



Values in Practice

Building engagement and changing culture in Higher Education

Professor Caroline Parker

The business case for Values in Universities

Why values matter in Universities

Revenue

Universities To Come Under 'Significant Financial Pressure', Warns Report

Universities and TVET colleges under financial pressure for 2017

Reputation

THE ENDURING SCANDAL OF TRUMP UNIVERSITY

November 20, 2016

Top London universities 'under threat from Government reforms'

JOE MURPHY | Monday 9 January 2017 | 5 comments

Resilience

Reform of Higher Education in Europe

Obama's Plan for US Higher Education

Malaysia education reforms result in more opportunities for private sector participation

The value of institutional values

Lee, Fabish & McGaw, 2005

Possession of embedded values is correlated with financial success across wide range of companies

The most financially successful companies share:

- Believe in value of values
- Values strongly led and demonstrated by CEO/Exec Board
- Values deeply embedded in operation of organisation

The business case for Values in Universities

Shared and embedded values:

- instill a sense of identity and purpose within organizations
- align and unify people
- promote employee attachment and ownership
- attract newcomers
- simplify & create consistency in decision making
- motivate staff and energize endeavors
- raise efficiency
- hearten client trust, loyalty, and forgiveness for mistakes
- build **resilience** to shocks
- and contribute to society at large (Serrat, 2010; Posner 2008)

“Corporate values helped save Xerox during the worst crisis in our history” Anne Mulcahy, CEO Xerox 2001-2009

The business case for Values in Universities

Values underlie concept of Employee Engagement

- Engagement also strongly correlated with organizational resilience and success

Engaged employees:

- Generate 43% more revenue (Hay Group, 2001)
- 87% less likely to leave (Corporate Leadership Council, 2004)
- Advocate their organisations - 67% vs 3% (Gallup, 2003)
- Understand how to meet customer needs - 70 % vs 17% (Towers Watson 2007)
- Report significantly less workplace stress (Aon Hewitt 2012)



Engaging for Success:

enhancing performance
through employee engagement

A report to Government by
David MacLeod and Nita Clarke

“Secretary of State, Lord Mandelson... encouraged us to examine ..whether a wider take up of engagement approaches could **impact positively on UK competitiveness** and performance...and meet the challenges of increased global competition.

Our answer is an unequivocal **yes”**

David MacLeod and Nita Clarke, 2009

<http://engageforsuccess.org>

Four enablers for engagement



Strategic Narrative

Compelling story about organisation's purpose, where it has come from, where it is going



Employee Voice

All employees feel their voice is heard, and their **views taken into account** in decisions that affect them.

Engaging Managers

Make employees feel part of the team; link work to the organisation's objectives; coach, stretch



Organisational Integrity

The values are reflected throughout organisation in behaviour, practice and policies



Engagement, values and the GCU experience

How to build engagement?

Organisations united around a common mission, vision and values more successful and have higher levels of employee engagement

GCU mission “For the Common Good” supported by 9 out of 10 employees

Need to identify shared Values

Identifying the GCU Values

Bottom up & linked to Mission

What values do staff & students most strongly associate with GCU and our Common Good mission?

Appreciative Enquiry approach

What values represent us on our best day?



Survey
Interviews
Focus groups
Pop-up stands

Integrity means that our **decision making is transparent**, no matter how big or small the decision. We **share the rationale** behind why we decide to do what we do and **admit when mistakes are made** and when actions don't go as planned. We **listen to** our community to gather **feedback**, we **respect** their different views and actively **respond** to their ideas and concerns. We are serious about our commitment to **creating a fair and diverse** and inclusive environment, taking active steps to reduce inequality wherever we see it.

