The Realising Your Potential Approach

Background

Durham University enjoys an excellent UK reputation, with excellent feedback from students and financial stability. However the University is not complacent about its achievements and has an ambitious international strategy and plans underpinned by several values that will help us sustain those achievements.

The University's staff survey and turnover rates indicate that we have a stable core workforce and 90% of staff feel that Durham University is a good place to work. Staff represents approximately 55% of the University's overall costs and collectively make the University a success. To build upon that success however, we should continuously improve new staff engagement, recruitment and selection, induction, probation, appraisal, how we reward staff and help organisation development by investing in the development and management of staff in a structured way that aligns to the University's needs. Managers at all levels in the University have indicated that a behaviours framework would facilitate this sustained organisational performance or organisational development. The University's staff survey also told us that staff felt more could be done to listen to their views, decrease workloads and help them manage change.

In order to support these objectives the Realising Your Potential Approach has been developed that has potential benefits for all staff from professional support services and administrative services within Colleges, Faculties and Academic departments and ultimately the University. The Realising Your Potential Approach describes 'how' staff can carry out their roles to supplement 'what' they should do. It will facilitate aligning the training and development of staff and University needs and support individuals to consider the roles most suited to them. The Realising Your Potential Approach highlights the need to treat colleagues and partners in a decent, supportive and respectful manner.

Employee engagement will be increased by the University displaying transparency of staff training and development opportunities and by involving staff in refining the Realising Your Potential Approach.

Application

The following pages will outline in more detail examples of the behaviours required to fulfil your role at Durham. It is by no means exhaustive and is meant to provide a guide to appropriate behaviours, give suggestions as to ways to assess these behaviours at interview, to prompt discussion around pertinent training and development opportunities and also to outline examples of behaviours where further development may be required.

It is meant to be a flexible aid to underpin the recruitment, induction and development processes that exist at the University and to encourage staff to engage with and take responsibility for their development and progression.

BEHAVIOURS CLUSTERS

World Class University

Achieving Results

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

Using Resources Effectively

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

Engaged Individuals

Developing Myself 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.

Embracing Change

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

Respecting Others

To embrace diversity by promoting and maintaining an inclusive and supportive work and study environment that enables all members of our University community to achieve their full potential.

Excellent Standards

Providing Excellent Student Services and Professional Support

Providing the best quality service to all our students, customers and stakeholders, building open long-term relationships in order to improve service standards and to enhance their overall experience.

Finding Solutions

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

Collaborative Teamwork

Working Together

Working co-operatively with others in order to achieve objectives. Applying a wide range of interpersonal skills.

Providing Leadership and 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.

How to apply the Realising Your Potential Approach

On the pages that follow, each behaviour has been divided into 5 levels:

Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*

Expected behaviours to be demonstrated when working alongside others - *Grades 3-4*

Expected behaviours to be demonstrated when influencing at team level - *Grades 5-6*

Expected behaviours to be demonstrated when influencing at departmental level - *Grades 7-8*

Expected behaviours to be demonstrated when influencing at University level or when representing the University - *Grades 9-10*

Flexibility of interpretation

These five levels are to be used by both managers and staff as a guidance tool that details the expected behaviours required for specific grades.

However, they are not exclusive, hence the dotted lines between levels in the tables that follow. For example, a grade 4 member of staff may be expected to demonstrate behaviours at level 2, however, due to the requirements of their job role they may be required to demonstrate certain behaviours at a higher level.

The Realising Your Potential Approach aims to assist with personal development, and your ability to perform the requirements of your role. **The Realising Your Potential Approach cannot be used in isolation to determine the job and grade.**

The long term aim of the Realising Your Potential Approach is to provide a mechanism to meet the "One University" strategic intent.

This is a reflective and aspirational approach, the intent is that by members of staff demonstrating the behaviours outlined in the approach they will be contributing to the One University strategic agenda e.g.

> Behaving for the good of the University, rather than just for oneself or department/college/unit.

