Values in Action:

Our UNSW Behaviours

The Values in Action were developed by UNSW staff, as a way to live our Values in our everyday actions.

Being at your best at UNSW is not only about what you achieve through your skills and expertise; it's also about how you interact with colleagues, students and the community whilst working towards those achievements.

The Values in Action support us to talk about how we work together to support a positive environment, enabling us to deliver academic excellence, innovation and engagement and social impact.

Each of the individual Values in Action builds on the others and the cube symbolises how they work together to create a whole that is greater than the sum of the parts.

We have detailed guiding descriptors on the following pages. The descriptors can be used as a development pathway, guiding how to move from foundational practice to advanced levels, for each of the Values in Action.

The Values in Action have been designed to form part of our key practices, so they are integrated into our systems, processes and initiatives such as myCareer and the annual VIA Awards.

We encourage local adaptations of the Values in Action to bring them to life and support teams, Schools and individuals to do their best work in a positive environment.

Hear more about the Values in Action from our people.

Our Values in Action

Displays Respect

Demonstrates Excellence

Drives Innovation

Embraces Diversity

Builds Collaboration

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Development Pathway

The **development pathway** is cumulative, with each set of behaviours building on the previous level, shifting from more of an inward focus on self-management, towards more complex work and interactions where we have more opportunity to impact outcomes and influence others.

✖ What It Is Not ✖

- The "What It Is Not" behaviours articulate the behaviours we don't want to see at UNSW.
- These behaviours create a poor work environment and can discourage staff from doing their best work.

Foundational

- All staff at UNSW are expected to display the **foundational behaviours**.
- If you need support to develop these behaviours, talk to your conversation leader during your myCareer conversation and utilise the LinkedIn Learning powered skills development on the L&D Space

Intermediate

- The **intermediate behaviours** articulate "how" we can better work with and treat colleagues, students and stakeholders in the workplace.
- These behaviours are as important as the Strategy goals we set to ensure we are clear on "what" work, tasks, processes, programs or initiatives are important to get done.

Advanced

- The **advanced behaviours** enable us to thrive and create an environment where everyone can do their best work.
- The VC's Awards are an opportunity to recognise and reward staff who are outstanding in how they live the Values in Action.

Leadership

- The **leadership behaviours** apply to anyone who has a staff member, team or student reporting directly to them or takes a formal or informal lead on projects, programs or initiatives.
- There are a fantastic array of resources to support all staff, and particularly leaders, to bring the Values in Action to life in their team and work environment.

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Drives Innovation

Thinks creatively and develops new ways of thinking. Initiates and embraces change.

Foundational

- Is open to new and different ways of working
- Looks for and takes advantage of opportunities to learn new skills
- Identifies problems and seeks assistance
- Uses new processes and systems as directed

Intermediate

- Suggests new ideas and ways of doing things
- Supports improvement initiatives to do with process and systems
- Develops ideas to deal with ambiguity and solve problems
- Anticipates and identifies potential risks or issues, and suggests solutions

Advanced

- Works with others in generating new ideas and being innovative
- Takes into account the broader UNSW context, both internally and externally, when formulating solutions
- Champions process and system changes aimed at improving efficiency and effectiveness
- Shows flexibility in implementing change initiatives
- Accepts risk when supporting innovation
- Supports change initiatives, communicates benefits and navigates resistance

Leadership

- Fosters an environment of idea generation
- Encourages different perspectives
- Promotes innovation and engagement activities internally and externally
- Encourages and recognises attempts to innovate, regardless of outcomes
- Initiates change to enable UNSW goals
- Challenges the status quo and supports colleagues to respond to change positively

✖ What It Is Not ✖

- Is not willing to experiment with new or different ways of working
- Discourages others from trying new approaches
- Does not accept failure is a normal part of the innovation process
- Leader: Discourages team from questioning how things are done and raising new ideas
- Leader: Does not communicate or support change initiatives

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Demonstrates Excellence

Delivers high performance and demonstrates service excellence.
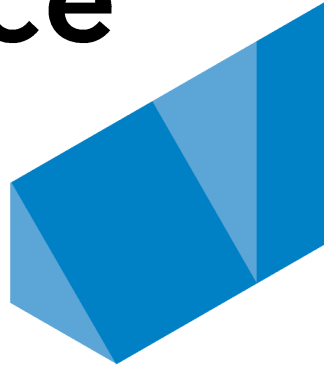
- Takes ownership of completed and assigned tasks
- Seeks and responds to feedback received from supervisors and peers
- Identifies customers and relevant service
- Demonstrates professionalism during interactions with students and/or internal customers
- Identifies issues that requires escalation and alerts those required

- Prioritises actions and demonstrates sustained focus to achieve results
- Approaches problems with a positive solution orientation
- Acts on opportunities to provide support to peers
- Maintains contact with students and/or internal customers to understand and anticipate their needs
- Proactively delivers high-quality service

