



Stellenbosch
UNIVERSITY
IYUNIVESITHI
UNIVERSITEIT

forward together
sonke siya phambili
saam vorentoe

COMPETENCY FRAMEWORK

Human Resources

2025 v1

Contents

1. Introduction	3
1.1 Competencies.....	3
1.2 Competency framework	3
1.3 What is the value of a competency framework?	3
2. What is a job cluster?	4
3. Competency Categories	9
3.1 Competency categories and job clusters	10
3.2 Competency definitions.....	11
3.2.1. Core competencies	11
3.2.2 Leadership competencies.....	12
3.2.3 Functional competencies	13
3.2.4 Enabling competencies	16
4. Identifying the Competency Level	17
4.1 Competency levels.....	17
4.2 Competency at each level.....	18
4.2.1 Core competencies.....	18
4.2.2 Leadership competencies	26
4.2.3 Functional competencies.....	44
4.2.4 Enabling competencies.....	79
5. Identification of competencies and levels.....	91
5.1 Steps to identify competencies and proficiency levels for a particular job	91
6. Assessment Tools.....	91
7. Review and Update of the SUCF	92
8. Appendix.....	92

1. Introduction

1.1 Competencies

Competencies are the skills, knowledge, behaviours, and attributes that an individual must demonstrate to effectively perform a particular role. They serve as measurable indicators of performance and can be described as the "how" an individual performs in their role.

1.2 Competency framework

A competency framework clearly defines the skills, knowledge, and behaviours required for effective job performance within specific job clusters, and different job grades.

It may guide recruitment activities, performance evaluations, professional development, and career progression.

In the Stellenbosch University Competency Framework (SUCF) is a detailed list of recommended competencies for all positions at SU, as aligned to each job cluster. These competencies are necessary in various combinations and degrees, for different staff positions.

Certain *core* competencies are necessary across all job clusters and job grades within the university. Positions in different job clusters and/or at different job grades, may require varying levels of proficiency within a particular competency.

1.3 What is the value of a competency framework?

Competency frameworks help the university:

- To measure staff performance and effectiveness.
- To design job descriptions and structures.
- To make decisions about recruitment, retention, and succession planning.
- To align staff learning and development initiatives.
- To communicate the valued behaviours that will be rewarded.
- To contribute to the development of the university's culture.

Competency frameworks can help staff:

- To understand the requirements of their role.
- To identify development needs and map a development plan.
- To understand the university's values.
- To understand the expected performance output.
- To develop a career path.

2. What is a job cluster?

A grouping of jobs with similar Key Performance Areas (KPA's), skills, tasks, functions, and responsibilities.

Job Cluster	Job Cluster Definition	Recommended Competencies
Executive (top and senior level)	<p>Leadership roles responsible for the overall strategic, academic, human resource, financial and operational management of the institution. Focused on the advancement of the university's mission, vision and goals.</p> <p>Examples: Rector, Deputy Vice Chancellor, Registrar, Chief Operating Officer, Dean, Chief Director, Senior Director, Director</p>	<p>Academic leadership, Administration, Building partnerships/ Teamwork/ Collaboration, Business acumen, Change management, Creativity and innovation, Data analysis, Diversity management, Financial management</p> <p>Fundraising, Good governance/ compliance, Governance acumen, People management, Professional knowledge and skill, Project management, Strategic leadership, University awareness.</p>
Academic	<p>Responsible for research and innovation, teaching and learning, and social responsiveness. Typically involves teaching students, conducting research, publishing academic papers, and contributing to the advancement of knowledge within a particular field.</p> <p>Examples: Professor, Associate Professor, Senior Lecturer, Lecturer, Junior Lecturer</p>	<p>Administration, Budgeting/ Financial management, Collaboration, Leadership, Networking, People leadership and management, Risk, governance and monitoring, Teaching and learning.</p>

Research Academic	<p>Primarily involved in research and innovation. Include elements of teaching and learning but the main responsibilities comprise research outputs, postgraduate supervision, and identifying funding opportunities.</p> <p>Examples: Professor, Associate Professor, Senior Researcher, Researcher, Junior Researcher</p>	<p>Administration, Good governance/ Compliance, Project management, Reporting, Stakeholder engagement. Teaching and learning.</p>
Clinical Teaching	<p>Responsible for providing clinical teaching, training, and developing the knowledge and skills of others. Provide practical training and experience to students and trainees and only occurs in the Faculty of Medicine and Health Sciences (FMHS).</p> <p>Examples: Clinical Facilitator/ Trainer, Clinical Supervisor</p>	<p>Administration, Analytical thinking/ problem solving, Building interpersonal relationships, Client service support, Coaching/ mentoring/ developing others, Communication, Conceptual thinking, Financial management, Good governance/compliance, Information management, People management, Planning and organising/ work management, Teamwork/ collaboration, University awareness</p>
Managers	<p>Responsible for managing operations within the institution. Often involve leading teams, problem-solving, and managing resources to achieve strategic goals.</p>	<p>Adaptability/ flexibility, Administration, Analytical thinking/problem solving, Asset management , Building interpersonal relationships, Building partnerships, Change management, Client service and support, Clinical practice, Communication,</p>

	Examples: Specified Manager positions	Conceptual thinking, Coordination, Counselling skills, Creativity and innovation, Data management, Document management, Decision-making, Diversity management, Financial administration, Financial management, Formal presentation, Good governance/ compliance, Impact/influence, Information management, Judgement, Leadership/ management, Linguistic skills, Managing conflict, Marketing, Negotiation, Operational management, People management, Persuasiveness/ sales ability, Planning and organising/ work management, Professional knowledge and skill, Project management, Quality commitment/work standards, Recruitment/ talent management, Reporting, Research, Research support skills, Results-focus, Resource management, Safety awareness, Software management, Stakeholder engagement, Strategic leadership, Teamwork/collaboration, Training/facilitation, University awareness, Written communication, Work management.
	Responsible for providing administrative support and/or coordinating functional activities to ensure efficient	Administration, Analytical thinking/problem solving, Building interpersonal relationships, Client service and support,

Administrative Support	<p>operations within the institution. May include financial aspects.</p> <p>Examples: Assistant, Administrator, Administrative Officer, Bursary Officer, Coordinator, Data Capturer, Departmental Officer, Facilitator, Financial Officer, Faculty Officer, General Officer, Intern, Personal Assistant, Secretary</p>	<p>Communication, Planning and organising/work management, Quality commitment/ work standards, Teamwork/collaboration, University awareness.</p>
Operational Support	<p>Responsible for providing essential, skilled services to support the daily operations of the institution. Focused on the efficiency of the institution's facilities and services.</p> <p>Examples: Assistant, Craftsman, Driver, Electrician, Farm Labourer, Field Worker, Foreman, Handyman, Laboratory Assistant, Maintenance Officer, Operator, Patrol Officer, Security Officer, Storeman</p>	<p>Administration, Analytical thinking/ problem solving, Client service and support, Data management, Equipment knowledge, Financial administration, Financial management, Gardening, Good governance/ compliance, Hygienic practices, People management, Persuasiveness/ sales ability, Planning and organising/work management, Project management, Resource management, Safety awareness, Teamwork/collaboration, Diversity management, University awareness.</p>
Specialist Support	<p>Responsible for providing specialist expertise and knowledge in academic, administrative, student, or</p>	<p>Administration, Analytical thinking/ problem solving, Building partnerships, Client service and support, Communication, Coordination, Creativity, Data</p>

	<p>operational functional areas within the institution.</p> <p>Examples: Accountant, Advisor, Architect, Attorney, Buyer, Coach, Counsellor, Curator, Economist, Editor, Engineer, Interpreter, Journalist, Librarian, Medical practitioner, Producer, Psychologist, Social Worker, Specialist.</p>	<p>management, Diversity management, Document analysis, Document management, Financial management, Good governance/ compliance, Marketing, People management, Professional knowledge and skill, Recruitment administration, Recruitment/ Talent management, Research, Research support skills, Safety awareness, Teamwork/collaboration, Training/ facilitation, University awareness, Verbal communication, Writing skills</p>
Technical and Scientific Support	<p>Responsible for providing technical, technological and scientific support within the institution. Typically involve maintaining the technical infrastructure to ensure support for academic, research and administrative functional areas.</p> <p>Examples: Analyst, Data Developer, Functional Specialist, Designer, Mechanic, Laboratory Technician, Programmer, Technician, Technical Officer, Systems Administrator, Videographer</p>	<p>Administration, Analytical thinking/ problem solving, Building partnerships, Client service and support, Communication, Creativity and innovation, Data management, Diversity management, Document management, Facilities management, Financial administration, Good governance/compliance, Marketing. People management, Professional knowledge and skill, Project management, Reporting, Safety awareness, Scientific support, Teamwork/ collaboration, Technical support, Training/ facilitation, Quality assurance, University awareness</p>

3. Competency Categories

There are four competency categories for the various roles at SU:

Functional

These competencies are job-specific and outline the areas of competence within specific job functions.

Enabling

These competencies enable or support job performance and are transferable across roles.



Core

These competencies apply to all staff members, irrespective of their cluster, grade, and function.

Leadership

These competencies apply to leadership and managerial roles.

3.1 Competency categories and job clusters

Competency Categories	Core	Leadership	Functional	Enabling
Relevant Competencies	Analytical thinking/problem-solving, Building interpersonal relationships, Client service and support, Diversity management/Transformation, Planning and organising/work management, University awareness.	Academic leadership, Building partnerships, Business acumen, Change management, Financial management, Impact/influence, Leadership/Management, Negotiation, People management, Resource management, Risk, governance, and monitoring, Stakeholder engagement, Strategic leadership.	Administration, Clinical practice, Coaching/mentoring/developing others. Coordination, Counselling skills, Data management, Document management, Equipment knowledge, Facilities management, Formal presentation, Fundraising, Gardening, Hygienic practices, Information management, Managing conflict, Marketing, Networking, Operational management, Persuasiveness/sales ability, Professional knowledge and skill, Project management, Recruitment, Reporting, Safety awareness. Scientific	Adaptability/flexibility, Communication, Conceptual thinking, Creativity and innovation, Decision-making/Judgement, Quality commitment/work standards, Results-focus, Teamwork/Collaboration.

			support, Software management, Talent management, Technical support, Training/ facilitation.	
--	--	--	---	--

3.2 Competency definitions

3.2.1. Core competencies	Definitions
Analytical thinking/problem-solving	The ability to resolve difficult problems by using various resources, logic and critical thinking to determine the best approach. Includes evaluating information from different perspectives before making an informed decision about the appropriate action.
Building interpersonal relationships	The ability to develop and maintain beneficial relationships with various stakeholders through effective communication, empathy and mutual respect.
Client service and support	The ability to identify the needs of various internal and external stakeholders (either students, staff or clients) and to remain committed to ensure that these needs are successfully addressed.
Diversity management/ Transformation	The ability to develop and sustain an inclusive environment by implementing policies and practices that promote equity, understanding diverse perspectives, addressing biases, and encouraging a culture of respect and inclusion.
Planning and organising/work management	The ability to effectively manage time, resources and skills to ensure that the university's goals are prioritised, and deadlines are successfully met.
University Awareness	The ability to understand and to provide advice about institutional structures, policies and resources.

3.2.2 Leadership competencies	Definitions
Academic leadership	The ability to guide and inspire individuals to achieve their goals through strategic vision, decision-making, effective communication, mentoring, creating an inclusive environment, and promoting academic excellence.
Building partnerships	The ability to establish and maintain effective partnerships with other institutions, industry partners, communities, and government authorities and to apply these relationships to improve opportunities.
Business acumen	The ability to understand and apply business principles and make informed decisions to support the university's goals. This includes to recognise opportunities, manage risks, and to navigate the university landscape with a knowledgeable mindset.
Change management	The ability to provide guidance and leadership to manage university change through effective communication and the development of transitional policies and strategies.
Financial management	The ability to oversee and manage the institution's financial resources to ensure its long-term sustainability and success. It requires financial expertise to effectively plan, budget, account, audit, invest and manage expenses.
Impact/influence	The ability to effectively persuade, inspire, and encourage others to achieve common goals through communication, leadership, emotional intelligence, and strategic vision.
Leadership/ Management	The ability to manage, lead, develop and support others to ensure that the institution's vision and goals are met and to promote a positive learning environment.
Negotiation	The ability to reach mutually beneficial agreements through communication, persuasion, conflict resolution, strategic thinking, and compromise.
People management	The ability to effectively lead and support staff/students to promote a positive and productive environment where everyone can succeed.
Resource management	The ability to effectively allocate, manage, and improve resources to ensure its effective application.

Risk, governance, and monitoring	The ability to identify risks and to develop relief strategies that monitor and support compliance with the relevant regulations, rules, legislation and policies.
Stakeholder engagement	The ability to effectively build and maintain relationships with internal and external stakeholders (staff/students/clients/partners) and to ensure their commitment and association with the institutional goals and objectives.
Strategic leadership	The ability to anticipate future challenges and opportunities and to guide the institution toward achieving long-term goals and ambitions while navigating difficult environments.