Academic community involvement

The Realising Your Potential Approach is intended to support Administrative and Support staff in the first instance and we are considering how the concepts and principles could be incorporated into the HEA and VITAE frameworks that already exist and are engaged with by the academic community at Durham University.

Background to the tool

The Realising Your Potential Approach builds on best practice in the HE sector and elsewhere and draws on National Occupational Standards to provide a clear steer on key and valued behaviours linked to the AUA's Code of Professional Standards. It was developed through a highly collaborative two year project jointly funded by AUA, HEFCE (Leadership, Governance and Management funding), LFHE and HEA. At Durham we then worked with colleagues across the institution to further develop the tool to make it applicable to our context.

DEVELOPING MYSELF 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.

Examples of behaviours that demonstrate effective performance				
Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*	**Expected behaviours to be demonstrated when working alongside others -** *Grades 3-4*	**Expected behaviours to be demonstrated when influencing at team level -** *Grades 5-6*	**Expected behaviours to be demonstrated when influencing at departmental level -** *Grades 7-8*	**Expected behaviours to be demonstrated when influencing at University level or when representing the University -** *Grades 9-10*
1. Demonstrate knowledge of different roles and how they interrelate 2. With support - reflect on work practices, identify learning and development needs and take steps to develop own knowledge and skills as required 3. Effectively demonstrate new/improved knowledge and skills 4. Regularly demonstrate a positive attitude to work 5. Give clear advice or guidance to others on standard information or procedures, sharing knowledge and skills 6. Maintaining a healthy work life balance by working with appropriate University policies (e.g. flexible working)	1. Using all situations as potential learning opportunities 2. Being a role model by devoting time to own development, managing workload and making effective use of time 3. Proactively engaging in formal and informal learning and development activities 4. Engaging positively with appraisal processes by seeking, accepting and acting upon feedback 5. Demonstrate self-motivation 6. Keeping up to date with what is happening in own and/or professional area with a view to improving self	1. Giving and receiving feedback in a constructive manner as part of normal day-to-day work activity 2. Effectively developing and maintaining personal networks of contacts where it assists with the role 3. Ensuring equal access to development opportunities for all 4. Using delegation as an opportunity to develop others 5. Chairing meetings effectively, ensuring everyone has an opportunity to contribute 6. Empowering others by identifying decision makers at the appropriate level 7. Providing creative work opportunities to stretch and develop colleagues 8. Encouraging others to learn from mistakes without blame 9. Encouraging colleagues to take calculated risks 10. Coaching and mentoring others to enhance own skills and those of others 11. Reacting professionally when faced with challenging situations 12. Encouraging the best from others through effective communication 13. Taking an active interest in what is happening more widely in the University and informing others where appropriate	1. Supporting others to undertake alternative duties, such as short-term secondments 2. Encouraging others to contribute to institutional level activity 3. Showing awareness of the changing needs of the University and incorporating these into own and others' development plans 4. Keeping up to date with what is happening in the wider HE environment and communicating this to your team where appropriate	1. Providing constructive feedback to aid the development of the team as a whole 2. Finding ways to improve team performance through learning and development 3. Demonstrating the value of learning by being involved in development activities 4. Ensuring that projects and incidents are evaluated and learning from mistakes and success is used

Interview questions		Training and development		
• Give me an example of a time when you recognised that a member of your team had a performance difficulty. What did you do?	• Describe an occasion when you have encouraged others to take initiative and ownership for their learning	• Mentoring and coaching • Recruitment & Selection briefing	• Stress Management • Time Management • E-learning	• Team development • Perfecting presentations

Examples of behaviours that may indicate a need for further development

• Believing that training and development are the same thing • Thinking that there is no further room for improvement	• Focus solely on own role and tasks • Failure to meet deadlines on a regular basis	• Believing that nothing can be learnt from those less qualified • Intolerance of others' mistakes

