# What do our values look like?

# Good behaviours

**Ambition and Excellence**

* I respond positively to challenges and overcome obstacles
* I am resolute, results focused and tenacious
* I remain calm, patient and decisive under pressure and deliver results
* I focus on the end goal I offer practical solutions to problems
* I take responsibility for mistakes
* I use initiative and take pride in my work

****Curiosity and Discovery

* I take a flexible approach, adapting rapidly to new circumstances and ways of working
* I develop creative solutions to address problems
* I value diversity of inputs, abilities and ideas and having my own viewpoint challenged
* I constructively challenge the status quo, striving for continuous improvement
* I identify ways to do things more efficiently or better
* I am reflective, learn from mistakes and seek to develop myself
* I actively seek ideas from outside the organisation (industry, partners…)

****Integrity and Truth

* I keep my promises and do what I say I’ll do​
* I’m on time or apologise in good time when I know I may be late​
* I look after my working space, university property entrusted to me and the wider university environment​
* I take responsibility for and learn from my mistakes​
* I treat everyone with openness, honesty, respect and compassion – the way I would want to be treated myself​
* I offer feedback with candour and compassion

****An Inclusive Community

* I am always respectful of the backgrounds, opinions and differences of others​
* I am aware of my approach and adapt it to suit different people and circumstances, according to their preferred style​
* I communicate information clearly and accurately using a variety of channels​
* I support colleagues in difficulty​
* I consider the wider impact of my decisions and actions​
* I take an interest in the work of other parts of the University, and how this relates to my own role​
* I understand how my role supports achievement of University strategy

# Poor behaviours

**Ambition and Excellence**

* I settle for the status quo and am comfortable with how we’ve always done things
* I shy away from addressing problems and assume someone else will resolve the issue
* I focus on only one part of the problem and fail to see the bigger issue
* I tend to blame others when things go wrong
* I put things off unless they are urgent
* I find it difficult to challenge and voice my opinions or suggestions for change
* I often find it difficult to translate ideas into reality
* I respond negatively to feedback
* I’m not interested in learning from or collaborating with others

****Curiosity and Discovery

* I fear the impact of change on me and my position I focus on the negative aspects of change when talking about it
* I resist change and prefer to do things the way they have always been done
* I take a fixed view on issues and find it difficult to see the benefits of alternatives
* I tend to undermine and criticise others’ ideas for improvement and change
* I can become defensive or confrontational when challenged by others

****Integrity and Truth

* I overcommit and/or seek to get others to do work I should do myself​
* I take credit for the work of others​
* I seek to blame others for mistakes and don’t seek to learn lessons from failure​
* I prioritise my own agenda​
* I fail to respect confidentiality​
* I indulge in workplace gossip

****An Inclusive Community

* I treat people differently based on their protected characteristics, stereotypes or my own biases​
* I take action without considering the wider impact on other parts of the University​
* I do little to explore developments outside the University that might be of benefit to us​
* I put personal interest before the best decision​
* I always prefer to work alone or exclude others, rather than collaborate with them​
* I take the credit for the work of the team and I criticise other team members​
* I do not trust, respect or engage constructively with my colleagues​
* I avoid dealing with underperformance, putting off difficult conversations​
* I treat people differently, particularly in respect of access to opportunities for support, progression or development