3.2.3 Functional competencies	Definitions
Administration	The ability to effectively manage and oversee administrative functions that support the institution's mission. This includes planning and organising, communication, service delivery, adaptability, financial monitoring, and information management.
Clinical practice	The ability to effectively teach, supervise, and evaluate students within a clinical setting. This includes to ensure that students gain practical skills and experience in their respective fields and to aid them with the connection between theoretical knowledge and practical application.
Coaching/ mentoring/ developing others	The ability to identify development needs for others, and to promote an environment of growth by providing the necessary guidance and support to address those needs.
Coordination	The ability to manage and align several activities, resources, and stakeholders to ensure effective operation to achieve common goals.
Counselling skills	The ability to provide effective guidance and support to create a positive atmosphere marked by effective communication. Displaying empathy.

Data management	The ability to successfully collect, organise, manage and access data to support productivity, efficiency and decision making.
Document management	The ability to efficiently control and organise documents to ensure that information is easily accessible, well-organised, and secure,
Equipment knowledge	The ability to understand, operate, and maintain various tools and technologies to ensure safe and effective use of equipment.
Facilities management	The ability to oversee and manage the institution's infrastructure and facilities. This requires expertise in planning, resource allocation, maintenance, and safety protocols.
Formal presentation	The ability to deliver structured, professional, and engaging presentations to various audiences through public speaking, content development, visual aid creation and audience engagement.
Fundraising	The ability to effectively secure financial resources to support the institution's mission and goals. This involves probing alumni, corporations, foundations, and other stakeholders to invest in the institution.
Gardening	The ability to maintain and cultivate green spaces through plant care, landscape design, sustainability practices, and garden and lawn maintenance.
Hygienic practices	The ability to maintain high standards of cleanliness and health safety to ensure a healthy working environment. This includes regular cleaning of facilities, promoting personal hygiene, proper waste disposal, food safety protocols, and infection control measures.
Information management	The ability to effectively oversee the creation, storage and retrieval of information and to ensure the efficient distribution of that information to different audiences.
Managing conflict	The ability to effectively address and resolve disputes between two or more people through active

	listening, empathy, negotiation, problem-solving, and mediation skills.
Marketing	The ability to creatively promote the institution's initiatives, values and services through various marketing strategies and platforms thus, ensuring a favourable perception of the institution by internal and external stakeholders.
Networking	The ability to encourage and maintain professional relationships with various internal and external stakeholders to improve the institution's positive reputation.
Operational management	The ability to develop processes and strategies to improve activities to ensure efficient and continuous operational progress throughout the institution.
Persuasiveness/ sales ability	The ability to influence others to accept and support a given cause, plan or project that supports the institutional goals.
Professional knowledge and skill	Information and skills acquired through experience or education, associated with a specific discipline and the ability to provide expert advice and guidance to others in the field.
Project management	The ability to effectively and successfully plan, organise, manage and co-ordinate the tasks, budgets, standards, and timelines of a project.
Recruitment	The ability to identify and attract high-quality candidates to the institution by using effective attraction and retention strategies and ensuring a positive recruitment experience.
Reporting	The ability to review and assess information and accurately present structured conclusions either verbally or in writing.
Safety awareness	The ability to conduct risk assessments and implement the required safety measures to ensure a safe environment for staff, students and clients.
Scientific support	The ability to provide specific scientific support to facilitate scientific activities within the institution,

	whilst complying with relevant guidelines and regulations.
Software management	The ability to provide specific scientific support to facilitate scientific activities within the institution, whilst complying with relevant guidelines and regulations.
Talent management	The ability to strategically attract, develop, engage, and retain top-performing staff that are essential to meet and achieve institutional goals and excellence standards.
Technical support	The ability to provide support timeously and successfully in resolving any hardware or software-related issues for students, staff or clients.
Training/ facilitation	The ability to develop training materials to address developmental needs (of students/ staff/external clients), and to present interactive training sessions that encourage collaboration and engagement.

3.2.4 Enabling competencies	Definitions
Adaptability/ flexibility	The ability to resolve difficult problems by using various resources, logic and critical thinking to determine the best approach. Includes evaluating information from different perspectives before making an informed decision about the appropriate action.
Communication	The ability to effectively deliver information, orally, or in writing to improve engagement.

Conceptual thinking	The ability to grasp complex concepts, relationships between ideas, and applying abstract thinking to practical problems. This includes the ability to connect the dots in a creative and insightful manner and to push the boundaries of knowledge and understanding.
Creativity and innovation	The ability to generate and implement innovative initiatives to improve processes, research, practices and daily operations within the institution.
Decision-making/ Judgement	The ability to review relevant information and make effective and timely decisions whilst considering its impact.
Quality commitment/ work standards	The ability to always strive for excellence whilst adhering to high performance and ethical standards and to ensure that all work meets or exceeds quality standards.
Results-focus	The ability to remain focussed to successfully achieve predetermined goals and objectives that are aligned with the institutional strategy.
Teamwork/ Collaboration	The ability to effectively collaborate with others to accomplish mutual goals and to improve team unity.

4. Identifying the Competency Level

This section identifies the level where a competency should be demonstrated for a specific job.

4.1 Competency levels

Level	Descriptor	Definition	Job Grades
Level 1	Operational	Daily, immediate management and supervision of logistics. Ensuring adherence to schedules, plans, and specifications.	10 – 19

Level 2	Tactical lower	Engages in short to medium-term thinking and planning, translating strategic and tactical plans into operational plans to achieve final goals. Allocates university resources and oversees the planning and control of functions and units within the university.	7 – 9
Level 3	Tactical higher	Medium term thinking, medium range planning, and the translation of strategy into shorter term plans, goals and objectives to reach ultimate end result. Allocates and aligns university resources. Plans and controls functions or units within the university.	4 – 6
Level 4	Strategic	Long-term thinking at the macro level. Long range planning towards an ultimate end result or objective for the university as a whole. Provides overall direction to the university, while achieving balance between the different functions, units and requirements. Commits university resources. Provides a higher-level plan or objective to guide management action.	0 - 3

4.2 Competency at each level

The expected competency proficiency level is linked to a given job and is based on the area of expertise and seniority of the job.

4.2.1 Core competencies

Analytical thinking			
The ability to resolve difficult problems by using various resources, logic and critical thinking to determine the best approach. It includes evaluating information from different perspectives before making an informed decision about the appropriate action.			
Level 1	Level 2	Level 3	Level 4
<p>Recognising straightforward problems and suggesting potential solutions.</p> <p>Collecting and organising data from various sources.</p> <p>Identifying patterns and trends in data.</p>	<p>Conducting detailed analyses to understand complex issues.</p> <p>Developing and evaluating multiple solutions to address identified problems.</p> <p>Making informed decisions based on data and analysis.</p>	<p>Analysing data to inform strategic decisions and long-term planning.</p> <p>Identifying potential risks and developing mitigation strategies.</p> <p>Working with different departments to gather insights and develop</p>	<p>Using analytical skills to shape the university's vision and strategy.</p> <p>Addressing highly complex and ambiguous problems with innovative solutions.</p>

		comprehensive solutions.	Leveraging analytical insights to influence stakeholders and drive institutional change.
<ul style="list-style-type: none"> • Negative indicators: • Confronting complex problems without a systematic method. • Struggling to filter comprehensive information to distinguish what is important from what is urgent. • Overlooking the broader context or long-term implications. • Getting stuck in the analysis phase and being unable to move towards a conclusion or decision. 			

Building interpersonal relationships			
The ability to develop and maintain beneficial relationships with various stakeholders through effective communication, empathy and mutual respect.			
Level 1	Level 2	Level 3	Level 4
<p>Builds rapport quickly with people at all levels and from diverse backgrounds.</p> <p>Actively listens to others and is open to their ideas.</p> <p>Identifies and resolves conflict between self and others.</p> <p>Makes others feel comfortable and respected by being positive and friendly.</p>	<p>Develops new professional relationships.</p> <p>Understands the needs of others, the constraints they face and the levers to their engagement.</p> <p>Understands differences, anticipates areas of conflict and acts.</p> <p>Fosters an environment where others feel respected.</p> <p>Identifies opportunities for joint working to minimise</p>	<p>Actively engages partners and encourages others to build relationships that support the university's goals.</p> <p>Understands and recognises the contributions that staff at all levels make to delivering priorities.</p> <p>Proactively manages partner relationships, preventing or resolving any conflict.</p> <p>Adapts style to work effectively with partners,</p>	<p>Identifies and engages a diverse range of influential contacts within stakeholder and community groups.</p> <p>Builds alliances to establish mutually beneficial working arrangements, openly sharing knowledge and insights.</p>

Shares information openly with colleagues within and outside own team.	duplication and deliver shared goals.	building consensus, trust and respect. Delivers objectives by bringing together diverse stakeholders to work effectively in partnership.	Actively challenges and addresses silo attitudes to encourage effective relationship building inside and outside the university. Understands the complexities of political dynamics and uses this to manage relationships and resolve conflict effectively. Identifies clear win-win situations with external partners.
--	---------------------------------------	---	---

Negative indicators:

- Interacts awkwardly or inappropriately with others.
- Doesn't consider the impact of own behaviour on others.
- Makes little effort to maintain contact or relationships.
- Limits interaction to a chosen few.
- Invests time in relationships that have limited benefit for the university.
- Misses opportunities to build new relationships or work in partnership.
- Builds relationships with limited contacts or only with local or similar stakeholders.
- Forms one sided partnership arrangements that only benefit the university.

Client service and support			
The ability to identify the needs of various internal and external stakeholders (either students, staff or clients) and to remain committed to ensure that these needs are successfully addressed.			
Level 1	Level 2	Level 3	Level 4
<p>Asks questions to identify needs and expectations.</p> <p>Responds with the appropriate level of urgency.</p> <p>Considers the impact on the client/student when carrying out one's own position tasks.</p> <p>Takes personal ownership in ensuring that expectations are met.</p> <p>Asks questions about the satisfaction with the service provided.</p>	<p>Is alert and responsive to changes in expectations.</p> <p>Seeks information about real needs, beyond those initially expressed.</p> <p>Takes personal responsibility to ensure external and internal satisfaction despite time pressures and significant obstacles.</p> <p>Develop continuing relations with clients/students.</p> <p>Takes a variety of actions to assess satisfaction.</p>	<p>Clearly states what is possible to meet desires with a strong emphasis on creatively applying the possibilities to meet those needs.</p> <p>Works to remove barriers to providing exceptional service.</p> <p>Works to meet the client's/student's needs rather than own or faculty's/department's short-term needs.</p> <p>Design solutions to address key priorities and adapt solutions as needed to changing client and market demands.</p> <p>Builds relationships with key decision-makers in the client area.</p>	<p>Develop strategic, long-term relationships, gaining trust and respect.</p> <p>Uses feedback for developing future-oriented client/student service strategies.</p> <p>Seek trends that are likely to shape the wants and needs in the future.</p> <p>Develops scenarios and strategies that anticipate future needs.</p> <p>Identifies products and services that meet the needs.</p>

		Sets up systems to effectively monitor satisfaction.	
Negative indicators: <ul style="list-style-type: none"> • Ignores feedback from students or clients. • Treats students/clients with disrespect or is rude or impatient. • Criticises the university in front of colleagues, clients, and others. • Has disregard for student or client needs. • Prioritises own needs over student or client needs. • Doesn't revert to client/student. • Poor handling of unhappy client or student. • Service worsens when under pressure. 			

Diversity management/ Transformation			
The ability to develop and sustain an inclusive environment by implementing policies and practices that promote equity, understand diverse perspectives, address biases, and encourage a culture of respect and inclusion.			
Level 1	Level 2	Level 3	Level 4
<p>Open to new ideas and ways of understanding.</p> <p>Demonstrates curiosity and seeks to be well informed about people who have different values, beliefs, opinions and customs.</p> <p>Receptive to the possibility of positive contributions of others.</p> <p>Builds trust, communicates respect</p>	<p>Demonstrates an interest in others' experiences.</p> <p>Seeks out and acknowledges what diversity has to offer.</p> <p>Effectively addresses discrimination concerns.</p>	<p>Demonstrates the ability to use ideas and concepts from other cultures and perspectives in a way that shows understanding.</p> <p>Uses other languages in business/work contexts.</p> <p>Adapts willingly to diverse cultural settings.</p>	<p>Strategic decision making reflects a broad understanding of diverse cultures.</p> <p>Recognises and diffuses potential negative impact arising from cultural conflict/ misunderstandings.</p> <p>Introduces strategies to promote diversity throughout the university.</p>

for others, and delivers clear messages.		Willing to explore different perspectives for the common good. Integrates people of different perspectives and cultures into teams to achieve objectives.	
--	--	--	--

Negative indicators:

- Is not open and interested in the possibility of learning from others.
- Makes false assumptions and evaluations of people and situations.
- Creates barriers based on differences affecting communication and/or work quality.

Planning and organising/ Work management			
The ability to effectively manage time, resources and skills to ensure that university goals are prioritised, and deadlines are successfully met.			
Level 1	Level 2	Level 3	Level 4
Plans and prioritises own work, with reference to line managers. Makes best use of own time and meets deadlines. Effectively prioritises, able to organise work to meet designated deadlines.	Plans activities thoroughly for self/others. Makes best use of all available resources. Ensures others – colleagues understand activity, workload and priorities. Assesses and reassesses priorities as required –	Contributes to the development of operational plans, Ensures plans are fully implemented, monitors progress to operational objectives. Seeks to improve how resources are used. Prioritises workload to ensure everything is	Management of operational plans. Monitors progress and ensures that corrective action is taken to meet targets. Identifies critical tasks and deliverables and obtains or organises necessary

Seek direction from senior colleague in case of competing priorities.	effectively resolves competing priorities. Provides effective support to others to enable delivery.	completed to the agreed standard, monitors progress. Monitors /income and expenditure.	resources and support to achieve operational objectives. Negotiates the prioritisation of work targets and resources, and monitors effectiveness.
Performs activities in an orderly and well-structured manner.	Monitors process progress and resources to ensure deadlines are met. Understands and follows procurement and financial controls. Effectively plans and co-ordinates small projects.	Drafting and implementation of contingency plans. Ensures realistic timescales for both self and others when required to structure work for the team. Contributes to the planning process of own area. Establishes effective measures of progress against agreed expectations.	Works with team/others to develop plans for area going forward, both short term and long term (where appropriate). Analyses and reviews performance as appropriate.