Integrity

- We are open and honest
- We are accountable for our actions
- We engage with our community and respond to what they say
- We treat everyone with dignity and respect

Creativity means that we **make the space to be innovative and entrepreneurial**, committing to **freeing up time** in our work allocation model to develop new concepts. We **encourage experimentation**, developing a culture that **openly tests new ideas** to actively **learn from things that don't work**. We **expect to be challenged** on how we approach every aspect of our business and **welcome the ingenuity** that this creates. We **provide the tools** for all our staff to be innovative, fostering an environment that is **flexible and adaptable**. We focus on **identifying and clearly defining problems** and are able to **prioritise our actions**.

Creativity

- We stimulate curiosity and divergent thinking
- We harness imagination and enthusiasm to develop and share knowledge
- We provide opportunities for innovation, ingenuity and continuous improvement
- We are enterprising; generating and delivering cutting-edge solutions

University
for the
common
good

Confidence means we **speak proudly about GCU** and our status as an innovative institution. We are keen to **share our achievements**, with colleagues, students and the world beyond GCU, knowing that we do not have to be experts in everything to be successful. We **promote open communications**, ensuring that all our staff know what our strengths are. Individually and collectively, we **encourage self-awareness**, providing structured ways to gather feedback about our performance. We are **confident to take small steps** as well as bold ones, when making a positive change.

Confidence

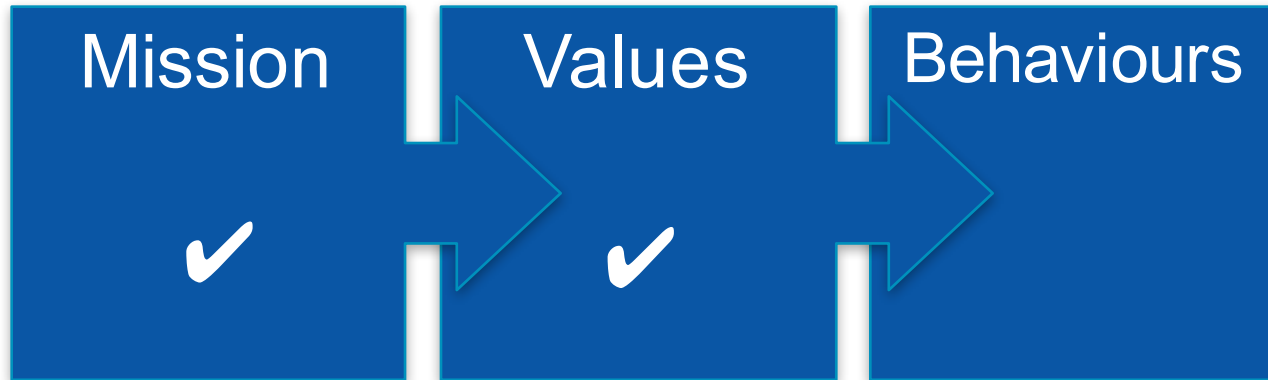
- We are proud of our strengths and respected for the contribution we make
- We cultivate self-belief, independence and ambition in our community
- We are generous with our knowledge and expertise, welcoming collaboration in all its forms
- We are dynamic, forward thinking and take responsible risks to achieve our goals

Responsibility means that we **make the decisions** that need to be made. Staff are **trusted** to do their job and we **delegate** appropriately using the expertise we have, supporting staff to grow and develop. We **do not blame** but accept that mistakes are part of innovation, improvement and learning. Our managers are responsible for their staff, **managing performance** by **recognising success** and supporting **areas for improvement**. We **extend this sense of responsibility beyond the University**, taking care of the world we live in and the people in the world and developing our students to be active, global citizens.

Responsibility

- We strive for social justice and a sustainable future
- We recognise the individual and collective value our community brings
 - We expect our community to deliver
- We challenge and support our community to improve

Values to Behaviours



Integrity
Creativity
Responsibility
Confidence

But what does behaving in line with these values actually look like?



