This model of professional behaviours highlights behaviour patterns that distinguish effective performance in HE professional services roles. The professional behaviours were developed through desk research, consultation questionnaires, workshops and focus groups which 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 published in 2009.
There are 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.

- **Delivering excellent service**
  Providing the best quality service to external and internal clients. Building genuine and open long-term relationships in order to drive up service standards.

- **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.

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

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

- **Providing direction**
  Seeing the work that you do in the context of the bigger picture and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others.

- **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 organisation.

- **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.

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

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, or when managing colleagues
- **Organisation:** behaviours that may be observed when influencing at organisational level or representing the organisation
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. No attempt has been made to define the behaviours required at different levels due to the diverse nature of the HE sector and of the needs of individual institutions within it. Institutions may wish to develop the framework in this way for local use, thereby tailoring the levels and requirements to their own specific organisational structure, culture, environment and objectives.

**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
- seek structured feedback from others
- provide structured feedback to colleagues

Some other ways in which the behaviours can be used are:

- for self-assessment of potential and in career planning
- as a basis for the design of specific learning and development activities - to improve individual and organisational performance
- for recruiting and selecting - to focus on the behavioural requirements of the job in an objective and specific way
- for succession planning – to develop staff within the sector to prepare them to compete for more senior roles

Further suggestions for ways to use the behavioural framework are included in the guidance notes available on the AUA website.
<table>
<thead>
<tr>
<th>Managing Self and Personal Skills</th>
<th>Self</th>
<th>Others</th>
<th>Organisation</th>
</tr>
</thead>
</table>
| Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others. | • Managing workload and making effective use of time  
• Being well prepared for meetings and presentations  
• Demonstrating an awareness of own values, motivations & emotions  
• 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  
• Chairing meetings effectively, ensuring everyone has an opportunity to contribute  
• Getting the best from others through effective communication  
• Managing own response when faced with challenging situations | • Taking an active interest in what is happening more widely in the organisation  
• Keeping up to date with what is happening in wider HE environment |
| Examples of behaviours that may indicate a need for further development in managing self and personal skills | • 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 | | |
## Delivering Excellent Service

Providing the best quality service to external and internal clients. Building genuine and open long-term relationships in order to drive up service standards.

<table>
<thead>
<tr>
<th><strong>Self</strong></th>
<th><strong>Others</strong></th>
<th><strong>Organisation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Resolving problems quickly in a cheerful, friendly manner</td>
<td>• Seeing things from your clients’ viewpoint</td>
<td>• Defining excellent service</td>
</tr>
<tr>
<td>• Ensuring systems and processes are kept up to date</td>
<td>• Listening, questioning and clarifying in order to understand your clients’ needs</td>
<td>• Interpreting rules and regulations flexibly to balance client and organisational needs</td>
</tr>
<tr>
<td>• Delivering what you promise</td>
<td>• Using client feedback to drive improvements</td>
<td>• Consistently giving positive messages about the organisation</td>
</tr>
<tr>
<td>• Setting appropriate boundaries and managing expectations</td>
<td>• Tailoring communication to meet clients’ needs</td>
<td></td>
</tr>
<tr>
<td>• Being clear about where you can be flexible and where you cannot and why</td>
<td>• Fostering a continuous improvement philosophy</td>
<td></td>
</tr>
<tr>
<td>• Being up to date with best client service practice in the sector</td>
<td>• Delivering consistent service standards</td>
<td></td>
</tr>
<tr>
<td>• Engaging positively with quality assessment processes</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Self</strong></th>
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<tbody>
<tr>
<td>• Using too much organisational jargon</td>
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<tr>
<td>• Adopting a ‘one size fits all’ approach</td>
</tr>
<tr>
<td>• Hiding behind rules and regulations</td>
</tr>
<tr>
<td>• Providing anonymous service by withholding name or contact details</td>
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</table>
## 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.

<table>
<thead>
<tr>
<th><strong>Self</strong></th>
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<tbody>
<tr>
<td>• Taking time to understand and diagnose problems by considering the whole picture</td>
<td>• Supporting others to find their own solutions rather than giving all the answers</td>
<td>• Being open to and applying good practice and fresh ideas from inside and outside the organisation</td>
</tr>
<tr>
<td>• Recognising the need to go for the less-than-perfect solution at times in order to achieve objectives</td>
<td>• Fostering a culture which encourages people to take acceptable risks in pursuing innovation</td>
<td>• Exercising judgement in line with organisational strategy and priorities</td>
</tr>
<tr>
<td>• Spotting an opportunity and taking action to do something about it</td>
<td>• Coaching and guiding others in developing and implementing innovative solutions</td>
<td>• Actively seeking new ideas and approaches from outside the organisation</td>
</tr>
<tr>
<td>• Identifying novel ways of resolving issues using own initiative</td>
<td>• Sharing learning and experience to facilitate others’ decision making</td>
<td>• Identifying and pursuing opportunities to work in partnership with external organisations to generate and develop ideas</td>
</tr>
<tr>
<td>• Suggesting and trying out new approaches</td>
<td>• Seeking input from others to develop team solutions</td>
<td>• Balancing new ideas with tried and tested solutions</td>
</tr>
<tr>
<td>• Identifying risks and considering consequences of failure in advance</td>
<td>• Championing business cases and plans for ideas submitted by members of the team</td>
<td>• Encouraging and developing the creativity of others and recruiting and selecting creative people</td>
</tr>
<tr>
<td>• Balancing new ideas with tried and tested solutions</td>
<td>• Encouraging and developing the creativity of others and recruiting and selecting creative people</td>
<td>• Giving people the space and freedom to be creative</td>
</tr>
<tr>
<td>• Working proactively and taking initiatives</td>
<td>• Abdicating responsibility for resolving issues</td>
<td>• Encouraging and developing the creativity of others and recruiting and selecting creative people</td>
</tr>
<tr>
<td>• Making decisions and taking responsibility for them</td>
<td>• Doing things the way they have always been done without reviewing them</td>
<td>• Being open to and applying good practice and fresh ideas from inside and outside the organisation</td>
</tr>
</tbody>
</table>

