



LSE Effective Behaviours Framework

lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/Home.aspx

Introduction

The Effective Behaviours Framework is based on LSE's Ethics Code, a set of six core principles underpinning life at LSE. It reflects the ethical standards LSE subscribes to and helps to inform the School's culture.

The Ethics Code recognises the value of all members of staff to influence and engage with a variety of people to define their experience of LSE, as colleagues, partners, students, peers and managers. All members of the LSE community, including students, academic and professional service staff and governors, are expected to behave in line with these core principles:

- Responsibility and Accountability
- Integrity
- Intellectual Freedom
- Equality of Respect and Opportunity
- Collegiality
- Sustainability



To achieve these core principles the Effective Behaviours are a set of 6 behaviours that all Professional Services staff are expected to show, these are:



Under each heading is a set of example behaviour indicators. They are designed to be used to indicate how staff should behave or to match current behaviour to.

The framework can be used across the employee life cycle through recruitment, Career Development Review conversations, learning and development, career development, contribution pay and performance management.

The framework has been designed to be used as a tool to help colleagues conduct and develop themselves in a way that should both enhance their work interactions with other colleagues and also have positive implications for the way in which they achieve their objectives.

The framework uses 'service users' to cover the people who we work with, support and provide service to e.g. students, academic, research and professional service colleagues, external contacts and customers.

Managing self and others

Ensuring that you do your best and that you enable those you manage to do the same

YOURSELF

- Managing your workload, making effective use of time and meeting deadlines
- Distinguishing between important and urgent tasks and prioritising effectively
- Being well prepared for meetings and presentations
- Keeping up to date with what is happening in your professional area
- Having an enthusiastic and positive 'can-do' approach
- Maintaining and modelling a healthy work-life balance
- Acting in accordance with the Ethics Code principles
- Accepting and demonstrating personal responsibility for health and safety, data protection and any relevant legislation (including the Equality Act 2010) and statutory requirements
- Making decisions and taking responsibility for them
- Acting with integrity
- Engaging positively with the CDR process, setting clear, effective and stretching objectives for your own development
- Asking for, accepting and acting on individual feedback, and learning from it
- Managing your own reaction when faced with challenging situations
- Declaring and managing interests and possible conflicts

YOUR TEAM

- Making links between individual, team, department/division/centre/ institute and School objectives clear for others
- Managing resources effectively and ethically, mindful of environmental impact
- Creating momentum and enthusiasm about what needs to be done
- Providing clarity about who is responsible for what
- Setting clear, effective and stretching objectives for others
- Empowering others to take personal responsibility
- Setting an example in conduct and to promote and support good ethical behaviour
- Using delegation as an opportunity to develop others
- Regularly giving and receiving constructive feedback
- Encouraging others to learn from mistakes without blame
- Developing and maintaining positive and inclusive relationships with members of your team
- Giving team members support and advice when they need it, especially during periods of setback and change
- Taking time to celebrate successes and give praise
- Setting a good example when faced with challenging situations
- Making time to think about the development of colleagues
- Coaching and mentoring others

THE SCHOOL AND BEYOND

- Supporting the delivery of the School's Strategic Objectives
- Ensuring plans are consistent with the objectives of the School
- Taking an active interest in what is happening across the School
- Being transparent and consistent in decision making
- Keeping up to date with what is happening in the wider HE environment
- Collaborating with your team to create and share a vision for your area of responsibility
- Not losing sight of the vision in dealing with day-to-day pressures
- Standing by considered decisions even if they prove unpopular
- Developing and maintaining personal networks of contacts across the School and externally
- Cooperating with colleagues in other teams/areas to minimise duplication and encourage collaboration
- Evaluating the success of projects and sharing lessons that can be learned.
- Supporting succession planning by identifying and developing colleagues with high potential
- Encouraging others to contribute to School-level activity
- Creating an environment for learning and development

Delivering excellent service

Effectively managing and exceeding the expectations of your service users

YOURSELF

- Understanding your role and taking personal responsibility for your actions (for example giving your name to service users)
- Listening to and engaging with service users to properly understand their individual and varied needs
- Managing expectations of possible outcomes or next steps and when they should be expected, and then meeting or exceeding those expectations
- Being clear about where you can be flexible and where you can't, and why
- Resolving problems quickly in a cheerful, friendly manner
- Taking ownership of problems/ processes and following them through until they are resolved
- Communicating with colleagues
- Ensuring systems and processes are kept up to date
- Engaging positively with quality assessment processes
- Contributing to the governance of the School

YOUR TEAM

- Seeing things from others' viewpoint
- Actively seeking and using service users' feedback to drive improvements
- Monitoring outcomes and auditing processes to drive improvements
- Tailoring communication to fit the needs of different audiences
- Developing and delivering consistent service standards
- Sharing and celebrating success stories

THE SCHOOL AND BEYOND

- Defining excellent service
- Interpreting rules and regulations flexibly to balance service user and organisational needs whilst recognising the variety of needs individuals might have
- Consistently giving positive and inclusive messages about the School
- Sharing best practice with colleagues

Continuous Improvement

Innovating and making improvements based on self-reflection and feedback (both positive and negative)