University for the Common Good

GCU Values and Behaviours

Integrity We will: * Strive to make a positive difference in the world

Glasgow Caledonian University Values and Behaviours

Our Mission Glasgow Caledonian University is a University for the Common Good.
Our specific purpose

Our Vision By 2020, Glasgow Caledonian University will have a global reputation for delivering social benefit and impact through education, research and social innovation. We will be recognised as a University for the Common Good that transforms lives, enriches cities and communities, innovates for social and economic impact, and engages globally.
What we want to be recognised for

Our Values Our core values of **Integrity**, **Creativity**, **Responsibility** and **Confidence** are shared by staff and students and they underpin what we do and how we do it. Our values are the foundations upon which we build collaborative relationships with like-minded partners to deliver our social mission for the common good.
How we will conduct ourselves at work and study

- Treat everyone with dignity and respect
- Be accountable for our actions

Creativity We will:

- Challenge ourselves with new problems
- Create space for curiosity, imagination and entrepreneurialism to flourish
- Draw inspiration from working with others and across discipline boundaries
- Continually seek improvement

Responsibility We will:

- Take responsibility for our work and study and our environment
- Empower others to be independent contributors
- Own, learn from and grow through, our mistakes
- Comply with all laws and regulations relating to our activities

Confidence We will:

- Be proud of our university and its contributions
- Be bold and reach beyond that which is known
- Believe that positive change is within our power to realise
- Nurture self-belief, independence and ambition in others
- Value and share our knowledge and expertise



GCU Behaviours - Organisational level

Existing solution to embedding values in practice

Guys & St Thomas Health Trust Behaviours Framework

- Public sector organisation
- Appreciative Enquiry philosophy
- Layered approach – top to bottom
- Success in resolving similar problem

Framework of statements

Describe the way they live their values

“I do what I say I’m going to do”



GCU Behaviour statement development

Initial draft based on Values material

Large scale iterative consultation

A good behaviour statement should:

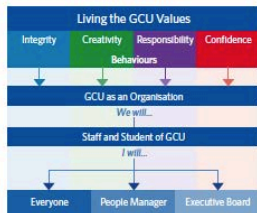
- Describe us at our very best
- Be realistic (achievable) but aspirational
- Encourage improvement in behaviour and performance

Understanding our values and behaviours

The behaviour statements in this leaflet are a way of explaining how we, as individuals, embed the GCU values of integrity, creativity, responsibility and confidence into our work and study. They were generated in partnership with staff and students and based around the core values we associate with the Common Good mission. These are the benchmark behaviours we'd like to be recognised for, and the ones we will use to evaluate and improve our current practices.

The statements are both realistic and aspirational, describing how we live our values on our best days, some we achieve easily, others may need effort, training, or support before we can regularly attain them.

There are four strands to the statements. The first describes how we, as an organisation live our values and can be found in the separate leaflet GCU Values and Behaviours. The other three, presented here, describe how we as individual members of GCU will live our values depending on our role within the university.



Everyone: describes the behaviours that we all aspire to, whatever our role.

People Manager: describes the behaviours aspired to by those with people management responsibilities within the university.

Executive Board: describes the behaviours aspired to by those with strategic and executive responsibilities.

Living our values

You can use the GCU values and behaviours to help you, your colleagues and your team to provide a consistently excellent educational experience, deliver quality research and consultancy and realise our vision of achieving a global reputation for delivering social benefit and impact.

You can use the GCU Values and Behaviours for:

Recruitment: to select people with the attitude and behaviours needed, as well as the technical competence

Local Induction: so that people know what behaviours are expected in the daily business of the University right from the start

Self-assessment and personal development: to help you monitor your own performance and identify areas in which you need additional training or support

PDAR: to make sure there is a balanced focus between objectives and behaviours in the discussions around Performance & Development Annual Review

Setting team standards: to focus on specific behaviours within your team as part of on-going service improvement

Change and Improvement: Use the values and behaviour statements to help identify current good practice, what best practice would look like and to develop your plan for change



