



Professional and personal development tool

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Name:

Date:



Key:

- Where I am now
- Where I'd like to be
- Where my organization needs me to be

How to use the Professional and Personal Development tool

To complete this activity, you will need:

- A copy of the PPD framework to refer to
- A blank wheel sheet (included in this document)
- Three different coloured pens/pencils

The tool can be used at any time but could be particularly useful to use when preparing for your PRA meeting. It remains confidential between you and your line manager.

1. Start by reading the descriptors of each of the nine behaviours - these are outlined on page 4; more detail can be found on pages 6 - 14.

Each behavioural category has been considered at three levels:

Self – behaviours that may be observed whatever the working situation in your day-to-day role

Others – behaviours that may be observed when interacting with and influencing others, or when managing colleagues

Organisation – behaviours that may be observed when influencing at organizational level or representing the organisation

Each behaviour will be required to some extent in all roles, though some may be more frequently applied in some jobs than others. Most of the behaviours shown beside 'others' and 'organisation' are also relevant, even when roles do not include line management or leadership responsibilities.

2. For each of the behaviours use the descriptors and exemplars to help you reflect on how confident you feel, marking a number out of ten on each axis of the wheel template. The centre of the wheel is zero (not at all confident) and the outer edge is ten (extremely confident).

3. Be honest with your self-assessment, but remember that the 'scores' do not need to be shared outside of your PRA, they are to help you to focus your ideas about your professional and personal development and guide your thinking when reflecting on your current/possible future role at UAL.

4. Join up the nine marks so that you create a visual representation of where you currently feel you are performing for each of the behaviours

5. Then, consider how confident you would like to be in each of the nine behaviours (e.g. in one years' time) and mark these scores in a different colour.

6. Finally, if useful to you, you can also consider where the University needs you to be performing for your role and how this relates to your department or team goals and the UAL aims, and complete these scores in a third colour.

7. Your final wheel will look something like this diagram which should show at a glance:

- a. Where your strengths lie
- b. Where you may have development needs or future aspirations
- c. How your strengths and development needs compare with the requirements of your role or the organization.

8. Having identified an area/areas in which you would like to further develop, you are encouraged to refer to the menu of development opportunities in the accompanying document

During your PRA you should discuss the outcome of this exercise with your line manager and build your agreed activities into your personal development plan.

Other useful questions to reflect upon following completion of the wheel activity include:

Were there any surprises?

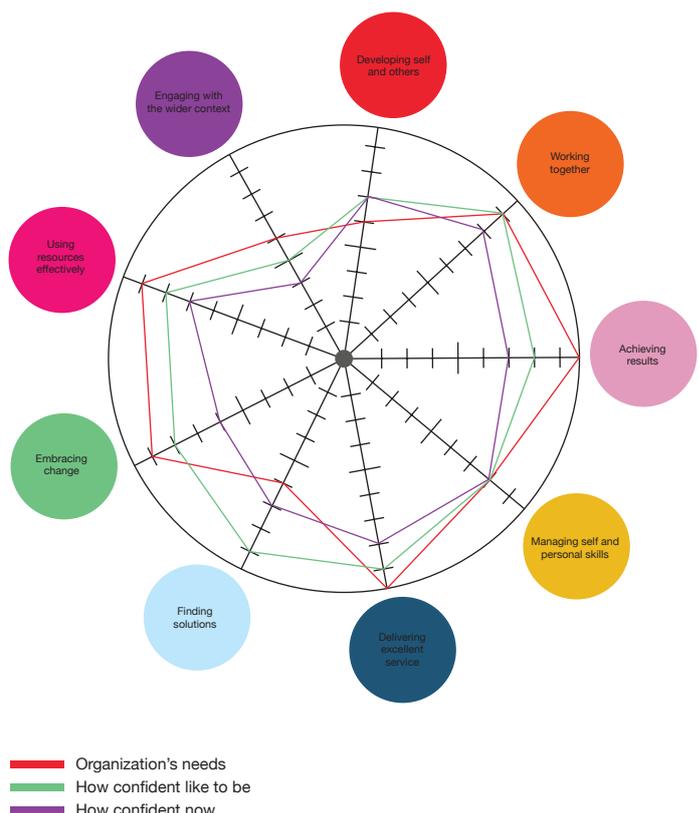
What are the implications if there are areas where your aspirations are above the organizational need for your role? Where does your interest lie and what are the implications for your role, your team and your career?

How comfortable did you feel completing the activity?

How often do you take time to reflect on your role in this way?

9. The outcome of completing this self-reflective activity should help to identify an area of your role that you would like to develop. For suggestions about which staff development opportunities may be most relevant for the behavioural area you have pinpointed, please refer to the "LCC staff development menu booklet" which offers a wide range of development ideas that map onto the nine behavioural attributes.

