



EEECs STAFF AND LEADERSHIP CHARTER

AND VALUES
FRAMEWORK



QUEEN'S
UNIVERSITY
BELFAST



**TO CREATE A SUPPORTIVE,
VIBRANT AND GLOBAL
COMMUNITY THAT
EMPOWERS A DESIRE FOR
LEARNING AND
INNOVATION LEADING TO A
BETTER AND MORE
SUSTAINABLE FUTURE FOR
ALL**





EEECS STAFF AND LEADERSHIP CHARTER

This Charter was created following input and feedback from colleagues who attended Charter workshops facilitated by 'Bakertilly'. It has also considered staff consultation events, our IIP success and the results from the Staff Pulse Survey. These staff discussions were open and honest and have been pivotal in identifying the behaviours we want to see in EEECS.

WHO IS A MANAGER OR LEADER IN EEECS?

For the purpose of this charter, a manager or leader is defined as someone who has responsibility for delivering our School's goals through their own efforts and through those who report to them. Our leaders and managers should motivate their teams through leading by example and living the values.

PURPOSE

The aim of the Staff and Leadership Charter is to set out the School's vision and purpose by establishing clear values and behaviours for all EEECS staff. This will guide our behaviour as a community and help to build the School's culture. The Charter will be used to underpin the School's procedures and complement institutional plans whilst acknowledging and embracing individual diversity and realising that all of us have an important and equal role to play in shaping and improving our School community.

If at times we fall short of those ideal values and behaviours we should acknowledge our shortcomings, apologise, and learn from our mistakes. Remember, the Charter is there to support staff, by reminding all of us of the values and behaviours we hold dear and would like to see across all areas of the School.

EEECS VISION STATEMENT:

To create a supportive, vibrant, and global community that empowers a desire for learning and innovation, leading to a better and more sustainable future for all.

EEECS PURPOSE STATEMENT:

Through our teaching and research, and the dissemination of knowledge, we will provide a transformative educational experience for our students that enriches, contributes to, and enhances society at a local, national, and international level. The Charter sets out our underlying principles and ethos, reflecting our vision and purpose. The Charter puts a spotlight on how we manage and are managed. It places working together at the heart of all we do by describing positive behaviours which will enhance how we work together as a community to achieve our goals.

QUB VALUES: ICARE:

The Charter is intended to be a tool for use by all staff to reflect on how their behaviours and actions are reflecting EEECS's principles and the University's core values of **Integrity**, **Connectivity**, **Ambition**, **Respect** and **Excellence**.

INTEGRITY We will act honestly, ethically, and transparently in all we do

CONNECTIVITY We are active collaborators, recognising that we can achieve more together

AMBITION We are forward-thinking and embrace change

RESPECT We trust, value, and empower each other and appreciate the valuable contribution of all

EXCELLENCE We have a drive and passion towards excellence and continued learning



EECS PRINCIPLES

Within the School we have seven fundamental principles that provide us with a framework for achieving our vision and purpose.

PRINCIPLE 1: EECS Shared Purpose

Colleagues will be actively encouraged to engage in the life, plans, and objectives of the School and embrace a one-School ethos incorporating values aligned with the QUB value **Connectivity**.

PRINCIPLE 2: Equality and Diversity

The University, Faculty and School are committed to the promotion of equality of opportunity for all. This will create and sustain an environment that values the diversity of its staff incorporating values aligned with the QUB values **Integrity** and **Respect**.

PRINCIPLE 3: Leadership and Management

Colleagues should expect, and benefit from, effective leadership and management based on the promotion of positive relationships and good employment practices aligned with the QUB values **Connectivity**, **Integrity** and **Respect**.

PRINCIPLE 4: Contribution and Recognition

Colleagues will be encouraged to maximise their contribution to the success of the School and have this contribution recognised aligned with the QUB values **Excellence** and **Connectivity**.

PRINCIPLE 5: Communication and Involvement

Colleagues will be kept informed of major developments within the School as appropriate and will be open, transparent, and inclusive in our approach to plans or decisions to ensure **Ambition**, **Integrity** and **Respect**.

PRINCIPLE 6: Learning and Development

All colleagues will be encouraged to realise their full potential and take responsibility for their personal and professional development. The School has a staff learning and development process that offers all staff the opportunity to participate in development relevant to School and individual needs aligned with the QUB value **Excellence**.

PRINCIPLE 7: Health, Safety and Wellbeing (Balancing Work and Personal Commitments)

The School will seek to manage the balance of staff activities and workloads effectively and fairly. The School will promote and encourage health and wellbeing at work. Within business constraints the School will support flexible working policies to help colleagues balance home and work commitments.

These principles can only be attained if we work as one community, where positive relationships, good employment practices, cooperation and teamwork are underpinned by colleagues who are collaborative, constructive, open, and honest.



VALUES AND BEHAVIOURS

"Our Values reflect the behaviours that shape the tone of how we work with each other and with our partners" (Proctor and Gamble).

The University's five core values (iCare) have been developed and agreed by staff and students. By defining values and behaviours that matter most to us as a School, Faculty and University EEECS staff will have a shared understanding of:

- Our purpose as a School
- How we aim to behave in line with our principles
- What we aspire to be as a Russell Group University.