Our Values and Behaviours

GCU Behaviours Individual level

Everyone

Lives the values using the behaviours below

Integrity	Creativity
I am open, honest and reliable	I look for ways to be innovative
I treat others with the dignity and respect that I would like applied to me	I am flexible and open to change
I look for ways to make a positive difference through my work	I look for opportunities to work with, learn from and share with others
I am discrete when dealing with confidential or sensitive information	I am prepared to look outside my own environment to find solutions to problems
I reflect honestly on my work practices and behaviours	I am open to positive feedback on the way I do things
I take personal responsibility for my actions and behaviours	I regularly look to improve the way we do things
Responsibility	Confidence
I take personal responsibility for my work and its completion	I am generous with my knowledge and expertise
I admit to mistakes and learn from my experience	I am proud of my work and my contribution to the University
I help others to develop their skills and confidence	I treat mistakes as an opportunity to learn and develop
I raise awareness of poor practice or behaviour when I see it	I believe that I can make a difference by what I do
I strive to keep up to date with those laws and regulations that directly influence my work	I am willing to step outside of my comfort zone to learn, or achieve, something new
I use equipment, resource and time in an efficient and sustainable way	I speak positively about GCU and of its mission for the Common Good

People Manager

Leads at a Departmental/Unit level

Integrity	Creativity
I strive to be a role model for the behaviours expected by staff	I endeavour to develop a working environment that allows creativity, imagination and entrepreneurialism to flourish
I am fair and consistent in my dealings with staff and colleagues	I foster a flexible working environment that is open to change
I encourage and support staff in their efforts to make a difference	I encourage activities which cross discipline and organisational boundaries
I spend time gathering information and evaluating alternatives before arriving at decisions	I promote a culture of innovation, encouraging staff to experiment
I provide opportunities for staff to discuss issues and listen and respond actively to their concerns	I reward and disseminate good practice and good ideas
I share the rationale behind my decisions	
Responsibility	Confidence
I make the decisions that have to be made	I support and encourage the dissemination of my department's achievements
I do not allocate blame but seek to improve future performance	I cultivate self-belief, independence and ambition in my staff
I stand up and support my staff and colleagues in difficult situations	I welcome challenge and debate
I delegate appropriately using the expertise in my department and trust staff to do their job	I ensure that mechanisms for self-reflection and changes in practice exist and are working well
I actively manage performance by recognising success and supporting areas for improvement, challenging and encouraging staff to exceed their own expectations	I take responsible risks in seeking to meet the department's and University's goals
I plan and review budgets and resources to balance day-to-day service delivery and longer term service improvements	I believe that my department can achieve its goals

Executive Board

Leads and directs at University level

Integrity	Creativity
I uphold the highest standards of professional and personal practice	I seek to shape operational practices and direct resources in ways that will facilitate curiosity driven and divergent thinking
I am committed to and support a collegial working style	I review and distil knowledge from the national and international policies and activities of other educational bodies useful to the University's mission and goals
I ensure that the University's mission informs every strategic decision we take as a Board	I encourage the sharing of ideas and adoption of good practice between different teams in the University
I build and develop relationships and partnerships with other organisations to further our mission and the future success of our University	I sponsor and support the development of key innovations within my area
I am approachable. I invite conversation, discussion and the sharing of ideas	I engage with public, private and other relevant organisations in the development and improvement of our education and research
I listen to the University's stakeholders in order to understand how our decisions may affect them	I recognise innovative approaches to the improvement of university services and operations
I take full responsibility for my area and for the decisions and actions of my staff	
Responsibility	Confidence
I regularly review the activities of my area to ensure that they are in line with the University's goals	I encourage and support the dissemination of the University's knowledge and expertise
I make sure that the University commitment to the Common Good is promoted and fulfilled in the areas I lead	I listen to and support my staff and colleagues and encourage them to talk about their ideas, thoughts and aspirations for the future
I lead and sponsor university wide developments in my area	I welcome and encourage debate and challenge
I work with colleagues to ensure that student experience and quality standards are being met	I celebrate the achievement and the success of individuals, teams and the whole organisation
I ensure that the University and the areas I am responsible for operates within its available resources	I take calculated risks and am willing to try different approaches and strategies even if the outcomes are not clear
	I speak externally with pride about the University's mission and its activities in support of it

Use for:

- Recruitment
- Induction
- Appraisal
- Development
- Team standards
- Change & Improvement – values audit

Mission: For the Common Good

Values:

Integrity

Creativity

Responsibility

Confidence

Behaviours



GCU as an Organisation

We will...