EMBRACING CHANGE - Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.				
Examples of behaviours that demonstrate effective performance				
Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*	**Expected behaviours to be demonstrated when working alongside others -** *Grades 3-4*	**Expected behaviours to be demonstrated when influencing at team level -** *Grades 5-6*	**Expected behaviours to be demonstrated when influencing at departmental level -** *Grades 7-8*	**Expected behaviours to be demonstrated when influencing at University level or when representing the University -** *Grades 9-10*
1. Accepting that change is an integral part of working life 2. Displaying open mindedness to new ideas and proposals 3. Demonstrating a willingness to do things differently 4. Making suggestions for improvement in a positive manner 5. Embracing new technologies, techniques and working methods	1. Taking a creative approach to change which challenges assumptions and is not based purely on enhancing existing practice 2. Viewing change situations as opportunities for improving and developing work 3. Remaining positive about moving forward despite being realistic about the difficulty of change 4. Challenging the status quo in a constructive way where appropriate	1. Seeking a diversity of perceptions 2. Encouraging others to initiate and embrace change 3. Encouraging experimentation and new ways of working 4. Providing ongoing support and encouragement to others who are developing and testing ideas 5. Articulating the purpose of change and the context within which change is happening 6. Adapting approach to respond to changes outside the University 7. Communicating change in a positive manner through influencing and persuasion	1. Creating a climate that encourages innovation and receptivity to change 2. Leading by example in supporting the University to break with traditional methods 3. Communicating upwards to influence policy formulation 4. Proactively scanning the wider external environment to seek opportunities to develop the University 5. Adapting departmental plans to reflect changes in the wider environment	1. Establishing and maintaining the confidence and support of staff and peers before and throughout periods of significant organisational change through excellent interpersonal skills 2. Carefully assessing proposals for change which reflect changes in the wider environment, to see if they are desirable/possible within the University strategic plan, and adapting the University strategy where appropriate 3. Adopting a considered approach to potential risk evolving from change and ensuring contingencies are in place
Interview questions		**Training and development**		
• Describe how you have developed your skills to cope with a new challenge in your role	• Tell me about an experience you have had dealing with major change. How did you maintain your effectiveness?	• Leading people through change • Emotionally intelligent leadership • Managing conflict and effective mediation • Effective leadership and team building	• Ref training opportunities from other departments • E-learning • Coaching and mentoring • Creating high performance teams	
Examples of behaviours that may indicate a need for further development				
• Determination to maintain current ways of working		• Dismissive of new ideas • Continually opting for the easy solution	• Failing to acknowledge others' ideas for change • Complaining, not acting	

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RESPECTING OTHERS - To embrace diversity by promoting and maintaining an inclusive and supportive work and study environment that enables all members of our University community to achieve their full potential.		
Examples of behaviours that demonstrate effective performance		
Behaviours that will be demonstrated by all staff whatever the working situation, whether working alone or alongside others – *Core/All staff*	**Behaviours that will be demonstrated at a team level -** *Management Level*	**Behaviours that will be demonstrated when influencing at a departmental and University level or when representing the University -** *Strategic Level*
1. Acting fairly and respectfully towards others in both verbal and non-verbal communication 2. Practices being non-judgemental towards others – avoids making decisions or judgements about people based on their sex, marital status, sexual orientation, disability, race, religion or belief, colour, nationality, ethnic origin or age 3. Behaving responsibly by reporting any incidents of bullying, harassment and victimisation 4. Showing a commitment to improving the University with regard to respecting others by attending designated training sessions to keep abreast of equality legislation and learning more about the needs of minority groups 5. Recognising when someone is being discriminated against and taking appropriate action 6. Challenging questionable behaviour and practices which are not in keeping with respect for others	1. Acting as a role model to others by setting high personal standards in both verbal and non-verbal communication 2. Being fair and objective when selecting staff and choosing on the basis of ability 3. Selecting individuals for training and development fairly 4. Show a commitment to improving the University by ensuring all staff undertake equality and diversity training to raise awareness 5. Act responsibly by monitoring staff workloads to ensure fair work allocation 6. Respecting confidentiality and demonstrating sensitivity if a team member wishes to discuss an equality and diversity issue with you and then taking appropriate action 7. Ensuring communication with the team is regular, clear and consistent to create an open, transparent working environment 8. Treating all members of the team in a fair and consistent manner 9. Developing awareness of the wellbeing of all members of the team and supporting them appropriately 10. Acting on complaints of inappropriate behaviour following the University policies and procedures	1. Leading on relevant Equality and Diversity Charter recognition/award attainment 2. Proactively monitor data regarding the protected characteristics, recognise trends, and put in place appropriate action 3. Actively promoting family friendly/flexible working policies 4. Proactively mentor and sponsor under-represented groups to encourage progression 5. Communicate effectively by developing networking activities across departments 6. Valuing the contributions of all by publicising success stories, for example: achievements, awards and prizes, role models from under-represented groups 7. Actively working in partnership with diverse groups 8. Promoting an open and fair culture throughout the University
Interview questions	**Training and development**	
• Explain how you have promoted equality and diversity awareness within your team • Provide an example of a diversity related issue you have successfully handled	• Equality and Diversity • The Equality Act 2010	• Unconscious Bias