Values must be lived through our behaviour. All EEECS staff, leaders, and managers, are expected to display the following positive behaviours to uphold our culture and principles and to build a community that genuinely reflects the University's iCARE Values.

Examples we have included below are not a complete list, rather a guide to expected behaviours we would wish to see and those we would not wish to see. Through these we hope to create a positive caring environment where all staff are supported and valued.



INTEGRITY

How do we do this? We do what we say we will do, in a professional, responsible, and accountable manner. We will have the courage to do and say the right thing (not merely what is expected).

We will celebrate success and embrace our challenges. We will create a trusting work environment.

We value:
 honesty, dependability,
 accountability, fairness,
 consistency, and transparency

POSITIVE BEHAVIOURS	NEGATIVE BEHAVIOURS
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ALL STAFF	
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- Be **accountable** to each other and work with **integrity**.
- Listen carefully and respond **honestly** and **transparently**.
- Be **dependable** and responsible for delivering on the School's commitments.
- Make decisions in the best interest of all, demonstrating consistency, **transparency**, and **fairness**.
- Have the courage to do and say the right thing and respectfully challenge behaviours that are unfair or wrong.
- Have the courage to apologise and learn from mistakes.
- Be aware of our own responsibilities and display a positive approach to work.
- Respect confidentially and agreeing not to share information inappropriately.

- Making unhelpful criticism of other teams or team-members.
- Ignoring issues or problems without making any effort to discuss and respond with empathy.
- Being complacent about your work or doing things in your own interest above the interest of your colleagues or over the things that need to be done.
- Not adhering to agreed policies and procedures of the School, Faculty or University.

LEADERS AND MANAGERS	
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- Set and maintain **transparent** standards and lead by example.
- Regularly review performance; recognise good performance, suggest ways to improve performance, challenge poor performance or behaviour.
- Understand the challenges that their team may face and support them in dealing **fairly** and **consistently** with difficult situations.
- Proactively ensure all issues are discussed, managed, and effectively resolved.
- Demonstrate **consistency** in decision making.
- Creating a trusting work environment where mistakes are learned from, and opinions are valued and freely expressed.

- Allowing individuals to negatively influence your team and other's view of it.
- Letting personal differences get in the way of good teamwork.



CONNECTIVITY

How do we do this? We connect across the University as one team to achieve our common goals. We build local and international partnerships and networks which benefit all involved. We use our talents to make a positive impact on staff, students, and society

We value:
 effective communication,
 transparency, professionalism,
 teamwork/collaboration,
 community

POSITIVE BEHAVIOURS	NEGATIVE BEHAVIOURS
ALL STAFF	
<ul style="list-style-type: none"> • Engage in School events as requested and act professionally on behalf of the School. • Take responsibility for the success of the School community as a whole and not just consider our own (or team's) priorities. • Invest time into building effective relationships to enhance transparency, teamwork, and collaboration • Celebrate team success and recognise contributions of staff across all grades. • Actively contribute to the wider QUB community and work to develop positive working relationships across the institution. 	<ul style="list-style-type: none"> • Referring regularly to CS, EEE, ECIT, GRI/GII rather than EEECS. • Being unconcerned about the implications of poor work on others or acting in self-interest. • Making it difficult for others to deliver or taking on work you know you cannot deliver within the expected timescales. • Presenting colleague's ideas as your own. • Not adhering to agreed deadlines (or deliberately ignoring deadlines)
LEADERS AND MANAGERS	
<ul style="list-style-type: none"> • Take action to promote the School as one and prevent their team from becoming insular. • Have regular team and one-to-one meetings to ensure effective communication. • Ensure each team member understand their roles and responsibilities and encourages collaboration to achieve the School's overall goals. • Clear and transparent communication around responsibility • Create an inclusive environment where it is safe for all staff to speak up, share their perspective and to seek help when needed. • Develop networks and interact with proximity at all levels, drawing on diverse strengths and expertise to build trust and help understand the motivation of stakeholders. 	<ul style="list-style-type: none"> • Allowing team to work in a silo. • Only showing an interest in the part of the organisation for which you are responsible. • Being out of touch with day-to-day activities within the team. • Only actively connecting with a limited network of like-minded people. • Referring negatively to colleagues across the school, faculty, or university.



AMBITION

How do we do this? We show leadership, driving the agenda and seizing opportunities. We are creative and innovative, developing new ways of thinking and new approaches. We are confident and determined, embracing, and driving change.

We value:
 passion/creativity, courage,
 flexibility, being
 visionary/innovative

POSITIVE BEHAVIOURS

NEGATIVE BEHAVIOURS

ALL STAFF

- Acknowledge that **innovation** is at the heart of what we do.
- Be **flexible** and show willingness to work outside our comfort zone.
- Approach our work with a positive and optimistic mind, embracing and responding to change in a constructive way.
- Be committed to seeking out personal development.
- Look beyond individual roles to see the bigger picture.
- Openly share information, skills, and knowledge to make the School a better place to work and learn.
- Recognise that working **creatively** and being **innovative** may also have a positive contribution to the institution as a whole.