Staff and Student of GCU

I will...



Everyone

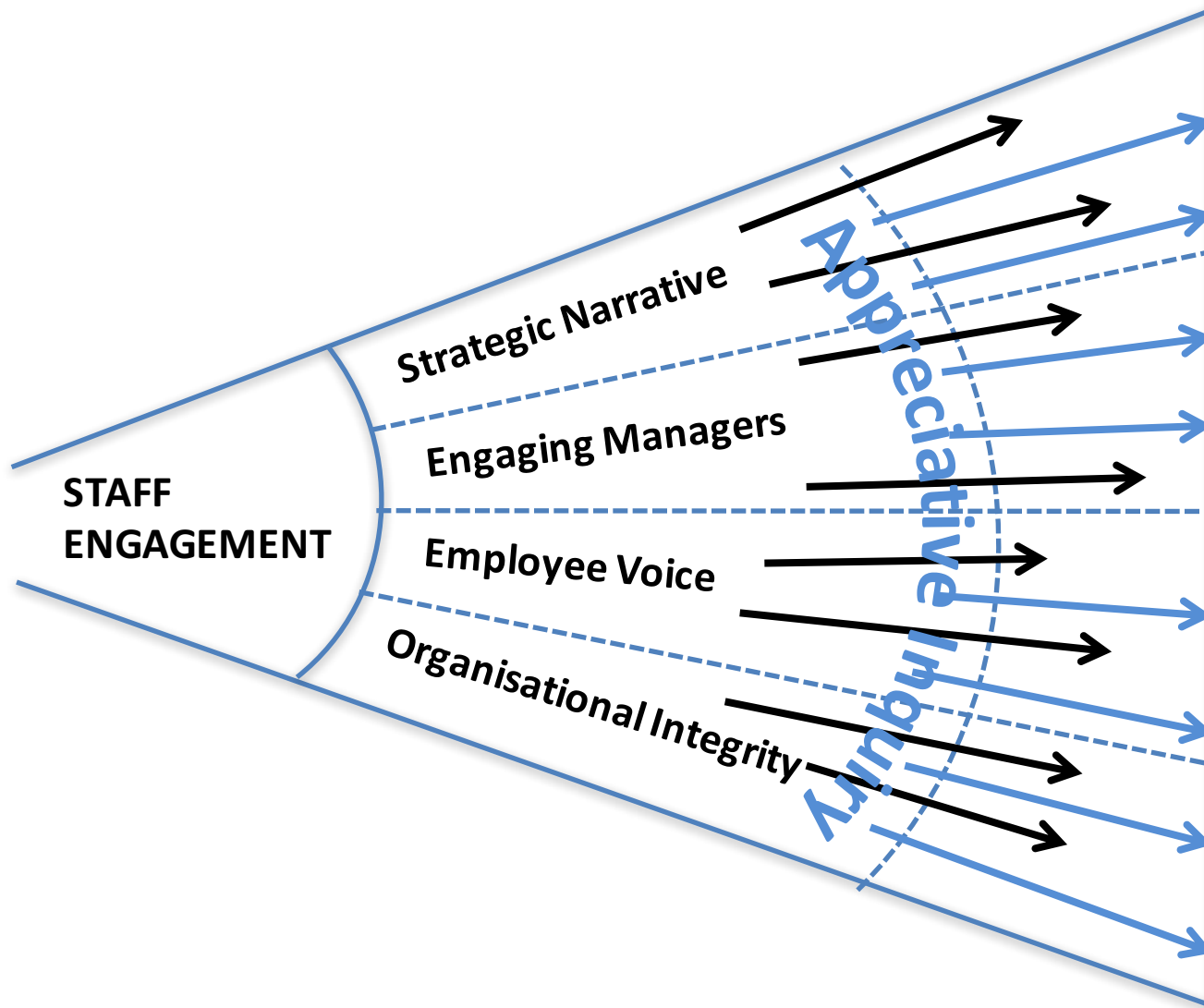
People Manager

Executive Board

How do we get from these leaflets to the benefits described?