Negative indicators:

- Fails to prioritise or plan ahead.
- Completes least important tasks first.
- Misses deadlines or leaves tasks unfinished.
- Initiates work activity without ensuring that relevant consultation and sponsorship are in place.
- Maintains original timescales despite changing circumstances.
- Misses deadlines due to inflexibility.
- Allows changes to project plans to impact on project delivery standards.
- Sets unclear task/project objectives which are hard to measure.

University awareness			
The ability to understand and to provide advice about institutional structures, policies and resources.			
Level 1	Level 2	Level 3	Level 4
<p>Takes responsibility for completing the position at hand.</p> <p>Complies with the rules and regulations of the position.</p> <p>Understands the University's values, strategic goals and objectives.</p> <p>Knows how their individual position contributes to achieving the university's strategic goals and objectives.</p>	<p>Understands how it contributes to achieve the university's strategic goals and objectives.</p> <p>Understands how legislative, regulatory, compliance, policies and procedures impact in their work area.</p> <p>Demonstrates responsibility for completing the position at hand.</p> <p>Engages effectively with appropriate colleagues/experts and provides them with the required information.</p> <p>Understands how their department or unit contributes to the university's strategic goals and objectives.</p>	<p>Practically implements the university's values.</p> <p>Understands the environment in which the university operates.</p> <p>Anticipates and manages risk and threats to the university.</p> <p>Understands government processes, public accountability, and other stakeholder roles.</p>	<p>Actively engages with the development of the university's strategic goals and direction aligned with the legislative, regulatory and political environment.</p> <p>Develops strategic implementation plans using evidence based leading practice.</p> <p>Politically aware and can identify key players.</p>
Negative indicators: <ul style="list-style-type: none"> Doesn't keep up to date with university's values and strategic goals. Shows little understanding of or sensitivity to the influences that shape the university. Allows competing views to interfere with driving the university's objectives forward. Behaves inappropriately and negatively influences the university's reputation. Fails to assist others to understand the complexities of working in the university environment. 			

4.2.2 Leadership competencies

Academic leadership			
The ability to guide and inspire individuals to achieve their goals through strategic vision, decision-making, effective communication, mentoring, creating an inclusive environment, and promoting academic excellence.			
Level 1	Level 2	Level 3	Level 4
<p>Appreciating and leveraging diverse perspectives.</p> <p>Ability to anticipate and plan for future challenges and opportunities.</p>	<p>Inspiring and motivating the faculty to achieve their full potential.</p> <p>Encouraging innovative ideas and approaches.</p> <p>Enabling the faculty to take ownership of their work and embrace change.</p>	<p>Facilitating collaboration across faculty, administrators, and students.</p> <p>Supporting faculty autonomy in research and teaching.</p> <p>Prioritising student success and well-being.</p>	<p>Creating and communicating a compelling future vision for the institution.</p> <p>Embracing institutional history while supporting innovation.</p> <p>Addressing global challenges through research and leadership.</p>
Negative indicators: <ul style="list-style-type: none"> Not providing sufficient support and resources for faculty development, research, and teaching initiatives. Failing to promote a collaborative and inclusive environment, leading to silos and a lack of teamwork. Overly controlling leadership style that undermines the autonomy and creativity of faculty members. 			

Building partnerships			
The ability to establish and maintain effective partnerships with other institutions, industry partners, communities, and government authorities and to apply these relationships to improve opportunities.			
Level 1	Level 2	Level 3	Level 4
<p>Adopt a consultative approach and solicit the support of key stakeholders at critical stages of one's work.</p> <p>Strengthening the reputation of the institution.</p> <p>Actively seeking opportunities to connect with colleagues and external contacts.</p>	<p>Collaborate with other institutions and public and private sector partners, sharing, knowledge and contributing to best practice.</p> <p>Advocate, influence and negotiate reflecting the needs of students and staff in discussions with key decision makers.</p> <p>Promote and select partners who share the university's values.</p> <p>Ensure that feedback from key stakeholders is incorporated into programme design, implementation and team learning.</p>	<p>Initiate new partnerships, including with the private sector and media.</p> <p>Anticipate changing priorities, working with partners to create long-term and sustainable opportunities.</p> <p>Act as a credible and convincing spokesperson for the university.</p>	<p>Cultivate relationships with key industry leaders and other relevant organisations.</p> <p>Use influence to advocate for the university's interests and secure strategic alliances.</p> <p>Ensure that partnerships are sustainable and provide long-term value to the university.</p>
Negative indicators: <ul style="list-style-type: none"> Failing to establish trust with potential partners. Being unwilling to accept or act on feedback from partners. Not actively seeking out or engaging with potential partners. Focusing solely on one's own needs and benefits rather than seeking mutual gains. 			

- Not understanding or considering the perspectives and needs of partners.

Business acumen			
The ability to understand and apply business principles and make informed decisions to support the university's goals. This includes to recognise opportunities, manage risks, and to navigate the university landscape with a knowledgeable mindset.			
Level 1	Level 2	Level 3	Level 4
<p>Carefully considers what resources are required for the job, identifies what development is needed, and takes ownership of work with line manager.</p> <p>Identifies inefficiencies and provides process improvement recommendations.</p> <p>Seeks and responds positively to feedback on own performance, learns lessons from success and failures, and actions improvements.</p> <p>Identifies opportunities to improve own role and activities.</p> <p>Demonstrates and develops the basic</p>	<p>Maintains functional discipline specific knowledge and/or area of expertise.</p> <p>Maintains a working knowledge of business lines as well as competitive market.</p> <p>Realistically plans considering the time and resource demands involved, maintaining awareness of the interrelationships between own and other activities and/or projects.</p> <p>Effectively implements project plans with team to achieve results; monitors employee progress, while retaining overall project responsibility.</p>	<p>Evaluates all proposed business cases for various projects and initiatives within the university.</p> <p>Maintains advanced knowledge of key industry and university metrics.</p> <p>Develops and implements policies, procedures, and strategies consistent with the university's Strategic Plan.</p> <p>Continually reviews the use of resources to maximise effectiveness.</p> <p>Engages effectively with relevant colleagues/experts and provide them with required information.</p>	<p>Ensures that processes are in place to effectively manage resources both within discipline and/or area of expertise, and across the authority.</p> <p>Maintains broad-based knowledge of the university and its operations.</p> <p>Demonstrates a working knowledge of the higher education context and/or labour market and its relationship with the university's success.</p> <p>Practically implements the university's strategic goals and understands the environment in which the university operates.</p> <p>Understands government processes,</p>

knowledge of formal and informal systems, situations, procedures, and culture.	<p>Understands the impact of legislative, regulatory, and compliance policies and procedures on their discipline and/or area of expertise.</p> <p>Engages effectively with relevant colleagues/experts and provides them with required information.</p>	Understands how they contribute to achieving the university's strategic goals and objectives.	public accountability, and other stakeholder roles.
--	---	---	---

Negative indicators:

- Making decisions without considering the long-term impact on the university.
- Difficulty in analysing data to inform the university's decisions.
- Decisions and actions that do not align with the university's strategic goals.
- Mismanagement of resources.

Change management			
The ability to provide guidance and leadership to manage university change through effective communication and the development of transitional policies and strategies.			
Level 1	Level 2	Level 3	Level 4
<p>Administers and provides operational support for change initiation and planning processes.</p> <p>Administers and provides operational support for the</p>	<p>Identifies and initiates the change processes within the department.</p> <p>Designs and implements change management strategies, frameworks, methods</p>	<p>Manages and leads the identification, initiation and prioritisation of change processes within the department.</p> <p>Facilitates the development of</p>	<p>Actively supporting and championing change initiatives.</p> <p>Leading efforts to shift institutional culture to support change.</p>

<p>implementation of change awareness campaigns and stakeholders' processes.</p> <p>Provides administrative support in the rollout of change management training within the department.</p> <p>Administers and provides secretariat services for the change management structures within the department.</p>	<p>and implementation plans.</p> <p>Creates management and staff awareness about the need for change.</p> <p>Facilitates acceptance and buy in of change initiatives, interventions and programs by all stakeholders.</p> <p>Implements the management of identified change areas and builds the capacity of line managers to implement strategic change in their respective functional areas.</p>	<p>change management frameworks, methods and implementation plans.</p> <p>Evaluates the impact and effectiveness of change management frameworks.</p> <p>Engages the line and executive manager on change strategies and facilitates the executive decision making on the change agenda of the university.</p> <p>Manages the implementation of change processes.</p> <p>Manages and leads the training of change agents within the department. Capacity development to deliver internal change management consulting services by HR.</p>	<p>Ensuring that changes are sustainable and integrated into the university's operations.</p> <p>Developing change management strategies.</p>
--	--	---	---

Negative indicators:

- Rigidly continues with procedures even when inappropriate.
- Is not open to new ideas or ways of doing things.

- Is not open to accepting feedback or is slow to apply it.
- Fails to reassess priorities considering change.
- Resists change without considering what is proposed.
- Displays only superficial recognition of the need for flexibility in managing individuals with diverse skills, experiences and needs.

Financial management			
The ability to oversee and manage the institution's infrastructure and facilities. This requires expertise in planning, resource allocation, maintenance, and safety protocols.			
Level 1	Level 2	Level 3	Level 4
Ensuring accuracy in financial records and transactions.	Developing and managing budgets and forecasting financial performance.	Identifying and mitigating financial risks.	Leading the financial strategy and vision of the university.
Understanding fundamental financial principles and practices.	Preparing detailed financial reports and statements.	Aligning financial strategies with university goals.	Ensuring strong governance and ethical financial practices.
Ability to analyse financial data and generate basic reports.	Preparing detailed financial reports and statements.	Overseeing investment portfolios and making strategic investment decisions.	Effectively communicating financial performance and strategy to stakeholders.
Negative indicators: <ul style="list-style-type: none"> • Failing to effectively manage cash flow. • Ignoring financial risks or failing to develop mitigating strategies. • Not implementing or adhering to budgets and forecasts. • Not regularly monitoring key financial performance indicators. • Producing financial reports with errors or inconsistencies. 			

Impact/ Influence			
The ability to effectively persuade, inspire, and encourage others to achieve common goals through communication, leadership, emotional intelligence, and strategic vision.			
Level 1	Level 2	Level 3	Level 4
<p>Capacity to advise and make the case in straightforward, non-contentious situations, negotiating agreement.</p> <p>Can influence or persuade immediate departmental or functional colleagues.</p>	<p>Capacity to advise others and deal with sensitive issues in difficult situations inside and outside own area, negotiating riskier demands.</p> <p>Negotiates difficult agreements with wide impact.</p> <p>Able to influence and mobilise faculty or department stakeholders and other members of staff who are not in team for successful outcomes.</p>	<p>Negotiates more complex agreements with university wide impact.</p> <p>Can influence and persuade key university decision makers.</p> <p>Can motivate others through building effective relationships and gaining their full support to achieve outcomes.</p> <p>Managing politics, building relations with key players. Mobilising teams and influencing others for successful outcomes.</p>	<p>Shaping and influencing institutional culture.</p> <p>Understanding and leveraging global trends and dynamics to influence decisions.</p> <p>Inspiring and motivating large groups towards the institutional goals.</p>
Negative indicators: <ul style="list-style-type: none"> • Influences others for the benefit of self, rather than for the benefit of the university. • Manipulates others. • Conveys misleading information to persuade others. • Uses the same style and approach regardless of audience. • Ignores the reactions of others and fails to change the argument or approach even when it is clearly not working. 			