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

- Abdicating responsibility for resolving issues
- Doing things the way they have always been done without reviewing them
- Going for the ‘easy’ solution
- Overlooking the potential repercussions of setting precedents
- Putting obstacles in the way of innovation
**Embracing Change**

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

<table>
<thead>
<tr>
<th>Self</th>
<th>Others</th>
<th>Organisation</th>
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</table>
| • 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 organisation  
• Communicating change in a positive manner through influencing and persuasion  | • 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/organisational strategy 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  |
<table>
<thead>
<tr>
<th><strong>Using Resources</strong></th>
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<tbody>
<tr>
<td>Making effective use of available resources including people, information, networks and budgets. Being aware of the financial and commercial aspects of the organisation.</td>
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<tr>
<th><strong>Self</strong></th>
<th><strong>Others</strong></th>
<th><strong>Organisation</strong></th>
</tr>
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</table>
| • 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  
Examples of behaviours that may indicate a need for further development in using resources  
• Always going for the highest quality solution regardless of cost implications  
• Re-inventing the wheel  
• Assuming staff time is free  | • 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  
Examples of behaviours that may indicate a need for further development in using resources  
• Sharing good practice with other parts of the organisation  
• Being mindful of responsibility to organisation 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 organisation |
<table>
<thead>
<tr>
<th>Providing Direction</th>
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<tbody>
<tr>
<td>Seeing the work that you do in the context of the bigger picture and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others.</td>
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</table>

<table>
<thead>
<tr>
<th>Self</th>
<th>Others</th>
<th>Organisation</th>
</tr>
</thead>
</table>
| • 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  
• Making links between individual, team, department and organisational 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  
• Ensuring plans are consistent with the objectives of the organisation  
• Not losing sight of the vision in dealing with day-to-day pressures  
• Breaking down ‘silo’ thinking and encouraging an organisation-wide perspective |

Examples of behaviours that may indicate a need for further development in providing direction:

<table>
<thead>
<tr>
<th>Self</th>
<th>Others</th>
<th>Organisation</th>
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</table>
| • Getting bogged down in detail – unable to see the wood for the trees  
• Being too internally focused  
• Focusing on the short-term view  
• Dictatorial or controlling |

<table>
<thead>
<tr>
<th>Others</th>
<th>Organisation</th>
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| • Making links between individual, team, department and organisational objectives clear for others  
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<tr>
<th><strong>Developing Self and Others</strong></th>
<th><strong>Self</strong></th>
<th><strong>Others</strong></th>
<th><strong>Organisation</strong></th>
</tr>
</thead>
</table>
| 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 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 appraisal processes  
• Seeking, accepting and acting upon feedback, and learning from it | • 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  
• 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 | • 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 organisation and incorporating these into own and others’ development plans |

Examples of behaviours that may indicate a need for further development in developing self and others:  
• Blocking the progress of high potential colleagues  
• Believing that ‘development’ equals ‘training’ and not engaging with informal development methods  
• Being intolerant of mistakes and apportioning blame  
• Focusing on others’ weaknesses rather than their strengths  


<table>
<thead>
<tr>
<th><strong>Working with People</strong></th>
<th><strong>Self</strong></th>
<th><strong>Others</strong></th>
<th><strong>Organisation</strong></th>
</tr>
</thead>
</table>
|                         | • 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  
|                         | • Presenting own opinions and the interests of those you are representing at meetings in a convincing way  
|                         | • Establishing rapport  | • 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/behaivour  
|                         |                         | • Reflecting organisational values in dealing with people and conducting business |

Examples of behaviours that may indicate a need for further development in working with people  
• Interrupting when others are speaking  
• ‘Guarding’ information  
• Discouraging debate  
• Giving priority to own personal goals  
• Presenting other people’s ideas as your own
<table>
<thead>
<tr>
<th>Achieving Results</th>
<th>Self</th>
<th>Others</th>
<th>Organisation</th>
</tr>
</thead>
</table>
| Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria. | • 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  
• Meeting deadlines  
• Being knowledgeable about key players who will influence the work you do | • 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 | • 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 |