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Examples of behaviours that may indicate a need for further development	
• Unfair treatment of staff of a particular gender, race, role, belief and personality • Failure to acknowledge others' successes • Use of inappropriate language including, for example sexist or racist jokes or jokes about an individual's sexual orientation, disability, religion or belief or age	• Withholding important work-related information from others • Failing to co-operate with others • Deliberately excluding others from everyday social interactions or activities • Ignoring others' inappropriate behaviour (e.g. bullying) as it is not related to you

Note: Behaviours relating to respect for others do not link to grades; they are expected of all staff. The alternate layout of the table reflects this.

WORKING TOGETHER - Working co-operatively with others in order to achieve objectives. Applying a wide range of interpersonal skills.

Examples of behaviours that demonstrate effective performance				
Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*	**Expected behaviours to be demonstrated when working alongside others -** *Grades 3-4*	**Expected behaviours to be demonstrated when influencing at team level -** *Grades 5-6*	**Expected behaviours to be demonstrated when influencing at departmental level -** *Grades 7-8*	**Expected behaviours to be demonstrated when influencing at University level or when representing the University -** *Grades 9-10*
1. Comprehensive understanding of role within team 2. Develop effective working relationships with colleagues 3. Proactively help one another 4. Communicating effectively with all 5. Ensuring external confidentiality is maintained where appropriate	1. Monitoring and reviewing the effectiveness of working relationships 2. Having a good grasp of where your responsibility ends and that of others begins 3. Presenting own opinions and the interests of those you are representing at meetings in a convincing way	1. Co-operating willingly to support the achievement of team goals 2. Using understanding of other people's perspectives to help reach agreement 3. Communicate effectively by sharing relevant information and keeping others informed 4. Recognising and respecting the roles, responsibilities, interests and concerns of colleagues and stakeholders 5. Proposing and negotiating win-win solutions 6. Surfacing conflicts early so that they may be addressed 7. Show consideration by ensuring that working arrangements, resources and processes respond to different needs, abilities, values and ways of working	1. Working across boundaries to develop relationships with other teams 2. Reflecting the principles of the University values in dealing with people and conducting business	1. Evaluating the achievement of plans and provide constructive feedback to support the achievement of the longer term strategy 2. Involving team members in contingency planning 3. Leading and building role related external networks to enhance the work of the University 4. Actively seek to build productive relationships between external bodies to benefit the University

Interview questions		Training and development	
• Tell me how you have gone out of your way to develop a relationship with another department?	• How do you currently work with others within your team to solve work related problems and achieve common goals?	• Assertiveness • Negotiating and Influencing skills • Time management	• Stress management • E-learning • Ref other training providers • Coaching and mentoring

Examples of behaviours that may indicate a need for further development	
• Failure to see others' points of view • Interrupts others	• Pressuring others with no knowledge of their current workload • Not crediting others for their work

PROVIDING LEADERSHIP AND 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.