Need to embed and live our values and behaviours

- **Strategic Narrative**
- **Engaging Managers**
- **Employee Voice**
- **Organisational Integrity**



Making a difference

For the Common Good

Goals

Happy, healthy, creative, resilient, motivated staff
 Strong, viable, resilient, innovative, successful organisation

Happy graduates

Enjoyed course
 High employment, Job ready
 Life skills
 Social/business network
 (measurements: NSS scores, Alumni links)

Teaching/education reputation

Quality, innovative, effective
 (NSS, teaching grant income)

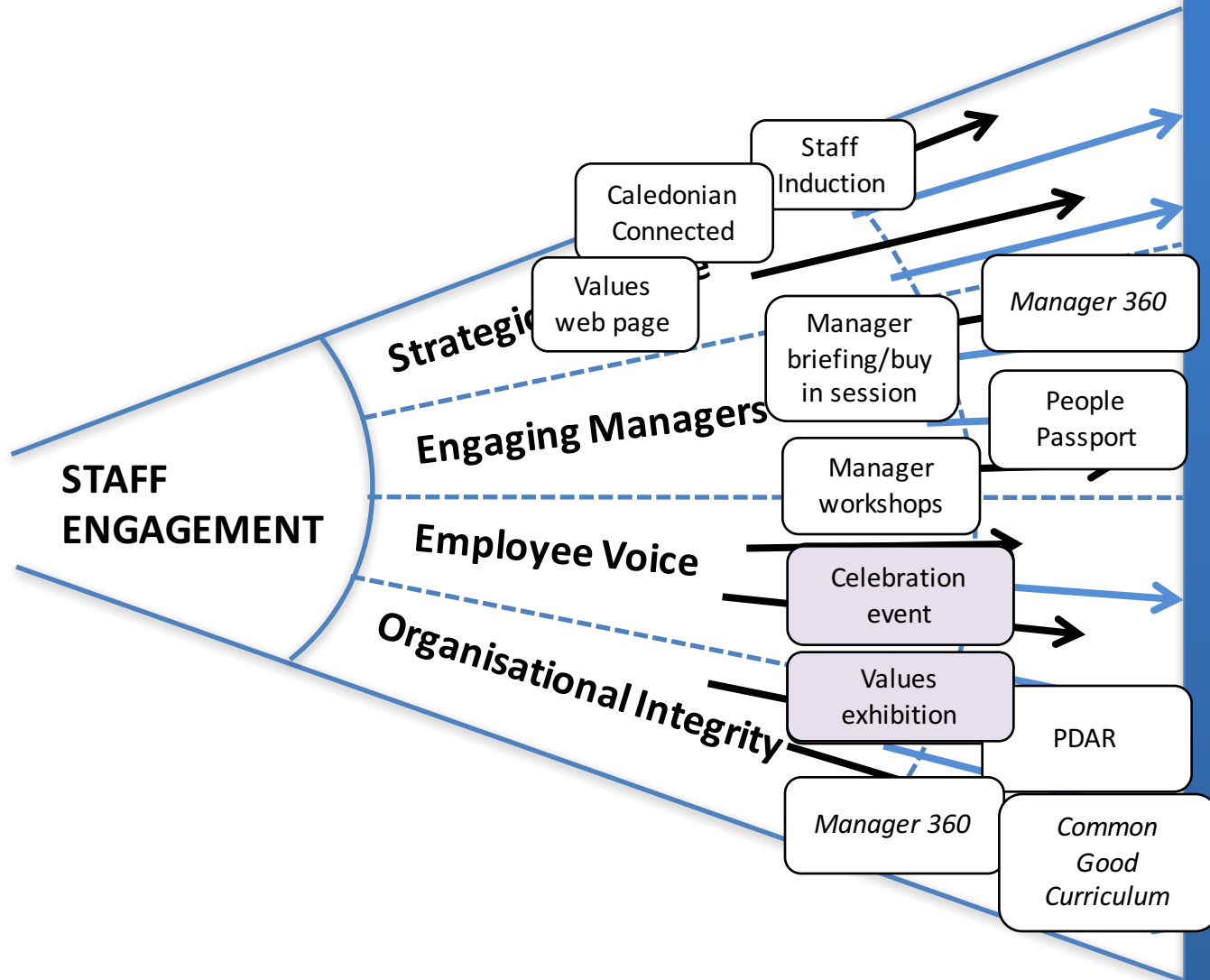
Research reputation

Quality research
 Relevant
 Respected
 (income, publications, invitations, conferences, PhD applications, staff recruitment)

KT reputation

Responsive, relevant, impactful, game changing
 (income, partnerships, related activity e.g. prizes/internships)

Specific values activities 2016



Happy, healthy, creative, resilient, motivated staff
 Strong, viable, resilient, innovative, successful organisation

Happy graduates

Enjoyed course
 High employment, Job ready
 Life skills
 Social/business network
 (measurements: NSS scores, Alumni links)

Teaching/education reputation

Quality, innovative, effective
 (NSS, teaching grant income)

Research reputation

Quality research
 Relevant
 Respected
 (income, publications, invitations, conferences, PhD applications, staff recruitment)

KT reputation

Responsive, relevant, impactful, game changing
 (income, partnerships, related activity e.g. prizes/internships)

Making a difference For the Common Good

Points of Pride Exhibition

Gather stories & images



https://gcupeople.wufoo.com/forms/celebrating-our-achievements/

Background team: [GCU](#) [GCU](#) [GCU](#)

Celebrating our achievements

The GCU values of **integrity, creativity, responsibility and confidence** are demonstrated every day by staff and students across the University and we want to raise awareness of the great things you do.

Use this form to tell us about something that you, your team, or your colleagues have done over the past year that makes you proud; and/or you think others would benefit from knowing about.