Leadership/ Management			
The ability to manage, lead, develop, and support others to ensure that the institution's vision and goals are met and to promote a positive learning environment.			
Level 1	Level 2	Level 3	Level 4
<p>Assigns and co-ordinates work as required.</p> <p>Trusts others to deliver work once delegated appropriately.</p> <p>Ensures that work not meeting these standards is addressed.</p> <p>Encourages development within the department.</p> <p>Recognises those individuals who need reassurance and support and encourages them.</p>	<p>Establishes acceptable levels of quality and quantity of work; reviews, recognises and supports achievement.</p> <p>Gives others' opportunities to practise new skills and capabilities and provides support.</p> <p>Addresses issues of performance and quality standards across division/department/team.</p> <p>Understands in depth what motivates and encourages team members and colleagues.</p> <p>Encourages work-life balance</p>	<p>Sets challenging standards.</p> <p>Encourages and develops personal accountability in others.</p> <p>Clearly communicates expectations and consistently monitors outcomes.</p> <p>Coaches, guides and supports staff to help them develop.</p> <p>Delegates fully and creates opportunities that help others to develop their potential.</p> <p>Inspires and empowers others to overcome difficulties and achieve goals.</p>	<p>Sets clear goals and standards and ensures shared ownership of these within the team (where appropriate).</p> <p>Monitors progress against goal achievement.</p> <p>Pro-actively communicates across the institutional levels and functions the importance of short- and long-term goals and objectives.</p> <p>Ensures individual contributions are maximised.</p> <p>Recognises and celebrates others' contributions & achievements.</p> <p>Works to provide a supportive environment by managing resources and removing barriers to effective working.</p> <p>Communicates and gains team commitment to a vision of goals, instils a sense of passion in people about the work of the university and their own division/ department/team.</p>

	<p>amongst team to maintain healthy workforce and promote long-term effectiveness.</p> <p>Relates to all colleagues with dignity, respect, objectivity and honesty.</p> <p>Effectively deals with problematic issues.</p>	<p>Nurtures strong team identity and pride.</p> <p>Encourages and facilitates a climate where everyone feels they can take risks, make mistakes and learn from them and are willing to support each other.</p> <p>Sets and ensures personal objectives and work plan outcomes are met.</p>	
--	---	--	--

Negative indicators:

- Failing to keep team members informed or ignoring their input.
- Not following through on promises or changing decisions frequently.
- Controlling and not trusting team members to do their work.
- Making hasty or uninformed decisions without considering all factors.
- Not showing understanding or concern for team members' feelings and needs.
- Not distributing tasks effectively, leading to burnout and inefficiency.
- Avoiding accountability.

Negotiation			
The ability to reach mutually beneficial agreements through communication, persuasion, conflict resolution, strategic thinking, and compromise.			
Level 1	Level 2	Level 3	Level 4
<p>Question others to gain clarity on their needs and desired outcomes.</p> <p>Keeps calm and uses assertive, tactful, and diplomatic behaviour.</p> <p>Listens carefully to the arguments of the other party.</p> <p>Responds to opposing views in a non-defensive manner.</p> <p>Make sure there is an agreed deadline for resolution.</p> <p>List all the issues that are important to both sides and identify the key issues.</p> <p>Identifies any areas of common ground.</p> <p>Explains the benefits of own argument putting points across clearly and concisely.</p>	<p>Clearly communicates own needs and desired outcomes of the discussion.</p> <p>Understands the underlying concerns and needs of the parties involved.</p> <p>Summarises the points of agreement and areas of difference in the positions of the parties involved in the discussion and tests the understanding by communicating to the parties involved.</p> <p>Knows when to compromise to achieve desired outcomes.</p> <p>Modifies argument to suit the audience.</p> <p>Uses a range of approaches and strategies to gain support for ideas.</p>	<p>Wins concessions without damaging relationships.</p> <p>Thoughtfully generates solutions that satisfy all parties.</p> <p>Respectfully challenges the viewpoints of others.</p> <p>Puts forward a convincing argument to support own views.</p> <p>Plans for alternative outcomes if an agreement can't be reached.</p>	<p>Is a masterful negotiator.</p> <p>Is sought out by others to mediate prolonged, complex, and difficult disputes.</p> <p>Tries to achieve a mutually agreeable outcome by offering ideas and possible solutions that considers the needs of all parties.</p>

<p>Listens to possible alternative solutions offered by other parties in the discussion.</p> <p>Makes concessions when required to reach an agreement.</p>			
<p>Negative indicators:</p> <ul style="list-style-type: none"> • Agrees on objectives and create unachievable plans i.e., too extensive or over-ambitious. • Puts own agenda first and expects others to manage around them. • Is not aware of or is unable to communicate own needs and desired outcomes. • Is ignorant of the concerns and needs of other parties. • Adheres to own agenda and is not prepared to compromise. • Is defensive, talks over others, or does not listen. • Is discourteous/offensive or uses threatening language/swearing during exchange. • Uses inappropriate or unacceptable language or communication methods (e.g., body language, tone). • Withholds or provides inaccurate or misleading information. • Uses inappropriate communication modes (e.g. email instead of face-to-face). 			

People management			
The ability to effectively lead and support staff/students to promote a positive and productive environment where everyone can succeed.			
Level 1	Level 2	Level 3	Level 4
<p>Participates in team goal setting and problem solving.</p> <p>Interacts and collaborates with diverse groups of people.</p>	<p>Seeks opportunities to increase personal contribution and level of responsibility.</p> <p>Supports and respects the</p>	<p>Analyses ineffective team and work processes and recommends improvement.</p> <p>Recognises and rewards desired</p>	<p>Develops and incorporates best practice people management processes, approaches and tools across the university.</p> <p>Creates processes to ensure accountability for people management and development.</p>

<p>Understands team strengths, weaknesses and preferences.</p> <p>Is aware of the appropriate steps and guidelines for employee development and feedback, but not yet fully able to implement these.</p>	<p>individuality of others and recognises the benefits of diversity of ideas and approaches.</p> <p>Delegates and empowers others to increase contribution and level of responsibility.</p> <p>Applies labour and employment legislation and regulations consistently.</p> <p>Facilitates team goal setting and problem solving.</p>	<p>behaviours and results.</p> <p>Mentors and counsels others.</p> <p>Addresses balance between individual career expectations and institutional needs.</p> <p>Considers the developmental needs of staff when building teams and assigning tasks.</p> <p>Establishes an environment where staff can maximise their potential.</p> <p>Guides others to manage people.</p> <p>Inspires a culture of performance excellence by giving positive and constructive feedback to the team.</p>	<p>Exceeds set goals for employment equity and affirmative action.</p> <p>Has a reputation as a leader in promoting professional growth.</p> <p>Sought after as a mentor.</p> <p>Develops comprehensive, integrated strategies and approaches to managing human resources.</p>
Negative indicators:			

- Does not willingly engage with staff.
- Does not communicate with staff.
- Does not clarify goals and objectives, performance expectations, standards or measures.
- Fails to motivate and provide support or direction to the team.
- Applies inappropriate pressure on the team or individuals.
- Unwilling or unable to deal with performance issues.
- Unwilling to delegate.
- Does not create opportunities for learning and development.
- Does not monitor and track team performance.
- Retains high levels of control.
- Delegates work inappropriately or without appropriate guidance.

Resource management			
The ability to effectively allocate, manage, and improve resources to ensure its effective application.			
Level 1	Level 2	Level 3	Level 4
Not Applicable – Select “Planning and Organising/Work Management”	Plans and implements moderately complex activities/projects. Clearly defines objectives and translates them into workable activities. Realistic planning considering the time and resource demands to maintain awareness of the interrelationships	Plans and implements complex activities/projects. Maintains a keen awareness of the interrelationships among various components of large-scale activities/projects. Allocates time and resources as required when faced with multiple demands and	Plans and leads the most complex and difficult activities/projects. Makes sound business decisions when faced with complex and contradictory alternatives. Skilfully leads and coordinates the work of multiple, diverse teams; facilitates optimal cooperation among those teams, takes quick and decisive action to remove obstacles to overall success. Re-engineers or creates new business processes and systems to provide the highest quality services.

	<p>between own and other activities/project.</p> <p>Anticipates potential obstacles and the impact on the accomplishment of goals and timelines.</p> <p>Effective use of time and resources to accomplish desired results.</p> <p>Monitors and tracks progress to ensure delivery of all planned commitments and keeps the appropriate people informed.</p>	<p>competing priorities.</p> <p>Considers the financial implications before finalising activity/project plans.</p> <p>Actively monitors costs incurred against budget and adjusts plans as necessary.</p>	<p>Regularly reviews service strategy, identifying ways to provide better services to clients.</p> <p>Builds university-wide support and champions the provision of high-quality service to clients.</p> <p>Takes highly visible action to underscore SU's commitment and determination to provide the highest quality service to all clients.</p>
--	---	---	--

Negative indicators:

- Fails to meet deadlines most of the time.
- Unable to define objectives or translate them into workable activities.
- Plans are unrealistic, wasteful, or do not consider dependencies and impacts.
- Gets distracted, or is unfocussed, moving between positions in a disorganised way, creating additional load for self and others.
- Uses rules and procedures as an excuse for non-delivery.
- Unable to report on progress.
- Unable to change plans when circumstances require.
- Unable to see interdependencies or possible obstacles.

Risk, governance, and monitoring			
The ability to identify risks and to develop relief strategies that monitor and support compliance with the relevant regulations, rules, legislation, and policies.			
Level 1	Level 2	Level 3	Level 4
<p>Understanding the fundamental concepts of risk management, governance frameworks, and monitoring processes.</p> <p>Recognises the importance of adhering to policies and procedures.</p> <p>Follows established protocols, reports identified risks to line managers and complies with governance standards.</p>	<p>Implementing risk management strategies, contributing to the development of governance structures, and actively using monitoring tools to track performance.</p> <p>Identifies potential risks, provides input on governance improvements, and monitors compliance with policies.</p>	<p>Leading risk assessments, developing governance policies, and overseeing monitoring systems to ensure effective risk management and governance practices.</p> <p>Conducts detailed risk analyses, designs governance frameworks, and implements advanced monitoring tools.</p> <p>Advising on complex risk management and governance issues, leading institutional strategy for risk and governance, and ensuring robust monitoring and reporting mechanisms.</p> <p>Provides strategic guidance on risk</p>	<p>Shaping the overall institutional approach to risk, governance, and monitoring at a strategic level, influencing policy development and driving a culture of compliance and risk awareness.</p> <p>Champions a comprehensive risk management culture, shapes governance policies and standards across the institution, and ensures the institution's performance is consistently monitored and aligned with strategic goals.</p>

		mitigation, ensures governance frameworks are integrated into the institutional strategy, and leads initiatives to enhance monitoring and compliance systems.	
--	--	---	--

Negative indicators:

- Failing to recognise and address potential risks.
- Ignoring or violating established governance policies and procedures.
- Inadequate identification, assessment, and mitigation of risks.
- Not regularly reviewing or updating monitoring systems and processes.
- Reluctance to adapt to new governance practices or changes in risk management strategies.
- Failing to provide accurate or timely risk and governance reports.
- Avoiding responsibility for risk management and governance failures.
- Not providing or participating in training related to risk, governance, and monitoring.
- Making decisions without considering risks or governance implications.
- Not effectively communicating risk and governance issues to relevant stakeholders.

Stakeholder engagement			
The ability to effectively build and maintain relationships with internal and external stakeholders (staff/students/clients/partners) and to ensure their commitment and association with the institutional goals and objectives.			
Level 1	Level 2	Level 3	Level 4
Responds appropriately, is always polite and professional. Is responsive to stakeholders and follows through on	Implementing risk. Understands the stakeholder context and builds rapport with the stakeholder.	Seeks information about the underlying needs of the stakeholder, beyond those initially expressed.	Creates a collaborative relationship with the stakeholder, becoming a trusted advisor. Builds an independent opinion about

enquiries, requests, and complaints. Maintains clear communication with stakeholders, keeping them updated and managing their expectations.	Has a proactive, can-do attitude, taking personal responsibility for correcting problems or resolving issues. Acts on feedback and makes concrete attempts to improve things for the stakeholder. Goes beyond the expected to satisfy the stakeholders.	Tailors services to meet the differing needs of stakeholders. Builds long-term relationships and maintain an updated understanding of stakeholder needs. Takes action to pre-empt stakeholder needs where appropriate.	stakeholders' needs, problems, or opportunities and possibilities for implementation. Re-shapes services aligned with stakeholder needs to deliver significant improvements.
--	---	--	---

Negative indicators:

- Failing to effectively communicate with stakeholders, leading to misunderstandings or ambiguity.
- Ignoring or delaying responses to stakeholder concerns or inquiries.
- Not investing time and effort to build and maintain relationships with stakeholders.
- Withholding important information or being dishonest with stakeholders.
- Ignoring or downplaying the needs, concerns, or feedback of stakeholders.
- Being unwilling to adapt or compromise in response to stakeholder input.
- Poor handling of disputes or disagreements with stakeholders, leading to escalation rather than resolution.
- Infrequent instead of consistent engagement with stakeholders.
- Failing to seek or act on feedback from stakeholders.
- Excluding key stakeholders from important discussions or decision-making processes.

Strategic leadership			
The ability to anticipate future challenges and opportunities and to guide the institution toward achieving long-term goals and ambitions while navigating difficult environments.			
Level 1	Level 2	Level 3	Level 4
N/A – Select "Leadership"	N/A – Select "Leadership"	N/A – Select "Leadership"	<p>Creates a compelling vision of and strategy for SU and its future that directs and inspires the university. Identifies changes to SU's mission and vision when required.</p> <p>Translates a vision for change into concrete specifics that enable others to implement it.</p> <p>Designs, develops, and implements plans and actions to realise the university's goals within the faculty/department.</p> <p>Aligns the goals of the faculty/department with the university's strategic direction.</p> <p>Communicates the overarching goals and objectives of own area of responsibility and puts this into the wider university context.</p> <p>Can articulate strategy to a wider audience.</p>
Negative indicators: <ul style="list-style-type: none"> • Has ideas but does not implement them. • Has ideas but does not know how to implement them. • Is unable to imagine a future state of the university that is different to the current one. • Acts to the detriment of the university's strategy. • Does not take accountability for the delivery of strategy. • Puts personal agenda first which may be to the detriment of the university's strategy. 			