Examples of behaviours that demonstrate effective performance				
Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*	**Expected behaviours to be demonstrated when working alongside others -** *Grades 3-4*	**Expected behaviours to be demonstrated when influencing at team level -** *Grades 5-6*	**Expected behaviours to be demonstrated when influencing at departmental level -** *Grades 7-8*	**Expected behaviours to be demonstrated when influencing at University level or when representing the University -** *Grades 9-10*
1. Demonstrating a positive attitude about what needs to be done 2. Taking personal responsibility to achieve tasks and/or objectives 3. Understanding how own role fits in within context of the University	1. Creating and articulating a vision for own area of responsibility 2. Standing by considered decisions even if they prove unpopular 3. Providing clarity about responsibilities and accountabilities	1. Making links between individual, team, department and University objectives/strategies clear for others 2. Giving team members support and advice when they need it, especially during periods of setback and change 3. Creating momentum and positive attitudes about what needs to be done 4. Empowering others to take personal responsibility	1. Ensuring plans are consistent with the objectives of the University 2. Not losing sight of the vision in dealing with day-to-day pressures 3. Breaking down 'silo' thinking and encouraging a University wide perspective	1. Simultaneously deal with complexity, make decisions in a climate of uncertainty and bring colleagues with them through change 2. Engaging and well informed communicator 3. Interests audiences with mixed levels of understanding 4. Marshals information and presents compelling arguments 5. Negotiates to achieve satisfactory outcomes when solutions seem impossible

Interview questions		Training and development	
• Describe the most important action you took to establish yourself as the manager of your current team	• Describe a time when you have inspired others to achieve a common goal	• ILM Endorsed Programmes • Future Leaders • Spotlight events • Leadership Foundation, AUA	• Coaching and mentoring • Masterclasses • E-learning • Ref other training providers
Examples of behaviours that may indicate a need for further development			
• Letting team continue as they always have • Ignorant of University strategy		• Focus on short term targets • Fail to plan for the long term	

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

Examples of behaviours that demonstrate effective performance

Expected behaviours to be demonstrated by all members of staff whatever the working situation -*Grades 1-2/Core*	Expected behaviours to be demonstrated when working alongside others - *Grades 3-4*	Expected behaviours to be demonstrated when influencing at team level - *Grades 5-6*	Expected behaviours to be demonstrated when influencing at departmental level - *Grades 7-8*	Expected behaviours to be demonstrated when influencing at University level or when representing the University - *Grades 9-10*
1. Ability to correctly identify a problem and generate possible solutions and select course of action with supervisor's assistance, if necessary 2. Consider available information to make appropriate decisions	1. Taking time to understand and diagnose problems by considering the whole picture 2. Recognising the need to go for the less-than-perfect solution at times in order to achieve objectives 3. Spotting an opportunity and taking action to do something about it 4. Identifying ways of resolving issues using own initiative 5. Identifying risks and considering consequences of failure in advance 6. Balancing new ideas with tried and tested solutions 7. Making decisions and taking responsibility for them	1. Supporting others to find their own solutions rather than giving all the answers 2. Fostering a culture which encourages people to take acceptable risks in pursuing innovation 3. Coaching and guiding others in developing and implementing innovative solutions 4. Sharing learning and experience to facilitate others' decision making 5. Seeking input from others to develop team solutions 6. Championing business cases and plans for ideas submitted by members of the team 7. Encouraging and developing the creativity of others and recruiting and selecting creative people 8. Giving people the space and freedom to be creative	1. Being open to and applying good practice and fresh ideas from inside and outside the University 2. Exercising judgement in line with University strategy and priorities 3. Actively seeking new ideas and approaches from outside the University 4. Identifying and pursuing opportunities to work in partnership with external organisations to generate and develop ideas	1. Developing creative approaches to improve problem resolution processes 2. Using a variety of processes and the participation of others to develop solutions that are acceptable to those concerned and have benefit for the University 3. Supporting innovation where potential benefits outweigh risks

Interview questions		Training and development	
• What new ideas have you thought about that will improve the way you work?	• What has been the most creative task you have undertaken at work?	• Risk strategy • HE environment • Ref training opportunities from other departments • E-learning	• Project management • Problem solving and decision making • Training of others • Data analysis

Examples of behaviours that may indicate a need for further development

• Following standard procedures without reviewing • Opting for the easy solutions, dismissing alternative new ideas	• Adopting a bold approach which ignores repercussions

PROVIDING EXCELLENT STUDENT SERVICES AND PROFESSIONAL SUPPORT - Providing the best quality service to all our students, customers and stakeholders. Building genuine and long-term relationships through everyday interactions in order to drive up service standards and to enhance their experience.