YOURSELF

- Taking time to understand and diagnose problems by considering the whole picture
- Recognising the need to go for a 'good enough' solution at busy times in order to achieve objectives
- Spotting an opportunity for improvement and taking action to do something about it
- Identifying risks and putting forward mitigation in advance
- Engaging with and embracing change
- Being open to new ideas and proposals
- Making constructive suggestions for improvement and following them through
- Reflecting on and learning from positive and negative outcomes of all types of process/activity
- Taking part in formal and informal learning and development activities
- Updating professional/ specialist skills
- Sharing learning and experience to help others' decision making

YOUR TEAM

- Supporting others to find their own solutions rather than giving all the answers
- Fostering a culture which encourages people to take calculated risks in pursuing innovation
- Coaching and guiding others in developing and implementing innovative solutions
- Seeking input from the whole team to develop solutions
- Recruiting and selecting creative people with a positive approach to problem solving/improvement
- Giving people the space and freedom to be creative
- Encouraging others to initiate and embrace change
- Encouraging experimentation and new ways of working
- Articulating the purpose of change and the context within which change is happening
- Anticipating and adapting to changes outside of the organisation
- Fostering a continuous improvement philosophy
- Being a role model by devoting time to own development
- Encouraging a diverse range of viewpoints

THE SCHOOL AND BEYOND

- Exercising judgement in line with the School's strategic objectives
- Actively seeking new ideas and approaches from outside the School
- Identifying and pursuing opportunities to work in partnership with external organisations to generate and develop ideas
- Creating a climate that encourages innovation and receptivity to change
- Leading by example in supporting the School to break with traditional methods
- Communicating upwards to influence policy formulation
- Embracing new technologies, techniques and working methods
- Modifying departmental/School strategy to adapt to changes in the wider environment
- Using continuous improvement as a key success factor in forward planning

Working with people

Knowing the function and value of your role and those of others and maintaining positive relationships

YOURSELF

- Getting to know your colleagues
- Maintaining positive and inclusive working relationships
- Knowing where your responsibility ends and that of others begins
- Demonstrating that you value differences in working style, outlook and perspective
- Presenting your own opinions and the interests of those you are representing at meetings in a convincing way
- Actively listening, and being willing to change your mind
- Co-operating willingly to support the achievement of team goals
- Understanding other people's perspectives to help reach agreement
- Sharing information and keeping others informed

YOUR TEAM

- Recognising and respecting the roles, responsibilities, backgrounds, interests, needs and concerns of colleagues and stakeholders
- Looking for and sharing areas of common ground and mutual benefit
- Addressing potential conflicts early so that they may be resolved
- Considering the benefits of mediation in situations that cannot readily be resolved within the team
- Encouraging team members to voice their opinions and ideas
- Recognising the benefit of regular two-way communication
- Giving credit where it is due
- Supporting consultation and collective deliberations

THE SCHOOL AND BEYOND

- Working across boundaries to develop relationships with other teams
- Reflecting the School's values in dealing with people and conducting business.
- Developing a culture of mutual respect and benefit
- Actively seeking different voices rather than focussing on known groups

Equity and Diversity

Monitoring, representing and championing differences

YOURSELF

- Fostering an inclusive environment which values equality of opportunity and diversity
- Challenging or reporting inappropriate attitudes, language and behaviour that is abusive, aggressive or discriminatory
- Acknowledging and respecting a broad range of social and cultural customs, beliefs and values within the law
- Demonstrating mutual respect, openmindedness, tolerance and integrity
- Recognises ones own unconscious biases and taking steps to mitigate these

YOUR TEAM

- Promoting an inclusive environment which values equality of opportunity and diversity and in which all team mebers feel welcomed and included
- Taking action to improve the behaviour of those who display inequality and discrimination through the School's policies and procedures
- Actively encouraging the exchange of views and opinions
- Ensuring equitable access to development opportunities for all

THE SCHOOL AND BEYOND

- Engaging proactively with legislation relating to equity and diversity
- Engaging positively with School initiatives relating to equity and diversity
- Gathering information and monitoring and seeking seeking to identify opportunities for improvement

Communication

Using all available channels to communicate relevant information

YOURSELF

- Adapting your style of communication to different audiences
- Asking questions
- Actively listening
- Communicating information which is factual, accurate and timely
- Using a range of media
- Using plain English
- Listening to and respecting others' views and opinions
- Having face to face or phone conversations
- Recognising the right of others to freedom of expression

YOUR TEAM

- Explaining complex issues in a way that is easy to understand
- Working together to produce clear and consistent communication
- Preparing internal or external communications for and on behalf of senior members of the School
- Producing well-structured reports and written summaries
- Ensuring that important messages are communicated and understood both inside and outside the School
- Communicating fluently and persuasively
- Delivering difficult messages sensitively
- Chairing meetings effectively, ensuring everyone has an opportunity to contribute and that they run on time

THE SCHOOL AND BEYOND

- Developing communication strategies and mechanisms which ensure that important messages are communicated in a consistent, clear and timely manner
- Presenting verbal and written proposals and updates to senior members of the School clearly and persuasively
- Disseminating and explaining management decisions and policy and the reasons behind them to all levels in the School
- Communicating a compelling view of the future which provides direction for the School
- Responding convincingly and authoritatively to questions and concerns
- Taking into account the needs of different audiences and representing the School in an equitable, diverse and inclusive way



THE LONDON SCHOOL
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