4.2.3 Functional competencies

Administration			
<p>The ability to effectively manage and oversee administrative functions that support the institution's mission, This includes planning and organising, communication, service delivery, adaptability, financial monitoring, and information management.</p> <p>Linked competencies:</p> <ul style="list-style-type: none"> Financial administration Recruitment administration 			
Level 1	Level 2	Level 3	Level 4
<p>Understanding fundamental administrative tasks and processes.</p> <p>Performing routine clerical tasks like filing, data entry, and scheduling.</p> <p>Assisting in the preparation and distribution of documents and reports.</p> <p>Answering and directing phone calls and emails.</p>	<p>Efficiently managing various administrative tasks.</p> <p>Coordinating office activities and operations to ensure efficiency and compliance with policies.</p> <p>Using more advanced software tools and applications for administrative purposes.</p>	<p>Advising on complex administrative challenges and innovations.</p> <p>Driving continuous improvement in administrative processes.</p> <p>Shaping the institution's administrative strategy and policies.</p>	<p>Establishing the vision and long-term strategy for administration.</p> <p>Influencing policy development and promoting a culture of excellence in administration.</p> <p>Setting industry benchmarks for administrative excellence.</p>
<p>Negative indicators:</p> <ul style="list-style-type: none"> Failing to maintain an organised workspace or monitor important documents. Taking longer than necessary to complete administrative tasks. Not effectively communicating with colleagues, leading to misunderstandings and delays. 			

- Making frequent errors in data entry, scheduling, or documentation.
- Being unwilling to adopt new technologies or methods that could improve efficiency.
- Providing unreliable or inconsistent support, causing disruptions in workflow.
- Struggling to prioritise tasks and meet deadlines.
- Failing to maintain accurate and updated records.
- Not adhering to institutional policies and procedures.
- Not taking proactive steps to improve administrative processes or solve problems.

Clinical practice

The ability to effectively teach, supervise, and evaluate students within a clinical setting. This includes to ensure that students gain practical skills and experience in their respective fields and to aid them with the connection between theoretical knowledge and practical application.

Level 1	Level 2	Level 3	Level 4
Requires occasional support and cues.	Demonstrates efficiency and coordination in clinical tasks.	Anticipates potential issues and acts proactively.	Has an intuitive understanding of clinical situations.
Limited practical skills and relies heavily on rules and guidelines.	Uses analytical skills to solve clinical problems.	Adjusts clinical plans based on past experiences.	Provides guidance and mentorship to less experienced colleagues.
Begins to identify recurring situations and patterns.	Able to effectively plan and prioritise tasks.	Anticipates potential issues and acts proactively.	Adapts quickly and efficiently to unexpected changes.

Negative indicators:

- Failing to consistently apply clinical knowledge in practice.
- Poor communication skills: ineffective communication with patients, families, and colleagues.
- Overlooking safety protocols and procedures.
- Failing to maintain accurate and thorough patient records.
- Ineffective communication with patients, families, and colleagues.

Coaching/Mentoring/ Developing others

The ability to identify development needs for others, and to promote an environment of growth by providing the necessary guidance and support to address those needs.

Level 1	Level 2	Level 3	Level 4
Offering constructive feedback to help others improve.	Guiding less experienced colleagues through formal or informal mentoring relationships.	Creating and implementing programs to develop future leaders.	Aligning coaching and development initiatives with university goals.
Motivating colleagues to pursue development opportunities.	Identifying and promoting the development of key skills in team members.	Identifying and preparing high-potential employees for key roles.	Providing high-level coaching to senior leaders to enhance their effectiveness.
Demonstrating genuine interest in others' perspectives and concerns.	Helping team members set and achieve their goals.	Promoting a culture of continuous learning and development.	Leading efforts to develop the university's overall capacity and capability.

Negative indicators:

- Providing little to no constructive feedback.
- Being unavailable or inconsistent in offering support and guidance.
- Controlling the mentee's actions.
- Being inflexible and resistant to new ideas or approaches suggested by the mentee.

Coordination			
The ability to manage and align several activities, resources, and stakeholders to ensure effective operation to achieve common goals.			
Level 1	Level 2	Level 3	Level 4
<p>Understanding the fundamental principles of coordinating tasks and activities.</p> <p>Learning basic time management and organisational skills.</p> <p>Communicating basic information to team members.</p>	<p>Coordinating schedules and ensuring all tasks are on schedule.</p> <p>Regularly updating team members about progress and changes.</p> <p>Organising resources and materials needed for projects.</p> <p>Developing and maintaining detailed project timelines and plans.</p>	<p>Leading continuous improvement efforts in coordination processes.</p> <p>Shaping the coordination strategy and aligning it with institutional objectives.</p> <p>Leading high-profile coordination efforts and projects.</p> <p>Managing interdepartmental co-ordination to achieve project milestones.</p>	<p>Ensuring alignment of co-ordination activities with overall institutional goals.</p>
<p>Negative indicators:</p> <ul style="list-style-type: none"> Failing to keep tasks and responsibilities organised, leading to confusion and inefficiency. Inadequate sharing of information with team members, causing misunderstandings and errors. Providing ambiguous instructions, leading to incomplete or incorrect task completion. Struggling to manage time and resources, resulting in delays and missed deadlines. Not regularly checking on progress, leading to unresolved issues and project inactivity. Trying to handle everything independently and not delegating tasks appropriately. Being resistant to adapting plans or processes when necessary, causing issues when circumstances change. Not considering feedback from team members or stakeholders, missing opportunities for improvement. Failing to encourage teamwork and co-operation, leading to siloed efforts and reduced productivity. 			

- Struggling to address and resolve conflicts within the team, resulting in a tense working environment.

Counselling skills			
The ability to provide effective guidance and support to create a positive atmosphere marked by effective communication. Displaying empathy.			
Level 1	Level 2	Level 3	Level 4
<p>Demonstrates active listening, maintains eye contact, and shows attentiveness.</p> <p>Uses simple, clear language and asks open-ended questions.</p> <p>Understands basic ethical guidelines and maintains confidentiality.</p>	<p>Identifies underlying issues through attentive listening and observation.</p> <p>Shows deeper empathy and can accurately articulate clients' feelings and perspectives.</p> <p>Consistently applies ethical principles in practice and recognises ethical dilemmas.</p> <p>Uses reflective listening, paraphrasing, and summarising to clarify and validate clients' statements.</p>	<p>Demonstrates high-level listening skills, including recognising non-verbal cues and underlying emotions.</p> <p>Exhibits profound empathy and can connect with clients on a deeper emotional level.</p> <p>Uses advanced techniques such as motivational interviewing and cognitive-behavioural strategies.</p> <p>Helps clients navigate complex issues and develop comprehensive action plans.</p>	<p>Excels in listening skills, effortlessly identifying subtle cues and deeper meanings.</p> <p>Demonstrates exceptional empathy that can profoundly impact clients' perspectives and growth.</p> <p>Employs a wide range of advanced communication techniques tailored to individual client needs.</p> <p>Leads in setting and upholding the highest ethical standards, mentoring others in ethical practices.</p>
Negative indicators: <ul style="list-style-type: none"> • Failing to actively listen to clients, missing important verbal and non-verbal cues. • Showing little understanding or concern for the client's feelings and experiences. • Either being too distant or overly involved with clients. 			

- Being unreliable or inconsistent in providing support and follow-up.
- Displaying judgmental or biased attitudes towards clients.

Data management			
The ability to successfully collect, organise, manage and access data to support productivity, efficiency and decision making.			
Level 1	Level 2	Level 3	Level 4
Accurately entering and validating data to ensure integrity.	Combining data from various sources to create comprehensive datasets.	Aligning data management strategies with university goals.	Leveraging data to inform strategic decisions.
Performing simple data analysis tasks and generating basic reports.	Conducting complex analyses and interpreting results.	Ensuring the accuracy, completeness, and reliability of data.	Creating and overseeing the implementation of a comprehensive data strategy.
Understanding and following data security protocols.	Implementing and maintaining data governance policies and procedures.	Ensuring data management practices comply with relevant laws and regulations.	Leading initiatives to adopt new technologies and methodologies for data management.
Negative indicators: <ul style="list-style-type: none"> • Failing to implement and maintain data quality standards. • Neglecting data security protocols. • Not maintaining proper documentation for data processes and procedures. • Struggling to efficiently retrieve and utilise data. 			

Document management			
The ability to efficiently control and organise documents to ensure that information is easily accessible, well-organised, and secure.			
Level 1	Level 2	Level 3	Level 4
Understands basic concepts of document management.	Familiar with standard processes and procedures.	Compares features and functions among multiple document management products.	Evaluates multiple document management products and technologies.
Describes benefits of document management systems.	Thoroughly checks documents.	Trains others on advanced management features.	Develops document management architecture.
Understands basic applications for electronic document management.	Follows security and version management guidelines.	Evaluates key issues for static and dynamic document management.	Monitors emerging technologies.
	Creates, stores, retrieves, and archives electronic documents.	Contributes to defining processes, procedures, and standards.	
	Uses document management software tools.		
Negative indicators: <ul style="list-style-type: none"> • Not adhering to standardised formats and templates. • Failing to regularly back up documents. • Maintaining a chaotic or inconsistent filing system. • Ignoring legal and regulatory requirements for document management. 			

Equipment knowledge			
The ability to understand, operate, and maintain various tools and technologies to ensure safe and effective use of equipment.			
Level 1	Level 2	Level 3	Level 4
<p>Understanding the fundamental operations and functions of equipment.</p> <p>Understanding basic maintenance and safety procedures.</p>	<p>Managing the lifecycle of equipment from acquisition to disposal.</p> <p>Optimising equipment performance and efficiency.</p> <p>Developing and implementing maintenance schedules and procedures.</p> <p>Advising on equipment selection and upgrades.</p> <p>Ensuring compliance with safety and regulatory standards.</p> <p>Troubleshooting common issues and performing minor repairs.</p> <p>Keeping accurate records of equipment use and maintenance.</p>	<p>Formulating strategic plans for equipment acquisition and management.</p> <p>Driving innovation in equipment use and maintenance practices.</p> <p>Building and maintaining relationships with equipment vendors and stakeholders.</p>	N/A
Negative indicators: <ul style="list-style-type: none"> • Not knowing how to operate or maintain equipment properly. • Inability to diagnose and fix common equipment issues. 			

- Failing to perform regular maintenance, leading to equipment breakdowns.
- Not adhering to safety guidelines and procedures when using equipment.
- Using equipment incorrectly or inconsistently, affecting performance and longevity.
- Not seeking or participating in training to improve equipment knowledge.
- Failing to keep up with upgrades and technological advancements.
- Not keeping accurate records of equipment usage, maintenance, and repairs.
- Over-reliance on colleagues to operate or troubleshoot equipment.
- Missing key details during equipment setup or operation, leading to errors or inefficiencies.

Facilities management			
The ability to oversee and manage the institution's infrastructure and facilities. This requires expertise in planning, resource allocation, maintenance, and safety protocols.			
Level 1	Level 2	Level 3	Level 4
Understanding and performing routine maintenance tasks.	Planning and overseeing facility-related projects.	Developing long-term strategies for facility management.	Leading the facilities management team and aligning strategies with institutional goals.
Adhering to safety regulations and protocols.	Coordinating with external vendors and service providers.	Implementing sustainable practices and energy-efficient solutions.	Ensuring compliance with relevant policies and regulations.
Accurately recording maintenance activities and facilities' data.	Managing budgets for maintenance and facilities' upgrades.	Identifying and mitigating risks associated with facility operations.	Leveraging new technologies to improve facilities management processes.
Negative indicators: <ul style="list-style-type: none"> • Neglecting safety protocols. • Not optimising the use of available space. • Failing to perform regular maintenance. • Ignoring sustainable practices. 			

Formal presentation			
The ability to deliver structured, professional, and engaging presentations to various audiences through public speaking, content development, visual aid creation and audience engagement.			
Level 1	Level 2	Level 3	Level 4
<p>Understands the basic structure of a formal presentation.</p> <p>Can prepare simple content with clear, concise points.</p> <p>Uses basic visual aids like slides with minimal text and simple graphics.</p> <p>Delivers presentations with some reliance on notes. occasionally maintaining eye contact.</p>	<p>Develops a more detailed structure, including transitions between sections.</p> <p>Delivers presentations more confidently, with less reliance on notes, and maintains better eye contact.</p> <p>Prepares more detailed content with supporting data and examples.</p>	<p>Designs complex presentations with a clear narrative and logical flow.</p> <p>Demonstrates extensive knowledge of the subject, using advanced data and case studies.</p> <p>Actively engages the audience, handling questions and discussions smoothly, and quickly.</p>	<p>Drafts presentations that are strategically aligned with university goals.</p> <p>Exhibits expert-level knowledge, providing insights and thought leadership.</p> <p>Engages the audience at a meaningful level, promoting meaningful discussions and influencing decisions.</p>
Negative indicators: <ul style="list-style-type: none"> Presenting information in a confusing or illogical order. Using slides that are too text-heavy or cluttered. Failing to interact with the audience or address their questions and feedback. Using low-quality or irrelevant visual aids that do not support the presentation's key points. 			