Diagram



There are nine key behavioural categories:

Developing self and others

Showing commitment to own ongoing professional development. Supporting and encouraging others to develop their professional knowledge, skills and behaviours to enable them to reach their full potential.

Working together

Working collaboratively with others in order to achieve objectives. Recognising and valuing the different contributions people bring to this process. Ensuring that there is consistent effective and appropriate communication between colleagues, students and external parties.

Achieving results

Consistently meeting agreed objectives and success criteria. Taking personal responsibility for getting things done.

Managing self and personal skills

Being aware of own behaviour and mindful of how it impacts on others, enhancing personal skills to adapt professional practice accordingly.

Delivering excellent service

Providing the best quality service to colleagues, students and external parties. Building genuine and open long-term relationships in order to improve drive up service standards.

Finding solutions

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

Embracing change

Being open to and engaging with new ideas and ways of working. Adjusting to unfamiliar situations, shifting demands and changing roles.

Using resources effectively

Identifying and making the most productive use of resources including people, time, information, networks, materials and budgets.

Engaging with the wider context

Enhancing your contribution to the organisation through an understanding of the bigger picture and showing commitment to organisational values at a college, university and sector wide level.

The framework also identifies behaviours that may indicate a need for further development for each of the behavioural groups. These are offered as a positive tool for self-assessment and reflection.

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 roles, though some are very much more important in some jobs than others. The behavioural framework has been designed to clarify what individuals can do to develop in their jobs and beyond - and ultimately to deliver their organisation's strategic plan. This framework provides a clear steer on key and valued behaviours. It does not assume that these are the only effective behaviours. Great people and great teams are critical to the success of the university. To support our people a visual and creative framework is required to act as a self-reflective tool to allow staff to identify their strengths as well as areas for development. The tool will enable the university to better support its people to achieve both personal and university goals by identifying and providing relevant staff development.

For those who are ambitious it can also help to develop careers, but if not, it can help staff get a greater sense of satisfaction from their existing role. The framework acknowledges that it is not just what we do, but how we do it that is important. Recognising this will give us the opportunity to reward staff for great work, and make UAL an inspiring place to work.

How the professional behaviours can be used

Perhaps the most powerful aspect of the behavioural-based approach is the control that it gives individuals over their own development. The behaviours are easily understood because they have been developed within the HE sector and they are accessible to everyone. Although the framework encompasses roles that include line management responsibilities and/or strategic responsibilities, most of the behaviours shown under 'others' and 'organisation' are also relevant to roles that do not include management or leadership responsibilities.

The framework will help individuals to:

- identify the behaviours that are relevant to their job
- identify their personal CPD needs
- develop those behaviours and improve performance
- identify ways to build upon and maximise existing strengths

Frequently Asked Questions

What is the professional and personal development tool?

A practical tool for LCC staff in professional and administrative roles to reflect upon their individual strengths and identify areas for professional and personal development.

The tool can be used for both personal reflection on development throughout the year and as an informal conversation tool during regular one to ones and PRAs.

Who is it for?

The tool is relevant for LCC staff groups across internal and external relations, college administration, finance, personal assistants and international.

Is it compulsory?

No, this is an aid for staff to think about their own development and is not compulsory.

The tool is part of LCC's commitment to the University's People Strategy and ensuring its employees are great people in great teams with a greater sense of satisfaction.

Developing Self and Others

Showing commitment to your own ongoing professional development. Supporting and encouraging others to develop their professional knowledge, skills and behaviours to enable them to reach their full potential.

Self

Using all situations as potential learning opportunities

Devoting time to your own development

Making time to reflect upon your performance and learning on an ongoing basis

Consciously applying learning to enhance everyday professional practice

Setting yourself ambitious and stretching development goals to continuously improve and maintain high performance

Seeking out and engaging in formal and informal learning and development activities

Engaging positively with appraisal processes

Seeking, accepting and learning from feedback

Providing constructive feedback to colleagues at all levels

Others

Giving praise for work well done and providing constructive feedback

Making time to think about the development of colleagues

Encouraging and supporting others to capture their learning and identify how it can be applied to improve individual and team performance

Ensuring equal access to development opportunities for all

Using delegation as an opportunity to develop others

Empowering others by locating decision making at the lowest possible appropriate level

Providing creative work opportunities to stretch and develop colleagues

Encouraging others to learn from mistakes without blame

Encouraging colleagues to take calculated risks

Coaching and mentoring others

Organisation

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 and external activity

Identifying the changing needs of the organisation and incorporating these into yours and others' development plans

Examples of behaviours that may indicate a need for further development in developing self and others

Failing to invest in your own and others' development

Blocking the progress of high potential colleagues

Believing that 'development' equals 'training' and not engaging with informal development opportunities

Being intolerant of mistakes and apportioning blame

Focusing on others' weaknesses rather than their strengths

Working together

Working collaboratively with others in order to achieve objectives. Recognising and valuing the different contributions people bring to this process. Ensuring that there is consistent effective and appropriate communication between colleagues, students and external parties.