- Expressing cynicism towards new ideas.
- Unwilling to learn new skills and ways of doing things.
- Not listening or responding to ideas for improvement or putting obstacles in the way of innovation.
- Doing things the way they have always been done without challenge.

LEADERS AND MANAGERS

- Develop a culture that supports change and **innovation** by considering all views (**courage in leadership**).
- Constantly communicate a clear **compelling vision** of EEECS's future and ensure your team understand how the work they do contribute to the vision.
- Convey the reason for any change and the associated benefits to staff and constantly cascade decisions to team in a positive, timely and constructive manner.
- Share **passion**, belief, and enthusiasm for the School's ethos.

- Creating a negative environment where staff feel restricted and unable to be creative.
- Communicating decisions made by the organisation but voicing your disagreement to your team.



RESPECT

How do we do this? We listen to and welcome each other's views and suggestions and are open to challenge. We encourage and support each other, helping to create a positive environment. We respect diversity and appreciate the valuable contribution of all.

We value:

fairness, empathy,
honesty, diversity and
understanding

POSITIVE BEHAVIOURS

NEGATIVE BEHAVIOURS

ALL STAFF

- Listen **empathetically**, speak honestly, and treat each other respectfully.
- Welcome the **diversity** of each other's views and suggestions and be open to challenge.
- Make time for other people and value diversity in everyone.
- Proactively offer support to others and help motivate them through difficult times.
- Be open and **honest** in our communication.
- Speak out when something is not right.
- Trust colleagues to do their job.
- Say thank you and give credit where it is due.

- Only acknowledging the opinion of those at certain levels or showing different levels of respect to different colleagues.
- Only involving colleagues who support our own views to achieve our own goals.
- Being disrespectful and talking behind people's back.

LEADERS AND MANAGERS

- Are approachable and accessible to all staff.
- Create a positive and dynamic team environment recognising the **diverse** contribution of staff at all levels
- Drive a culture of openness, respect, **understanding**, and **diversity** ensuring that staff feel valued regardless of any individual differences.
- Take ownership of difficult decisions and having courage to have open and honest conversations to eliminate bullying/harassment/unacceptable behaviour

- Not making yourself visible to others for guidance and leadership.
- Allowing staff to demonstrate unhelpful behaviours.
- Treating team members inconsistently.
- Passing challenging issues to others or allowing the same mistake to be made repeatedly.



EXCELLENCE

How do we do this? We use our energy, skills, and resources to deliver the best results. We are passionate about and take pride in our work. We work together to bring out the best in others.

We value:
 impact, effective listening,
 passion, full engagement,
 and participation

POSITIVE BEHAVIOURS	NEGATIVE BEHAVIOURS
ALL STAFF	

- **Work together** to bring out the best in each other in line with the School’s culture to ensure **impact** in all we do.
- Take pride in and be **passionate** about our work.
- Be committed to high standards with a positive ‘can do’ attitude.
- Manage our time well to deliver within expected timescales.
- **Engage fully** with PDR and actively seek to improve performance by **listening** to and acting appropriately on feedback.
- Not let failure put us off and always seek opportunities to learn.

- Not helping new team members to settle into EEECS or to develop.
- Going through PDR process without gaining any value from it or waiting until annual PDR to have open discussion.
- Avoiding responsibility and a “that’s not my job” attitude.
- Accepting poor performance.

LEADERS AND MANAGERS	
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- Positively support the School’s goals and work with others to reach decisions in the best interest of the School.
- Empower their team through **full engagement**, delegation, **effective listening**, trust, honest communication, and constructive feedback.
- Create an environment that enables people to express their talents and fosters collective **participation**.
- Recognise that working **passionately** may also have a positive impact across the institution.

- Delegating work to staff who do not yet possess the relevant skills or knowledge to complete the task.
- Being unsupportive of staff’s personal development or creating unrealistic objectives.
- Not addressing poor performance.



SELF AWARENESS

We recognise that psychological well-being is important

We value:
ourselves and each other

POSITIVE BEHAVIOURS **NEGATIVE BEHAVIOURS**

ALL STAFF

- Be aware of our own strengths and our development needs.
- Maintain self-balance at work by recognising when to step back or by reaching out to others for help is key.
- Recognise our stressors and put appropriate coping strategies in place.
- Support colleagues who suffer from ill-health.
- Acknowledge and learn from our mistakes and are always willing to ask for help.

- Always taking on additional work when you have insufficient time to deliver or when you are at full capacity.
- Always feeling the need to be available 24/7.
- Not taking annual leave to help support a healthy work-life balance.
- Adopting an ‘I know best attitude’, rather than reflecting on, or being open to, other views or suggestions.

LEADERS AND MANAGERS

- Be open to constructive criticism and feedback to improve both individual and team performance.
- Encourage others to adopt a ‘no-blame’ culture, taking learning from every situation.
- To create a resilient team culture across the school which supports staff well-being.

- Failing to recognise that we are individuals with different needs and capabilities at different points in time.
- Failing to create an environment that a colleague can be open within.