Fundraising			
The ability to effectively secure financial resources to support the institution's mission and goals. This involves probing alumni, corporations, foundations, and other stakeholders to invest in the institution.			
Level 1	Level 2	Level 3	Level 4
Understands fundamental concepts of fundraising.	Familiar with standard fundraising processes and procedures.	Compares and evaluates different	Comprehensive understanding of fundraising

Identifies key fundraising methods.	Implements fundraising campaigns.	fundraising strategies and practices.	technologies and trends.
Understands donor motivations.	Follows ethical guidelines.	Develops and enforces fundraising policies.	Designs and oversees enterprise-wide fundraising strategies.
Uses basic fundraising tools.	Manages donor relationships.	Trains others on advanced practices.	Leads in the adoption of new technologies.
	Effective use of fundraising software.	Ensures compliance with regulatory standards.	Provides expert advice on complex fundraising issues.
Negative indicators: <ul style="list-style-type: none"> • Inaccurate or incomplete donor data. • Depending greatly on a small number of major donors. • Adhering to traditional fundraising methods without exploring new and innovative approaches. • Failing to listen to and act on feedback from donors and stakeholders. • Failing to maintain strong relationships with donors. 			

Information management			
The ability to effectively oversee the creation, storage and retrieval of information and to ensure the efficient distribution of that information to different audiences.			
Level 1	Level 2	Level 3	Level 4
Understands fundamental concepts of information management.	Familiar with standard information management processes and procedures.	Compares and evaluates different information management systems and practices.	Comprehensive understanding of information management technologies and trends.
Identifies key information types.	Implements data integrity measures.	Develops and enforces information management policies,	Designs and oversees enterprise-wide information

Understands basic data governance principles.	Follows privacy and security guidelines.	Trains others on advanced practices.	management strategies.
Uses simple information management tools.	Manages information lifecycle.	Ensures compliance with regulatory standards.	Leads in the adoption of new technologies.
	Uses information management systems effectively.		Provides expert advice on complex information management issues.
Negative indicators: <ul style="list-style-type: none"> • Ignoring or resisting information governance policies and practices. • Neglecting information security protocols. • Frequently entering or maintaining incorrect or incomplete information. 			

Gardening			
The ability to maintain and cultivate green spaces through plant care, landscape design, sustainability practices, and garden and lawn maintenance.			
Level 1	Level 2	Level 3	Level 4
<p>Understanding the fundamental principles of gardening, like soil preparation, planting, watering, and weeding.</p> <p>Understanding diverse types of plants and their basic care needs.</p>	<p>Managing a variety of garden tasks with more efficiency and expertise.</p> <p>Using advanced techniques for soil improvement and pest control.</p> <p>Understanding plant nutrition and appropriately applying fertilisers.</p>	<p>Shaping the strategic approach to gardening in larger projects, like community gardens or educational programs.</p> <p>Setting industry benchmarks for sustainable and productive gardening practices.</p> <p>Innovating and experimenting with advanced gardening</p>	N/A

	Leading garden projects and managing complex gardening systems.	techniques and technologies.	
	Educating others on best gardening practices and techniques.		

Negative indicators:

- Plants frequently suffer from diseases or pests due to improper care.
- Not understanding or neglecting soil preparation and maintenance.
- Failing to provide the correct amount of water, leading to plant stress or death.
- Choosing plants that are not suitable for the local climate or soil conditions.
- Failing to prune plants properly, resulting in overgrowth or poor plant structure.
- Not adjusting gardening activities according to the changing seasons.
- Not staying abreast of gardening best practices and new techniques.

Hygienic practices			
The ability to maintain high standards of cleanliness and health safety to ensure a healthy working environment. This includes regular cleaning of facilities, promoting personal hygiene, proper waste disposal, food safety protocols, and infection control measures.			
Level 1	Level 2	Level 3	Level 4
Understanding the fundamental principles of personal and environmental hygiene. Understanding of basic hygiene procedures and protocols.	Educating others about basic hygienic practices. Developing and implementing comprehensive hygiene policies and procedures.	Promoting a culture of hygiene and safety at a systemic level. Shaping the strategic direction of hygienic practices within the institution.	N/A

Consistently implementing hygiene practices in daily routines.	Leading initiatives to improve hygiene practices within the university or in the community.		
Understanding and applying sanitation guidelines in various contexts.	Advising about the development of innovative hygiene solutions and policies.		

Negative indicators:

- Neglecting personal cleanliness, like not regularly washing hands.
- Failing to effectively clean surfaces, tools, and equipment.
- Not following proper hygiene and safety guidelines.
- Allowing cross-contamination between clean and dirty areas or items.
- Not disposing of waste in a sanitary and appropriate manner.
- Being inconsistent when applying hygiene practices, leading to health risks.
- Not following safe food handling procedures, leading to contamination.
- Not recognising or addressing potential hygiene hazards.

Managing conflict			
The ability to effectively address and resolve disputes between two or more people through active listening, empathy, negotiation, problem-solving, and mediation skills.			
Level 1	Level 2	Level 3	Level 4
Identifies conflict situations needing attention.	Openly addresses conflict as it arises.	Aims to fairly settle disputes.	Proficiently defuses volatile situations.
Aims to remain objective in a conflict situation.	Recognises the underlying agendas, needs of others and finds solutions.	Maintains awareness of broad, longer-term objectives and works to ensure that all parties share this awareness while seeking solutions.	Brings conflicts and disagreements into the open and attempts to manage them collaboratively whilst considering the best
Avoid bringing up topics that do not			

directly contribute to the resolution of conflict.	Seeks to mediate conflict between individuals and groups.	Focuses attention on the issues that affect project, process, or team success.	interests of the department/ university.
Treats conflict as an opportunity to better understand different ideas and to clarify own viewpoints.	Identifies areas of agreement when working with conflicting individuals or groups.	Takes a problem-solving approach to conflict and generates multiple practical solutions to problems.	Effectively identifies and manages potential conflicts within relationships to prevent the rise of disagreements.
States own viewpoint without criticising another.	Works to resolve conflict amongst others by showing respect for others' opinions and working toward mutually agreeable solutions.	Focuses on the needs of all parties and generally reaches mutually agreeable outcomes.	Successfully redirects others when they begin to lose focus of the critical issues that need to be resolved.
Responds to opposing views in a non-defensive manner.			
Prioritise needs and goals, deciding what to give up and under what circumstances.	Analyses the implicated issues and interests, the origins of the conflict, and the reasoning of all sides.	Demonstrates an ability to distinguish between critical and non-critical conflicts.	Develops creative and effective solutions to problems and uses solid negotiation skills to arrive at mutually agreeable outcomes even in the most difficult circumstances.
Communicates openly and respectfully when addressing problems.			

Negative indicators:

- Deliberately fuels conflict.
- Puts own needs ahead of others.
- Is unable to remain objective, takes sides.
- Avoids dealing with conflict.
- Is defensive.
- Is unable to see the opposing perspective.
- Is seen as discourteous/offensive.
- Uses threatening language/swearing during exchange of information.

- Uses inappropriate or unacceptable language or communication methods (e.g. body language, tone).
- Does not listen.
- Uses inappropriate communication modes (e.g. email instead of face to face).
- Talks over others or is over-critical.
- Does not demonstrate an understanding for the needs of the other person.

Marketing			
The ability to creatively promote the institution's initiatives, values and services through various marketing strategies and platforms. Thus, ensuring a favourable perception of the institution by internal and external stakeholders.			
Level 1	Level 2	Level 3	Level 4
Understanding fundamental marketing concepts and strategies.	Developing and managing marketing content and campaigns.	Driving the overall marketing strategy and direction.	Shaping the institution's marketing vision and long-term strategy.
Learning about different marketing channels and tools.	Analysing market trends and consumer behaviour.	Advising on complex marketing issues and trends.	Setting industry benchmarks and standards for marketing excellence.
Assisting in market research and data collection.	Creating marketing materials and content.	Leading innovation and creativity in marketing efforts.	Leading the institution through market changes and trends.
Supporting marketing campaigns and activities.	Managing social media accounts and online presence.	Developing and executing high-level marketing strategies.	Establishing the brand's market position and identity.
Learning to use marketing software and tools.	Conducting market analysis and reporting on campaign performance.		Influencing the market through thought leadership and innovation.
			Ensuring alignment of marketing goals with overall business objectives.

	<p>Leading marketing initiatives and projects.</p> <p>Developing comprehensive marketing plans and strategies.</p> <p>Managing multiple marketing campaigns and projects.</p> <p>Coordinating with cross-functional teams to align marketing efforts.</p> <p>Conducting detailed market research and competitive analysis.</p> <p>Using advanced marketing analytics and tools.</p>	<p>Overseeing the marketing budget and resource allocation.</p> <p>Building and maintaining strategic partnerships and relationships.</p>	
--	---	---	--

Negative indicators:

- Failing to conduct thorough market research, leading to strategies that don't resonate with the target audience.
- Inconsistent brand messaging and failing to maintain a cohesive brand image.
- Misleading or unclear communication that confuses or alienates customers.
- Not listening to or acting on customer feedback, resulting in missed opportunities and declining customer satisfaction.
- Poorly planned marketing campaigns that fail to achieve objectives or meet deadlines.
- Inefficient allocation and overspending of the marketing budget without achieving the desired results.
- Not regularly measuring and analysing marketing performance to identify areas for improvement.

- Reliance on outdated or unimaginative marketing tactics that fail to capture audience interest.
- Neglecting digital marketing channels, leading to weak online visibility and engagement.
- Inability to adjust marketing strategies in response to market changes or new trends.

Networking

The ability to encourage and maintain professional relationships with various internal and external stakeholders to improve the institution's positive reputation.

Level 1	Level 2	Level 3	Level 4
Understanding the importance of networking and building professional relationships.	Actively seeking opportunities to expand one's professional network.	Using one's network to drive institutional goals and initiatives.	Establishing and maintaining a network of influential leaders and decision-makers.
Attending networking events or gatherings.	Participating in industry conferences, workshops, and seminars.	Influencing and shaping industry trends through strategic connections.	Using one's network to gain strategic insights and drive large-scale initiatives.
Introducing oneself and engaging in informal conversation with new contacts.	Using social media and professional platforms to connect with industry peers.	Mentoring others on effective networking practices.	Setting the tone for networking practices within the institution.
Developing and maintaining a list of professional contacts.	Leading or organising networking events.	Developing and implementing strategies to strengthen institutional networks.	Forming alliances and partnerships at the executive level.
	Acting as a connector, introducing contacts who could benefit from knowing each other.	Engaging with high-level stakeholders and influencers.	Representing the university at high-profile industry events.
	Collaborating with network contacts on projects or initiatives.	Advising on best practices for	Providing thought leadership and shaping the institution's

		networking within the university.	approach to networking.
Negative indicators: <ul style="list-style-type: none"> Failing to seek networking opportunities or avoiding them altogether. Struggling to effectively communicate or connect with others in a meaningful way. Focusing solely on personal gain rather than mutual benefit in networking relationships. Infrequently engaging with contacts, leading to weak and unreliable relationships. Not maintaining contact or following up with new acquaintances after initial meetings. Ignoring the importance of networking and its impact on professional growth. Being unwilling to adjust one's approach or style to accommodate different networking contexts. Damaging one's reputation through unprofessional behaviour or unreliable commitments. Failing to leverage available networking tools, such as social media and professional networks, effectively. Attending networking events or meetings unprepared, resulting in missed opportunities and poor impressions. 			

Operational management			
The ability to develop processes and strategies to improve activities to ensure efficient and continuous operational progress throughout the institution.			
Level 1	Level 2	Level 3	Level 4
Assisting in daily operational tasks and maintaining basic records.	Implementing and coordinating operational tasks and ensuring they are completed on time.	Overseeing multiple operational projects and ensuring alignment with institutional goals.	Formulating and overseeing the execution of the institution's operational strategy.
Following standard operating procedures and guidelines.	Analysing operational data to identify inefficiencies and areas for improvement.	Developing and implementing strategic operational plans.	Ensuring operational resilience and sustainability.
Reporting operational issues to line manager.	Applying problem-solving skills to address operational challenges.	Enhancing operational efficiency through	Leading institutional change initiatives to

	Effective communication with team members to ensure smooth operations.	process improvements. Managing and mentoring operational teams.	enhance operational capabilities. Setting long-term goals and strategies for operational success. Influencing policy development and driving a culture of operational excellence.
--	--	--	---

Negative indicators:

- Poor planning and execution of operations, leading to wasted resources and time.
- Inability to keep operations orderly and structured, resulting in chaos and confusion.
- Misallocating resources, causing shortages or excesses that hinder productivity.
- Failing to effectively communicate operational plans and changes to team members.
- Reluctance to adopt new processes, technologies, or improvements in operations.
- Not regularly monitoring and analysing operational performance, leading to unidentified issues.
- Ignoring industry regulations and standards, resulting in potential legal issues and fines.
- Failing to identify and mitigate operational risks, leading to unexpected disruptions.
- Struggling to address and resolve operational issues promptly and efficiently.
- Inability to coordinate and collaborate effectively with team members, leading to bottlenecks and delays.

Persuasiveness/ sales ability			
The ability to influence others to accept and support a given cause, plan, or project that supports the institutional goals.			
Level 1	Level 2	Level 3	Level 4
Applies logic to persuade others in straightforward situations.	Logically communicates and demonstrates benefits of recommendations.	Communicates, and persuades others to see the benefits of recommendations.	Persuades and influences all parties to co-operate and accept recommendation.
Recognises when it is appropriate to influence and/or persuade others.	Understands and acknowledges prospect/client needs.	Understands prospect/client needs and decision criteria.	Explains and clarifies all perspectives of an issue and its impact on all parties.
Establishes a rapport with others.	Works with others to achieve the best possible solution.	Understands all sides of an issue and its impact on all parties involved.	Builds "behind-the-scenes" support for ideas.
Recognises the need for additional buy-in or support from decision-makers to achieve objectives.	Develops and effectively uses internal and external networks.	Uses experts or other third parties to influence.	Uses an in-depth understanding of the interactions to move toward a specific agenda.
Works to be accepted by others.	Appropriately adapts own behaviour to the styles of different people.	Builds effective relationships with others. Is aware of cultural differences in social and business norms and modifies own behaviour accordingly.	Uses diplomacy and tact when working with people from diverse cultures and countries.
Question prospects/clients to gain clarity about their needs and desired outcomes.	Accurately interprets the moods, feelings, and reactions of others and adjusts own behaviour.	Anticipates objections and plans accordingly.	
	Realises the impact of what is not said.		