Examples of behaviours that demonstrate effective performance				
Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*	**Expected behaviours to be demonstrated when working alongside others -** *Grades 3-4*	**Expected behaviours to be demonstrated when influencing at team level -** *Grades 5-6*	**Expected behaviours to be demonstrated when influencing at departmental level -** *Grades 7-8*	**Expected behaviours to be demonstrated when influencing at University level or when representing the University -** *Grades 9-10*
1. Actively listens and understands routine tasks required, clarifying the details where necessary 2. Summarises basic information clearly and concisely 3. If a query cannot be resolved personally, listens carefully and records the detail of it accurately in order to identify who to escalate the query on to, when required 4. Engage positively with students, customers and stakeholders	1. Resolving problems efficiently in a cheerful, friendly manner 2. Ensuring knowledge of systems and processes are kept up to date to enable you to provide accurate information 3. Setting appropriate boundaries and managing expectations 4. Being clear about where you can be flexible and where you cannot and why 5. Engaging positively with quality assessment processes 6. Support/supervise others to engage effectively with students, customers and stakeholders	1. Seeing things from your customers' viewpoint 2. Listening, questioning and clarifying in order to understand students', customers' and stakeholders' needs 3. Using feedback to drive improvements 4. Tailoring communication to meet students', customers' and stakeholders' needs 5. Fostering a continuous improvement philosophy 6. Delivering consistent service standards	1. Establishing challenging standards to develop services and advance the reputation of the University 2. Interpreting rules and regulations flexibly to balance customer and University needs 3. Consistently giving positive messages about the University	1. Establishing challenging standards to develop services and advance the reputation of the University 2. Plan effectively by developing quality assurance procedures to support the achievement of strategic goals 3. Show resourcefulness by using knowledge of wider developments and emerging trends to develop existing and new services to achieve strategic goals 4. Risk assess external and internal factors that may impede the achievement of strategic objectives and take action to maximise opportunity and minimise threats 5. Proactively seeking feedback from students and customers, developing plans for and creating a culture of an outstanding student and customer service
Interview questions		**Training and development**		
• How have you used feedback from a customer in your role? • What do you understand by the term 'student experience'?	• Tell me about a time when you had to handle an unreasonable request from a customer. What did you do?	• Understanding the differing backgrounds/expectations of students and staff • Internationalisation • Welcome Host • Ref training opportunities from other support departments	• Customer CARE • University policies and procedures • Dealing with challenging customer service • Customer Service Excellence Award • E-learning	

Examples of behaviours that may indicate a need for further development	
• Inappropriately passing problems on to others	• Unwilling to adapt behaviour appropriately for different people
• Unwilling to change current procedures to improve/respond to feedback	• Promising services which cannot be delivered
• Unwilling to assist student activities following reasonable requests	• Treatment of customers is mood dependant