Self

Proactively developing productive working relationships with others

Monitoring and reviewing the effectiveness of your working relationships

Interacting with others in ways that add value

Demonstrating that you value differences in people

Having a good grasp of where your responsibility ends and that of others begins

Presenting your own opinions and the interests of those you are representing at meetings in a convincing way

Establishing rapport to improve working relationships

Seeking out opportunities for collaborative working

Others

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

Enabling and encouraging people to express their views and ask questions

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

Organisation

Working across boundaries to develop cross departmental and cross college relationships with other teams

Challenging inappropriate or exclusive practices/behaviour

Reflecting organisational values in dealing with people and conducting business

Building and sustaining collaborative relationships with other organisations

Examples of behaviours that may indicate a need for further development in working together

Interrupting when others are speaking 'Guarding' information

Discouraging debate

Giving priority to your own personal goals

Presenting other people's ideas as your own

Achieving Results

Consistently meeting agreed objectives and success criteria. Taking personal responsibility for getting things done.

Self

Being clear about your role and responsibilities

Planning and organising your workloads to ensure that deadlines are met within resource constraints

Maintaining a high standard of work even when under pressure

Being resilient in the face of setbacks

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

Being knowledgeable about key players who will influence the work you do

Others

Taking time to celebrate successes

Winning support of key colleagues and other stakeholders

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 and giving credit to others

Taking personal responsibility for delivering on commitments made to others

Organisation

Ensuring that your actions are aligned with the organisation's strategic objectives

Saying 'no' to activities that are less important or do not fit with organisational priorities

Evaluating the success of projects and disseminating lessons that can be learned

Examples of behaviours that may indicate a need for further development in achieving results

Believing that talking about things is the same as action

Being disorganised

Failing to see things through

Over-committing and not delivering

Managing Self and Personal Skills

Being aware of your own behaviour and mindful of how it impacts on others, enhancing personal skills to adapt professional practice accordingly.

Self

Being well prepared for meetings and presentations

Demonstrating an awareness of your own values, motivations and emotions

Keeping up to date with what is happening in the professional area

Having an enthusiastic and positive 'can-do' approach

Maintaining a healthy life balance

Speaking and writing 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

Others

Giving and receiving constructive feedback as part of day – to – day work activity

Developing and maintaining personal networks of contacts

Ensuring that your own behaviour, words and actions support a commitment to equality of opportunity and diversity

Chairing meetings effectively, ensuring everyone has an opportunity to contribute

Getting the best from others through effective communication

Managing your own response when faced with challenging situations

Ensuring that through your own behaviours you consistently act as a positive role model

Organisation

Applying personal skills appropriately to represent the organisation positively

Recognising personal accountability to the organisation through our work and interactions

Examples of behaviours that may indicate a need for further development in managing self and personal skills.

Interrupting when others are speaking 'Guarding' information

Discouraging debate

Giving priority to your own personal goals

Presenting other people's ideas as your own

Delivering Excellent Service

Providing the best quality service to colleagues, students and external parties. Building genuine and open long – term relationships in order to drive up service standards.

Self

Resolving problems quickly in a courteous and purposeful manner

Ensuring systems and processes are kept up to date and exploring new possibilities

Delivering what you promise

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 service practice in the sector

Engaging positively with quality assessment processes

Others

Seeing things from others' viewpoint

Listening, questioning and clarifying in order to understand others' needs

Using feedback to drive improvements

Tailoring communication to meet colleagues, students and external parties needs

Fostering a continuous improvement philosophy

Delivering consistent service standards

Organisation

Defining excellent service

Interpreting rules and regulations flexibly to balance customer and organisational needs

Consistently giving positive messages about the organisation

Examples of behaviours that may indicate a need for further development in delivering excellent service

Overuse of organisational jargon

Adopting a 'one size fits all' approach

Hiding behind rules and regulations

Providing anonymous service by withholding name or contact details

Ignoring feedback

Finding Solutions

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

Self

Taking time to understand and diagnose problems by considering the whole picture

Not always seeking perfection at the expense of a timely solution

Spotting an opportunity and taking action to do something about it

Working proactively and identifying solutions to resolve issues using your 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

Making decisions and taking responsibility for them

Others

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

Coaching and guiding others in developing and implementing innovative solutions

Sharing learning and experience to facilitate others' decision making

Seeking input from others to develop team solutions
Championing business cases and plans for ideas submitted by members of the team

