



Valued Ways of Working for Academics

Examples of Behaviours that Indicate a Need for Further Development

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Working together collaboratively	Focusing exclusively on own agenda; discouraging debate; failing to acknowledge other people's ideas or input appropriately 'guarding' or withholding information; holding discussions and making decisions without seeking input from relevant people.
Respecting the individual	Interrupting when others are speaking; overlooking others' contributions; ignoring other people's background, culture, and values when implementing decisions; treating people as 'members of groups' rather than as individuals.
Solving problems	Abdicating responsibility for resolving issues; always adopting the 'easy' solution; 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.
Fostering high performance	Focusing solely on the internal organisation; demonstrating little understanding of cost implications; concentrating only on the short term view; overlooking team strengths and individuals' potential; condoning inappropriate behaviour and 'exclusive' practices; ignoring set standards.
Embracing change	Unwilling to move beyond negative reaction to uncertainty; complaining instead of 'doing something about it' in a positive and constructive way; ignoring others' ideas for change; unwilling to try new approaches; introducing new ways of working without considering the impact on others; generating numerous ideas and not following them through when there is agreement to do so; continuing with own activities and processes that bring no benefit to the organisation.
Taking personal responsibility	Being consistently late and unprepared for meetings; frequently missing deadlines; reacting defensively to constructive criticism; abdicating responsibility or 'hiding behind consensus'; being reactive rather than proactive in own area of responsibility.
Delivering excellent results	Over-committing and not delivering; engaging in prolonged discussions at the expense of taking action; not acting on feedback which would lead to increased performance and improved results.
Promoting learning & development	Blocking the progress and development of high-potential colleagues; assuming that 'development' equals 'training' and not engaging in informal development methods; demonstrating intolerance to mistakes; blaming others without exploring what has happened; focusing on others' weaknesses rather than their strengths.