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

Examples of behaviours that demonstrate effective performance				
Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*	**Expected behaviours to be demonstrated when working alongside others -** *Grades 3-4*	**Expected behaviours to be demonstrated when influencing at team level -** *Grades 5-6*	**Expected behaviours to be demonstrated when influencing at departmental level -** *Grades 7-8*	**Expected behaviours to be demonstrated when influencing at University level or when representing the University -** *Grades 9-10*
1. Makes decisions taking into account facts that are likely to impact on others and University resources 2. Works well with others taking into account their views and obtains support from manager and colleagues in teams 3. Using resources in ways that are efficient and minimise any adverse impact on the environment	1. Using informal systems and channels of communication to inform and support objectives 2. Influencing outcomes when bidding or negotiating for resources 3. Aggregating, utilising and interpreting management information 4. Considering cost benefit analysis implications of decisions 5. Making use of information and resources gained through personal networks 6. Recognising that time is cost and adjusting behaviour accordingly	1. Liaising with external bodies, suppliers and other HE bodies in a professional manner in line with University guidance 2. Be perceptive in identifying the information and knowledge people need and why they need it 3. Drawing on others' knowledge, skills and experience 4. Liaising outside of immediate work area to maximise use of resources within the University 5. Deploying human resources efficiently, at the right levels, delegating appropriately 6. Considering costs as part of the equation when planning a development	1. Sharing good practice with other parts of the University 2. Being mindful of responsibility to University and funders in using resources 3. Developing cross-service collaboration and being willing to share resources 4. Identifying ways in which resources can be used flexibly and imaginatively for the benefit of the whole University within agreed limits	1. Demonstrating effective matrix management 2. Managing substantial resources flexibly, sustainably and imaginatively for the benefit of the whole University 3. Working across team boundaries to build and strengthen working relationships 4. Liaise effectively in networks to pursue a shared interest as a requirement of the role 5. Actively seeks to build productive and enduring relationships between teams to strengthen working relationships and foster collaboration 6. Leading and developing internal networks to pursue a shared interest and influence events or decisions

Interview questions		Training and development	
• Give an example of when you have approached a member of a different unit or department than your own to gain support or information to achieve a goal?	• Tell me how you have gone out of your way to develop a relationship with another department?	• Time Management • Coaching and Mentoring Network	• Ref training opportunities from other departments • E-learning

Examples of behaviours that may indicate a need for further development		
• Inappropriate spending of budget	• Doing everything yourself	• Expensive is seen as best

• Over-protection of budget	• Disregarding time as a resource

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

Examples of behaviours that demonstrate effective performance				
Expected behaviours to be demonstrated by all members of staff whatever the working situation - *Grades 1-2/Core*	**Expected behaviours to be demonstrated when working alongside others -** *Grades 3-4*	**Expected behaviours to be demonstrated when influencing at team level -** *Grades 5-6*	**Expected behaviours to be demonstrated when influencing at departmental level -** *Grades 7-8*	**Expected behaviours to be demonstrated when influencing at University level or when representing the University -** *Grades 9-10*
1. Plans and prioritises own work to achieve agreed objectives 2. Is able to adjust priorities appropriately and adapts plans to take into account changing deadlines and additional tasks	1. Taking personal responsibility for getting things done 2. Maintaining a high standard of work even when under pressure 3. Incorporating flexibility into plans and adjusting them in light of developments 4. Be organised by keeping track of any activities running simultaneously 5. Distinguishing between important and urgent tasks and prioritising effectively 6. Work effectively in order to meet deadlines	1. Taking time to celebrate successes 2. Winning support of key colleagues and other stakeholders 3. Demonstrate honesty and integrity by sharing the credit with others 4. Monitoring progress and providing regular updates 5. Recognising others' contribution to the achievement of objectives	1. Confidently say 'no' to activities that are less important or do not fit with University priorities 2. Critically evaluate the success of projects to disseminate lessons that can be learned 3. Being effective in gaining buy-in without direct authority 4. Being knowledgeable about key stakeholders and how they may influence the work of your department	1. Delivering excellent results through others, without necessarily possessing specialist knowledge and skills

Interview questions		Training and development		
• Have you ever made a wrong decision at work? Describe what happened	• Describe a particularly challenging problem that you have worked on	• Ref other training providers	• Data Protection • Financial planning	• Project management

Examples of behaviours that may indicate a need for further development			
• Delegating harder tasks to others	• Taking on too much	• Making disparaging comments about the University	• Talking about progress and changes, not acting

Contacts

If you need any guidance on using the Realising Your Potential Approach framework please contact the Human Resources Department by email at hr.trainingteam@durham.ac.uk or by telephone on extn. 41647.