Encouraging and developing the creativity of others and recruiting and selecting creative people

Giving people the space and freedom to be creative

Organisation

Being open to and applying good practice and fresh ideas from inside and outside the organisation

Exercising judgement in line with organisational strategy and priorities

Actively seeking new ideas and approaches from other colleges and from outside the organisation

Identifying and pursuing opportunities to work cross-college and in partnership with external organisations to generate and develop ideas

Examples of behaviours that may indicate a need for further development in finding solutions

Abdicating responsibility for resolving issues

Doing things the way they have always been done without reviewing them

Going for solutions that best suit you rather than the wider team

Overlooking the potential repercussions of setting precedents

Putting obstacles in the way of innovation

Failing to acknowledge or consider solutions proposed by others

Embracing Change

Being open to and engaging with new ideas and ways of working. Adjusting to unfamiliar situations, shifting demands and changing roles.

Self

Accepting that change is an integral part of life

Demonstrating a willingness to do things differently

Taking opportunities to contribute to new initiatives and 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 challenges presented by change

Demonstrating that 'the way things are done here' does not restrict you

Challenging the status quo in a constructive way

Others

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 solutions

Articulating the purpose of change and the context within which change is happening

Adapting approach to respond to changes outside of the organisation

Communicating change in a positive manner through influence and persuasion

Recognising, respecting and acknowledging others' responses to change

Inspiring and motivating others to engage as a team member in identifying and implementing change

Organisation

Creating a climate that encourages innovation and receptivity to change

Leading by example in supporting the organisation 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 organisation

Modifying departmental/ College/ organisational strategies to adapt to changes in the wider environment

Examples of behaviours that may indicate a need for further development in embracing change

Unable to move beyond negative reaction to uncertainty

Complaining instead of doing something about it

Consistently blocking change and failing to build on others' ideas for change

Generating numerous ideas but not following any of them through

Using Resources Effectively

Identifying and making the most productive use of resources including people, time, information, networks, materials and budgets.

Self

Using resources in ways that are efficient and minimise any adverse impact on the environment

Being aware of the financial and commercial aspects of the organisation

Integrating ethical considerations into decision making about use of resources

Recognising that time is cost and adjusting behaviour accordingly 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

Others

Recognising and appreciating the breadth and depth of resources available

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 organisation

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

Organisation

Sharing good practice with other parts of the organisation

Being mindful of responsibility to organisation and funders in using resources effectively and efficiently

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 organisation

Examples of behaviours that may indicate a need for further development in embracing change

Always going for the highest quality solution regardless of cost implications

Assuming staff time is free

Re – inventing the wheel

Failing to fully utilise available resources

Wasting resources

Not considering the levels of stress within teams

Engaging with the wider context

Enhancing your contribution to the organisation through an understanding of the bigger picture and showing commitment to organisational values at a college, university, and sector wide level.

Self

Making connections and recognising how your work may impact at all levels across the organisation

Being aware and keeping abreast of sector wide and organisational developments

Being clear about how your own role fits in to the wider internal and external picture

Demonstrating organisational values through the ways that you work

Creating and articulating a purpose for your own area of responsibility

Taking an active interest in the way the organisation works to inform your professional practice

Others

Making clear for others the links between individual, team, department and organisational objectives

Providing clarity about responsibilities and accountabilities of others in relation to the wider context

Creating momentum and enthusiasm about the role of the team within the wider organisation

Consistently promoting and role modelling the organisational values

Organisation

Ensuring plans are consistent with the values and objectives of the organisation

Keeping sight of the vision in dealing with day-to-day pressures

Encouraging a cross-college organisation wide perspective through joined-up thinking and creating a sense of common purpose

Keeping up to date with what is happening in the wider HE sector and your own professional area(s)

Examples of behaviours that may indicate a need for further development in engaging with the wider context

Getting bogged down in detail – unable to see the wood for the trees

Being too internally focused

Focusing on short-term issues at the expense of long term goals

Working in isolation

Not considering and promoting UAL's organisational values in your role

This model of professional behaviours highlights behaviour patterns that distinguish effective performance in Higher Education Institution (HEI) professional services roles. The professional behaviours were developed through desk research, consultation questionnaires, workshops and focus groups which first took place in 2008. A total of 96 professional services staff representing 48 HEIs were involved in generating the behaviours. The model forms part of the AUA CPD Framework originally published in 2009, revised and refreshed in 2016.

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The full CPD Framework and supporting documentation can be accessed via the AUA website at:
aua.ac.uk/develop/cpd-framework

What do I need to learn or develop?	What could I do to achieve this?	What support or resources will I need?	What will my success criteria be?	What difference will it make?	Review Dates	Agreed Actions