It could be something **personal**. It could be a **project** that delivers benefit within GCU or in the community. It could be a **process** that you, your team or a colleague has developed or changed to improve the way we work or which more strongly aligns with our values.

If you need a few examples to get you thinking click [here](#).

With the permission of those involved, we will look to share your example with the GCU community over the coming months.

1. Description of activity (100-250 words) *

2. Who was involved in this activity? *

1	Entry 1	Description of activity	2	Who has been involved	3	How has it benefited the University	4	Who has been involved	5	Upload a photo
2	1	A major new research stu	Prof J	It shows the F	Chamber of C					
3	2	'Creating Conversations'	Dr M	Enhanced stu	Results from: disc_3484_1					
4	3	To kick start the academi	Dr M	Improved th	Local Social e	disc_2980_1				
5	4	I was ill with a severe and	Steph	It gave me cc	Me, my fami					
6	5	As a department we alwa	My c	Enabled us	Marketing, In					
7	6	We are working towards 'We	I	So far, we ha	Although my					
8	7	Lifecycle Assessment of S	As ab	This is alread	At this stage					
9	8	Economic assessment of I	Myse	We expect to	As above - ea					
10	9	During the busy summer	Head	The student	A student wh					
11	10	The Department of Nursi	A pro	The Return	to the stud					
12	11	When the central bank of	Myse	This task imp	Nigerian stud					
13	12	Simon Smith @ GCU	Lanc	Simon It has	made I	All staff at GC				
14	13	Four members of academi	Staff	Comparing	the students					
15	14	A member of staff volun	Ella F	Ella produce	All staff have					
16	15	The Technical team in	Life H	LHS Techni	The senior pu					
17	16	As an Assistant Scout	Lea	My fe	The scout an	The new scoo	scout_sign			
18	17	As part of GCU's Strategy	All G	10 pupils fro	This common	eastbrook	scf			
19	18	As part of GCU's Strategy	Some 29	Young Peo	This common	uprising_2016	Ruf			
20	19	This project focuses on	The	Student feed	This project					
21	20	Staff within Information	S Staff	Raised	£684	Raised funds				
22	21	A couple of years back	th	Myse It has	dramat	It has benefit	shis_rpi			
23	22	Year 2 Learning Disability	'Year'	People living	Students and	img_2204	jpg			
24	23	An example of GCU's com	The	S instead of	us This activity		cc9y87woaak			