- Maintains accountability for self
- Aligns actions and co-operates across work areas to achieve UNSW goals
- Supports others to deliver results (e.g. removes obstacles, acts as a sounding board)
- Coaches and mentors others
- Builds relationships with key students and internal customers
- Attracts additional customers through service excellence

- Clarifies roles and responsibilities of teams and/or individuals to drive high performance
- Manages performance of staff and team in line with expectations
- Reviews and provides feedback on performance of all staff
- Identifies and resolves individual and team performance issues
- Recognises and rewards high performance and desired behaviours
- Improves processes and culture to drive student and internal customer delivery outcomes

✖ What It Is Not ✖

- Fails to complete tasks
- Acts unprofessionally in front of students, colleagues and/or internal customers
- Ignores issues or problems
- Fails to consider customers and provides poor service
- Blames others for mistakes
- Leader: Does not set expectations or provide feedback
- Leader: Ignores unsatisfactory performance

Displays Respect

Treats others with dignity and empathy.
Communicates with integrity and openness.

Foundational

Intermediate

Advanced

- Acts with honesty and integrity
- Practices what they preach
- Treats others as they would like to be treated
- Provides full attention and listens intently
- Listens and makes time to support others
- Communicates respectfully using appropriate tone and volume
- Shows openness to the viewpoints of others
- Recognises when own behaviour is disrespectful and takes corrective action
- Takes personal responsibility for their own actions
- Escalates observed misconduct or unprofessional behaviour
- Contributes to an environment where people feel comfortable to share their opinion
- Acknowledges others for ideas

Leadership

- Engages in dialogue, rather than one way communication
- Encourages and responds appropriately to two way feedback
- Is transparent in sharing information
- Shares credit with team and colleagues
- Owns their mistakes and does not try to lay blame
- Builds a culture where issues are openly discussed without reprimand
- Deals proactively with breaches to respect between individuals, team and / or customers

✖ What It Is Not ✖

- Is inconsistent in words and actions
- Thinks only about self at cost of others
- Is repeatedly disrespectful
- Does not listen to others
- Condones aggressive or intimidating behaviour
- Leader: Takes credit for the ideas of others
- Leader: Always tries to be right, blames others for mistakes.

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Builds Collaboration

Works effectively within and across teams. Builds relationships with internal and external stakeholders to deliver on outcomes.

Foundational

- Relates to people in an open, friendly and professional manner
- Cooperates with others to deliver key activities
- Acts as a team player
- Seeks to understand the needs and concerns of others
- Asks questions of others to clarify understanding

Intermediate

- Works towards positive and mutually beneficial outcomes
- Adapts communication style to suit the audience and situation
- Effectively uses interpersonal skills to value and include people
- Builds trust and sustains long-term relationships with internal and external networks
- Looks for opportunities to work in a team and collaborate with others
- Responds constructively to conflicts and disagreements

Advanced

- Builds effective working relationships with both team and people in other areas
- Seeks input from peers and shares information freely
- Manages challenging relationships with diplomacy
- Identifies key stakeholders and engages ahead of meeting to gain support
- Negotiates from an informed position
- Recognises and explains the need for compromise

Leadership

- Encourages teamwork in own team
- Builds trust and rapport by showing a genuine interest in others; understands and acknowledges feelings, concerns and ideas
- Encourages constructive questioning
- Promotes challenging discussion to steer team toward an effective solution
- Collaborates effectively across other teams to manage interdependencies

✖ What It Is Not ✖

- Refuses to work with others
- Withholds opinion, information or ideas
- Makes assumptions instead of asking questions
- Avoids difficult conversations
- Relies on email when a conversation would be more effective
- Uses devices inappropriately in meetings and forums
- **Leader:** Rarely asks team for their ideas
- **Leader:** Takes a siloed perspective

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Embraces Diversity

Values individual differences and contributions of all people and promotes inclusion.

Foundational

- Recognises and respects the differences amongst all people
- Contributes to fair and inclusive environment
- Completes all required diversity and inclusion training

Intermediate

- Promotes a fair and inclusive environment
- Speaks out against discrimination
- Demonstrates intercultural awareness
- Acknowledges bias in interactions with others

Advanced

- Leads by example in demonstrating diversity and inclusion
- Addresses and corrects inappropriate behaviour that discriminates against others
- Frequently communicates the case for diversity and inclusion and champions initiatives
- Learn about their own bias and develop strategies to minimise bias in the workplace

Leadership

- Recognises and utilises the skills of staff with diverse backgrounds
- Supports targeted recruitment to develop a representative workforce
- Cultivates a team environment that embraces different cultures, flexibility, ideas and experiences
- Gives time, energy and resources towards diversity and inclusion
- Intervenes when personal and organisational bias hotspots are identified

✖ What It Is Not ✖

- Only values others who share the same perspective
- Does not complete available diversity and inclusion training
- Ignores unacceptable workplace behaviours including bullying, harassment and discrimination
- Does not see the value of diverse capability when working in groups
- Blames others for mistakes
- Leader: Shows bias when building and managing teams
- Leader: Does not address exclusion occurring within the team

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