10 and Directors

Overview

This overarching document describes the behaviours that Grade 10s and Directors at Birkbeck commit to exhibit. These behaviours were developed over summer 2019: "Echoing the Nolan Principles of Standards in Public life, they describe the standard of professionalism, quality and reliability we aspire to hold ourselves and others to."

Service delivery and achieving results

- Be ambitious
- Champion the importance of great service and the need to continuously improve
- Create an ethos that truly values and appreciates the skills, knowledge and commitment of those who deliver excellent service
- See the bigger picture and continuously adapt the service for the institutional and sector context
- Lead your service(s) but involve others as appropriate in service delivery and change (very few of our services to students and staff involve just one professional service)
- Learn lessons from the HE sector and beyond through networks, and other means

Leadership and integrity

- Do the right thing
- Manage and resolve tensions
- Be trustworthy, honest and open
- Challenge with respect
- Respond constructively and objectively
- Don't blame others
- Personal accountability – hold yourself and others to account
- Model integrity, consistency and objective decision-making
- Model the highest standards of professional behaviour
- Lead and model an inclusive and tolerant culture
- Celebrate and respect diversity in all its forms

Grade 10 and Directors

Positive relationships and collaboration

- Put the College first
- Work for the common good
- Bring people together
- Represent/be an ambassador for the College, its Mission and strategy
- Take a College-wide perspective
- Make connections and spot opportunities
- Share ideas, and be open to new ideas – wherever they come from
- Understand how other areas work and what they do
- Commitment to one another and to the organisation
- Loyalty to the organisation
- Respect for professional expertise in the way we behave towards each other
- Play your role in developing and advancing cross-college strategies and initiatives
- Respect one another's roles. Do not duplicate work / responsibilities

Managing self and others

- Duty of care to each other and ourselves
- Lead by example
- Maintain and promote work life balance
- Think about how what you do impacts others – their workload and their well-being
- Set the highest standards of professional behaviour
- Develop each individual to bring out their best performance

Grade 10 and Directors

Communication and listening

- Advocate the College's Mission and values internally and to the outside world
- Clarify, explain and make connections – help manage complexity and uncertainty
- Help people see the bigger picture, and the next, immediate step
- Communicate a clear vision of your service, its role and value

Self-awareness and resilience

- Be resilient and help others to be so
- Be self-reflective – manage yourself as the basis for managing others
- Be calm, consistent and reliable

Delivering Birkbeck's Mission and strategies

- Develop Birkbeck's strategy and plans for Birkbeck to fulfil its Mission
- Identifying what changes are needed to make the organisation successful
- Build the case for change and articulate the reasons and benefits

Professionalism, quality and reliability

- Model professionalism, quality and reliability and hold other people to those standards
- Observe collective responsibility

* **Please note that the themes of innovation and change are integrated into the areas above.**