Prepare posters



Providing vision services for Glasgow's homeless

- Monthly access to vision care
- Specialist support to homeless & asylum seeker populations
- The only clinic in Glasgow and one of very few in Scotland



This multidisciplinary team service to see clearly again, often for the service being set up by GCU, the of eye care services for homeless individuals often struggle as they don't have a fixed address, a special agreement with the health authority primarily a staff based activity but to participate in providing eye health through half day placements.

Who is involved:
Dr Laura Sweeney Lead Clinician, PhD Students Eilish Martin & Ashleigh Kennon, School of Health and Life Sciences - with support from Dr Suzanne Hagin and Prof Norman Butten

Embedding sustainability in our culture and practices



- Scotland's first Cycle Friendly Campus
- Scotland's first EcoCampus Platinum university
- "First class" in 2019 People & Planet University League, 2nd in Scotland & 10th in UK

Paulo Cruz has been instrumental in embedding sustainability in the University's culture and values. He delivers interest and imagination and which bring sustainability often fun - way. As GCU's first Sustainability Officer, Paulo has strong links within the University community, awareness of sustainability, inspiring, encouraging and staff to make positive changes to reduce their carbon footprint.

Who is involved:
Paulo Cruz, Sustainability Officer, Estate Services



Exercising for charity



- 26 mile Kilt Walk
- Glasgow 10k
- 5k Pretty Mudder Challenge
- Raised £200 for Children's Hospice-Association Scotland, Yorkhill Childrens charity, Calum's Cabin, SIMBA, Epilepsy Scotland, Cancer Research

Who was involved:
Christine Colquhoun, School of Engineering and Built Environment

Improving the results and confidence of Direct Entry students

A staff and student team carried out a project to improve academic performance and confidence for Direct Entry (DE) students on an undergraduate psychology programme. A two day boot camp was delivered in August and a transition programme continued throughout the students' first year on the programme. The results have been very encouraging with both HNC and HND students performing significantly better than the previous year. The HND students did particularly well, outperforming their normal entry route peers in both coursework and exams.

Who was involved:
Dr Jacqui McKie, Dr Lindsey Burns, Deborah O'Neill, Lori Stevenson from the School of Health and Life Sciences with support from students

Showcase valued activity
Illustrate link with Values





Celebrating Us



You are valued

We are valuable



Impact of activities so far

Over 90%(9/10) staff believe in Values and Behaviours

Positive responses to value linked activities

- 71% felt that Points of Pride exhibition achieved its aim
- 400+ attendees at celebration event
- 91% rated positively (good, very good or excellent)
- Workshops increased manager confidence in using behaviours
- Team workshops increased awareness of link between own work and values (72%) and increased levels of belief and pride in contribution of team (52%), university (53%), colleagues (42%) and self (32%)

Lessons learned & further thoughts

Universities can benefit substantially by refocusing on values

- Not a quick fix. Values and behaviour identification is just a starting point & embedding into culture takes time

Values & engagement development is a 'wicked' problem

- Share practice to allow each organisation develop their own toolkit
- At GCU what seems to be working is: ground up, appreciative enquiry; empowering & inspiring People Managers; actively building links with what is already done; having non-HR lead
- To work has to become viral, find ideas that spread



Questions?

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