	Understands the underlying concerns and needs of the prospective and clients.	Uses the agendas and perspectives of others to persuade.	
	Modifies approach to suit the situation.		

Negative indicators:

- Agrees on unachievable plans i.e. too extensive or over-ambitious.
- Is unaware of how they are perceived by others.
- Is ignorant of the concerns and needs of the other parties.
- Maintains behaviour or course of action, despite others, circumstances, or reactions.
- Prioritises own needs.
- Does not demonstrate empathy or understanding for others.
- Overuses a 'tell' style.
- Lacks enthusiasm or sincerity.
- Is discourteous/offensive or uses threatening language/swearing during exchange.
- Uses anger, threats or withdraws co-operation to get own way.
- Uses inappropriate or unacceptable language or communication methods (e.g. body language, tone).
- Withholds or provides inaccurate or misleading information.
- Uses inappropriate communication modes (e.g. email instead of face-to-face).

Professional knowledge and skill

Information and skills acquired through experience or education, associated with a specific discipline and the ability to provide expert advice and guidance to others in the field.

Level 1	Level 2	Level 3	Level 4
Has a satisfactory understanding of the knowledge/skills area.	Has a good understanding of the knowledge/skills area.	Thorough understanding of the knowledge /skills area.	Recognised expert in the knowledge / skill area. Able to lead a discussion with external experts.

Knows fundamental concepts, practices, and procedures of the knowledge/skills area.	Effectively applies fundamental concepts, practices, and procedures in the knowledge/skills area.	Effectively applies a broad range of principles, practices, and procedures in the knowledge/skills area.	Is recognised and sought out for advice as leading authority in the knowledge skill area.
Requires guidance and direction to apply the knowledge/skills in the position.	Fairly independent in applying knowledge/skills in position.	Is sought out by others for advice for the resolution of difficult problems.	Is expert in all technical aspects of the skills area.
Has completed required training and/or obtained certification.	Occasionally needs some direction to resolve problems.	Can work independently. Stay abreast of current developments around expertise.	
Negative indicators: <ul style="list-style-type: none"> • Has an unsatisfactory understanding of knowledge/skill area. • Is unable to apply understanding of knowledge/skill area. • Requires guidance, supervision, or input beyond what is reasonable at that level. • Is qualified but unable to practice what has been learned. 			

Project management			
The ability to effectively and successfully plan, organise, manage and co-ordinate the tasks, budgets, standards, and timelines of a project.			
Level 1	Level 2	Level 3	Level 4
<p>Commences project after consent from higher authority.</p> <p>Understands the procedures of project management, its implications, and the importance of stakeholder involvement.</p> <p>Understands the outcome of the project about the institution's goals.</p> <p>Displays basic project management skills.</p> <p>Documents and communicates issues and risks associated with own work.</p> <p>Uses results of other</p>	<p>Establishes broad stakeholder involvement and communicates the project status and key milestones.</p> <p>Defines roles and responsibilities for the project team members and communicates expectations.</p> <p>Balances quality of work with deadlines and budget.</p> <p>Identifies and manages risks to the project by assessing potential risks and building contingencies into the project plan.</p>	<p>Manages multiple projects and balances priorities and conflicts between projects based on broader institutional goals.</p> <p>Manages risks across multiple projects by examining total resource requirements and assessing the impact of projects on daily operations.</p> <p>Modifies project approach and budget without compromising the quality of outcomes and the desired results.</p> <p>Involves top-level political authority and other relevant stakeholders in the buy-in process.</p>	<p>Conceptualises the long-term effects of the desired outcomes of the project.</p> <p>Initiates several projects after conducting strategic analyses of the institution on the micro and macro levels.</p> <p>Persuades leaders to adopt and implement results/outcomes of the project.</p> <p>Initiates projects that lead to the achievement of the long-term strategic objectives of the institution.</p> <p>Sponsors multiple projects by allocating resources and supports the goals of these projects.</p> <p>Leads and coordinates the translation of policy into action plans.</p>

successfully completed projects as reference.	Uses computer software programmes to help manage project.	Stay abreast and applies international trends in project management.	
Applies existing policies in own field of work.	Sets and manages service-level agreements with contractors.	Motivates and coaches project teams to achieve the highest project results.	
	Provides advice and guidance regarding policies.	Monitors policy implementation and establishes procedures to manage risks.	
	Complies with statutory requirements and consistently apply policies.		

Negative indicators:

- Inadequate project planning, leading to missed deadlines and increase of requirements.
- Failing to effectively communicate with team members and stakeholders, causing misunderstandings and errors.
- Misallocating resources, leading to bottlenecks and overworked team members.
- Inability to adapt to changes or unforeseen issues, resulting in project delays or failures.
- Neglecting to identify, assess, and mitigate project risks, leading to unexpected problems.
- Failing to maintain proper documentation, making it difficult to track progress and manage the project effectively.
- Not ensuring that the project meets quality standards, resulting in inferior deliverables.
- Not regularly tracking project progress, leading to unaddressed issues and deviations from the plan.
- Failing to involve and update stakeholders, leading to dissatisfaction and misalignment.
- Blaming others for project issues and not taking responsibility for project outcomes.

Recruitment			
The ability to identify and attract high-quality candidates to the institution by using effective attraction and retention strategies and ensuring a positive recruitment experience.			
Level 1	Level 2	Level 3	Level 4
<p>Understanding the fundamentals of the recruitment process.</p> <p>Assisting in posting job advertisements and screening resumes.</p> <p>Scheduling interviews and co-ordinating with candidates and hiring managers.</p> <p>Maintaining accurate records of the recruitment process.</p>	<p>Actively participating in the recruitment process, from sourcing to hiring.</p> <p>Using various recruitment tools and platforms to find and attract candidates.</p> <p>Conducting initial interviews and assessments.</p> <p>Managing the recruitment process from start to finish for key positions.</p> <p>Building and maintaining relationships with recruitment agencies and professional organisations.</p> <p>Ensuring a positive experience for the candidate throughout the recruitment process.</p>	<p>Shaping the institution's recruitment strategy and aligning it with university goals.</p> <p>Advising on complex recruitment challenges and trends.</p> <p>Driving innovation in recruitment practices and technologies.</p> <p>Leading initiatives to improve diversity and inclusion in recruitment practices.</p> <p>Building and maintaining a strong employer brand to attract top talent.</p>	<p>Influencing policy development and shaping the future of recruitment within the institution.</p> <p>Setting the tone for recruitment practices at the highest level.</p> <p>Ensuring alignment of recruitment goals with overall university objectives.</p>

	Analysing recruitment metrics and making data-driven decisions.		
Negative indicators: <ul style="list-style-type: none"> • Inability to identify and attract suitable candidates. • Failing to adequately screen candidates, leading to unsuitable hires. • Not maintaining clear and timely communication with candidates and hiring managers. • Applying inconsistent recruitment processes, resulting in unfair or biased hiring. • Providing a negative experience for candidates during the recruitment process. • Creating unclear or misleading job descriptions that do not accurately represent the role. • Delays in the recruitment process, leading to the loss of top candidates. • Failing to promote diversity and inclusion in hiring practices. • Conducting ineffective interviews that do not accurately assess candidates' qualifications and fit. • Failing to follow up with candidates after interviews or offer decisions, leading to a lack of closure. 			

Reporting			
The ability to review and assess information and accurately present structured conclusions either verbally or in writing.			
Level 1	Level 2	Level 3	Level 4
Assisting in gathering data and preparing basic reports. Following templates and guidelines for report formatting.	Preparing comprehensive reports for different audiences. Analysing data to provide meaningful insights and recommendations.	Developing and overseeing the implementation of reporting frameworks. Ensuring alignment of reporting activities with institutional goals.	Formulating and executing a comprehensive reporting strategy. Ensuring that reporting practices support long-term institutional objectives. Influencing policy development and driving a culture of data-driven decision-making.

Ensuring data accuracy and clarity in reports.	<p>Ensuring timely delivery of reports and adhering to reporting standards.</p> <p>Conducting comprehensive data analysis to support strategic decision-making.</p>	Leading initiatives to improve the efficiency and effectiveness of reporting processes.	
--	---	---	--

Negative indicators:

- Providing incorrect or misleading data in reports.
- Producing reports that are difficult to understand or interpret.
- Failing to adhere to standard formats and procedures, leading to inconsistent reports.
- Omitting important information, resulting in incomplete reports.
- Not thoroughly analysing data, leading to superficial or incorrect conclusions.
- Delays in generating and delivering reports, causing outdated information.
- Not incorporating feedback to improve the quality of reports.
- Including irrelevant information that doesn't align with the report's objectives.
- Frequent calculation or data entry mistakes.
- Failing to adhere to regulatory or institutional reporting standards and guidelines.

Safety awareness			
The ability to conduct risk assessments and implement the required safety measures to ensure a safe environment for staff, students, and clients.			
Level 1	Level 2	Level 3	Level 4
Follows regulations and procedures.	Makes suggestions for changes to regulations and procedures.	<p>Suggest new regulations and procedures.</p> <p>Changes acts and conditions.</p>	Ensures that regulations, conditions and procedures protect the university's community members.

Reports unsafe acts and conditions. Checks equipment.	Makes suggestions to change acts and conditions. Proactively seeking hazards.	Proactively seeking hidden hazards or hazards that can cause issues in the long-term. Makes resources available for health and safety monitoring, recoding, educating, maintenance, and improvement.	Enforces health and safety monitoring, recoding, educating, maintenance, and improvement.
Negative indicators: <ul style="list-style-type: none"> Fails to follow regulations and procedures. Fails to report unsafe acts or conditions. 			

Scientific support			
The ability to provide specific scientific support to facilitate scientific activities within the institution, whilst complying with relevant guidelines and regulations.			
Level 1	Level 2	Level 3	Level 4
Assisting in basic research tasks and experiments. Collecting and organising scientific data. Following protocols and maintaining accurate lab records.	Designing and executing experiments or studies. Analysing experimental results and drawing preliminary conclusions. Preparing detailed scientific reports and presentations.	Leading large-scale research programs and collaborations. Securing funding and resources for scientific projects. Representing the university in scientific communities and conferences.	Influencing policy development and promoting scientific innovation. Leading initiatives to advance scientific knowledge and technology. Setting industry benchmarks for scientific excellence.

		<p>Publishing research findings in scientific journals.</p> <p>Ensuring the accuracy and reliability of scientific data.</p>	
--	--	--	--

Negative indicators:

- Providing incorrect or unreliable scientific data.
- Failing to apply rigorous scientific methods and standards.
- Inadequate or incomplete recording of research processes and results.
- Using inconsistent or inappropriate methods for scientific inquiry.
- Not effectively collaborating with other scientists or stakeholders.
- Disregarding relevant scientific evidence or literature.
- Failing to adhere to ethical guidelines and regulatory standards.
- Having trouble to communicate scientific findings to non-experts.
- Avoiding or dismissing peer review and critique.
- Inability to apply scientific knowledge to solve practical problems.

Software management			
The ability to provide specific scientific support to facilitate scientific activities within the institution, whilst complying with relevant guidelines and regulations.			
Level 1	Level 2	Level 3	Level 4
<p>Assisting in the development and maintenance of software applications.</p> <p>Documenting software processes and regularly updating records.</p>	<p>Coordinating software development tasks and ensuring timely delivery.</p> <p>Implementing version control and continuous</p>	<p>Formulating and overseeing the execution of strategic software projects.</p> <p>Leading efforts to improve software development</p>	<p>Ensuring alignment of software management activities with overall institutional objectives.</p> <p>Influencing policy development and promoting a culture of innovation.</p>

Following established protocols for software version control.	<p>integration practices.</p> <p>Monitoring software performance and promptly addressing issues.</p>	<p>processes and tools.</p> <p>Building and maintaining relationships with key stakeholders and partners.</p> <p>Overseeing the entire software development lifecycle from planning to deployment.</p> <p>Managing budgets, resources, and timelines for software projects.</p> <p>Ensuring compliance with industry standards and best practices.</p>	Establishing the vision and long-term strategy for software management.
---	--	--	---

Negative indicators:

- Inadequate or inconsistent documentation of software processes and code.
- Mismanagement of resources, leading to delays and budget overruns.
- Omitting or inadequately performing software testing, leading to bugs and errors.
- Failing to effectively manage software versions and updates.
- Providing insufficient or ineffective support for software users.
- Neglecting to implement and maintain proper security measures.
- Not following established software development best practices and standards.
- Being resistant to adopting new technologies or methodologies.
- Failing to regularly monitor and optimise software performance.
- Poor communication within the software development team and with stakeholders.

Talent management			
The ability to strategically attract, develop, engage, and retain top-performing staff that are essential to meet and achieve institutional goals and excellence standards.			
Level 1	Level 2	Level 3	Level 4
Assisting in the recruitment and onboarding of new employees.	Coordinating the talent acquisition process, including interviews and selection.	Formulating and overseeing the execution of strategic talent management plans.	Formulating and executing a comprehensive talent management strategy.
Maintaining accurate records of employee performance and development.	Monitoring and evaluating employee performance and development.	Leading efforts to enhance diversity and inclusion in the university.	Ensuring alignment of talent management activities with overall institutional objectives.
Supporting employee engagement initiatives and activities.	Facilitating training sessions and career development workshops.	Building and maintaining relationships with key stakeholders and partners.	Influencing policy development and promoting a culture of continuous improvement.
		Designing and implementing strategic talent management programs.	
		Managing talent pipelines and succession planning.	
		Overseeing employee engagement and retention initiatives.	

Negative indicators:

- Hiring individuals who do not fit the role or university culture.
- Failing to properly integrate new employees into the institution.
- Not providing opportunities for employee growth and skills development.
- Failing to set clear performance goals and expectations.
- Not regularly assessing and providing feedback about employee performance.
- High employee turnover due to dissatisfaction or lack of engagement.
- Not acknowledging or rewarding employees' hard work and achievements.
- Inconsistent application of HR policies, leading to confusion and unfair treatment.
- Overlooking the importance of employee mental and physical health.
- Failing to plan for future leadership and key role transitions.

Technical support

The ability to provide support timeously and successfully in resolving any hardware or software-related issues for students, staff, or clients.

Level 1	Level 2	Level 3	Level 4
Assisting in resolving routine technical issues.	Managing support for complex and critical systems.	Formulating and overseeing the execution of technical support strategies.	Ensuring alignment of technical support activities with overall institutional objectives.
Providing basic support and guidance to users.	Conducting root cause analysis for recurring issues.	Leading efforts to enhance technical support tools and technologies.	Influencing policy development and promoting a customer-centric culture.
Accurately documenting technical problems and solutions.	Ensuring high levels of customer satisfaction through effective support.	Building and maintaining relationships with key stakeholders.	Setting industry benchmarks for technical support excellence.
	Troubleshooting hardware and software issues.		

	Configuring and maintaining IT systems.		
	Escalating unresolved issues to higher-level support when necessary.		

Negative indicators:

- Taking too long to address user issues and inquiries.
- Providing incorrect or incomplete solutions to technical problems.
- Failing to clearly explain technical issues and solutions to users.
- Not showing understanding or concern for the user's frustration and problems.
- Providing varying levels of support quality, leading to user dissatisfaction.
- Failing to listen to or act on user feedback to improve support services.
- Not providing adequate manuals, guides, or knowledge base articles for users.
- Not reverting to users to ensure their issues have been resolved.
- Not staying updated with the latest technology and best practices.
- Having trouble to resolve complex or uncommon technical issues.

Training/ Facilitation			
The ability to develop training materials to address developmental needs (of students/ staff/external clients), and to present interactive training sessions that encourage collaboration and engagement.			
Level 1	Level 2	Level 3	Level 4
Assisting in the preparation of training materials.	Designing and delivering training programs tailored to the audience's needs.	Formulating and executing strategic training plans.	Ensuring the university remains at the forefront of training innovation.
Supporting training sessions by managing logistics.	Facilitating group discussions and activities to enhance learning.	Leading initiatives to enhance the institution's training capabilities.	Influencing policy development and promoting a culture of learning and development.
Gathering feedback from participants to			Setting industry benchmarks for training excellence.

improve future sessions.	Evaluating participant feedback and adjusting training methods accordingly.	<p>Building partnerships with external training providers and stakeholders.</p> <p>Overseeing the development and implementation of large-scale training programs.</p> <p>Applying advanced facilitation techniques to ensure effective learning outcomes.</p> <p>Measuring the impact of training on institutional performance and adjusting strategically.</p>	
--------------------------	---	--	--

Negative indicators:

- Failing to clearly convey information and instructions.
- Not engaging participants, resulting in low interest and participation.
- Inadequate planning and organisation of training sessions.
- Inability to adapt to the needs and learning styles of participants.
- Not seeking or acting on feedback to improve training effectiveness.
- Delivering training in a monotonous and uninteresting manner.
- Not providing real-world examples or hands-on activities.
- Not checking if participants understood the material.
- Failing to provide ongoing support or resources after the training.
- Lacking the necessary expertise or staying updated in the subject matter.

4.2.4 Enabling competencies

Adaptability/Flexibility			
The ability to adjust and succeed and to remain resilient and resourceful despite changes and challenges.			
Level 1	Level 2	Level 3	Level 4
Flexible and responsive to changing work priorities and issues.	Contributes positively to the change process and sees change as an opportunity to improve performance.	Proactively shares information and resources relating to the change agenda.	Supports others during change.
Shows a willingness to attempt new ways of working.	Works with division/ department/ team members to identify change opportunities.	Is aware of overall objectives of the university when implementing new processes.	Creates an environment where change is 'the norm' and ways of working are consistently challenged.
Promotes improvement ideas to more senior colleagues.	Identifies and makes changes to improve efficiency and quality of service of own area via input to procedures and processes.	Understands and promotes the need for change.	Actively seeks out information in relation to changes which affect their division/ department/team and puts plans in place to ensure implementation.
Adjusts own working style to fit different situations.	Implements and shares ideas for continuous improvement within division/ department/ team.	Implements the agreed change initiatives.	Communicates the need and rationale for change.
Willing changes work routines or patterns.		Communicates changes to others in a clear and positive way.	Helps people to develop a clear understanding of what they will need to do differently, because of changes.
Willing to use new technology.		Evaluates processes against best practices to make improvements.	
		Balances current work priorities with change priorities.	

			<p>Manages the agreed change.</p> <p>Implementation process/initiative.</p>
<p>Negative indicators:</p> <ul style="list-style-type: none"> • Rigidly continuing with old methods and not considering alternative approaches. • Failing to adjust priorities in response to changing circumstances. • Reacting negatively or emotionally to changes, rather than managing emotions constructively. • Struggling to find solutions when faced with unexpected challenges or changes. 			

Communication			
The ability to effectively deliver information orally, or in writing to improve engagement.			
Level 1	Level 2	Level 3	Level 4
<p>Presents appropriate written and oral information in a clear and concise manner.</p> <p>Checks own understanding and that of others.</p> <p>Adjusts communication style to the situation or person.</p> <p>Presents grammatically correct written information, in an appropriate style.</p>	<p>Carefully prepares/organises written information for meetings and presentations.</p> <p>Facilitates discussions with colleagues/others to achieve a common objective, contributes effectively to group discussions.</p> <p>Able to influence within the scope of the role - uses a</p>	<p>Effectively explains/conveys key, and at times complex information to others, adapting content and style, as necessary and ensuring that this information is understood.</p> <p>Considers others' perspectives when negotiating or</p>	<p>Is a persuasive communicator.</p> <p>Presents succinct, well balanced written and oral information, with clear outcomes.</p> <p>Encourages a positive environment for constructive challenge and feedback.</p> <p>Creates an environment where people are encouraged to openly communicate.</p> <p>Shares relevant information concerning strategic/long</p>

<p>Communicates information in a friendly and approachable style.</p> <p>Maintains accurate and updated information.</p> <p>Effectively contributes to divisional/departmental /team meetings.</p>	<p>range of methods to influence others, e.g. explain benefit and give background information.</p> <p>Produces factual, concise written reports, minutes and correspondence of high quality.</p>	<p>presenting arguments.</p> <p>Anticipates reactions to messages and adapts communications accordingly.</p> <p>Proactively shares information and resources across areas which supports development.</p>	<p>term plans with colleagues/own team.</p> <p>Develops proposals and reports in a style and language necessary to guide, inform, and/or persuade.</p>
--	--	---	--

Negative indicators:

- Interrupts.
- Talks too much without getting to the point.
- Monopolises conversation in a group without giving others a chance to talk.
- Does not share ideas and information with others.
- Unable to organise and summarise ideas both orally and in writing.
- Uses bad grammar or inappropriate language.
- Uses a disrespectful tone of voice.
- Judges and criticises others' ideas in an insensitive manner.

Conceptual Thinking			
The ability to grasp complex concepts, relationships between ideas, and applying abstract thinking to practical problems. This includes the ability to connect the dots in a creative and insightful manner to push the boundaries of knowledge and understanding.			
Level 1	Level 2	Level 3	Level 4
<p>Understanding fundamental concepts and principles.</p> <p>Identifying simple patterns and relationships.</p> <p>Recognising basic problems and potential solutions.</p>	<p>Breaking down complex problems into manageable parts.</p> <p>Combining different pieces of information to form a comprehensive view.</p> <p>Understanding the broader implications of decisions and actions.</p>	<p>Viewing the university as a whole and understanding interdependencies.</p> <p>Anticipating future trends and preparing for various outcomes.</p> <p>Generating creative solutions to complex problems.</p>	<p>Developing and articulating a clear vision for the institution's future.</p> <p>Addressing multifaceted issues with innovative strategies.</p>
Negative indicators: <ul style="list-style-type: none"> • Struggling to understand or work with abstract concepts and hypothetical situations. • Inability to adapt thinking when presented with new information or changing circumstances. • Failing to draw meaningful connections between different concepts or ideas. 			

Creativity and Innovation

The ability to generate and implement innovative initiatives to improve processes, research, practices and daily operations within the institution.

Level 1	Level 2	Level 3	Level 4
Has the ability to think creatively and uses initiative.	Works with team/unit members to identify new opportunities.	Stay updated with developments in own field.	The ability to invent a viable solution.
Voluntarily suggests improvements.	Implements and shares ideas within own division/department/peers.	Uses this information to promote best practice.	Demonstrates lateral thinking.
Promotes improvement ideas to senior colleagues in the team.	Reviews what other universities are doing and seeks to influence improvement measures within scope of own role.	Encourages and facilitates others to generate ideas.	Stay updated with best practice in all sectors and seeks opportunities to implement.
	Recognises that slight changes can make a significant impact.	Consistently thinks about an approach, process or service with the view to improvement.	Examines the external environment to identify opportunities for new learning programmes/ funding sources.
		Strives to continuously improve performance.	Encourages others to 'think outside the box.'
			Encourages and values new ideas, perceptions, and suggestions.
			Promotes a safe environment that supports educated risks.

Negative indicators:

- Difficulty to think outside the box to find creative solutions to problems.
- Waiting for others to suggest improvements or new ideas rather than proactively searching.
- Preferring to stick with traditional methods rather than exploring innovative solutions.

- Struggling to produce new or unique concepts.

Decision-making/ Judgement

The ability to review relevant information and make effective and timely decisions whilst considering its impact.

Level 1	Level 2	Level 3	Level 4
<p>Makes straightforward decisions based on pre-defined options using clear criteria/procedures.</p> <p>Makes decisions involving little consequence of error.</p> <p>Verifies that the decision/resolution is correct.</p>	<p>Makes straightforward decisions based on clear and adequate information.</p> <p>Considers the risks and consequences of action and/or decisions.</p> <p>Makes decisions involving minor consequence of error.</p> <p>Seeks guidance as needed.</p>	<p>Makes decisions by weighing several factors, some of which are partially defined and entail missing pieces of critical information.</p> <p>Develops solutions that address the root cause of the problem to prevent recurrences.</p> <p>Recognises, analyses and solves problems across projects and in complex situations.</p>	<p>Builds the framework for strategic decision-making by the Institution.</p> <p>Makes decisions aimed at advancing the institute's vision and goals.</p> <p>Balances a commitment to excellence with the best interests of clients and the institution when making decisions.</p> <p>Assesses internal and external environments for decision making.</p>

Negative indicators:

- Delays decision making.
- Makes decisions based on incomplete data or inaccurate assumptions.

- Ignores different viewpoints or makes decisions that impact short-term results at the expense of longer-term goals.
- Dealing with a problem by attempting the first thing that comes to mind.
- Overlooking the factors that led to the problem.
- Solving the immediate problem without thinking about the consequences.
- Jumping to a conclusion without thinking through the facts.
- Accepting facts and information as presented.

Quality commitment/ work standards			
The ability to always strive for excellence whilst adhering to high performance and ethical standards and to ensure that all work meets or exceeds quality standards.			
Level 1	Level 2	Level 3	Level 4
<p>Pays attention to the quality of one's work, ensuring for the accuracy of work produced.</p> <p>Provides information on a timely basis and in a usable form to others who need to act on it.</p> <p>Completes all work according to defined procedures and standards.</p> <p>Seeks for potential improvements in own area of responsibility.</p>	<p>Pays attention to the processes or elements leading to the accomplishment of results within own team or department.</p> <p>Seeking ways to improve quality and efficiency.</p> <p>Examines output of own department, looking for potential improvements.</p> <p>Establishes measurements to evaluate the quality of work outputs and processes.</p>	<p>Takes a holistic approach to the entire system acts to improve the efficiency of processes and quality of outputs.</p> <p>Frequently reviews current output and identifies potential improvements.</p> <p>Develops systems to continuously monitor the quality of work outputs and processes.</p> <p>Leads quality and process improvement efforts.</p>	<p>Not Applicable – Select “Resource Management”</p>

	<p>Expresses concern about quality.</p> <p>Communicates about practices that may compromise the quality of service.</p> <p>Alerts others about potential problems or implications for plans or actions.</p>		
--	---	--	--

Negative indicators:

- Is unconcerned with the quality of work and others.
- Presents untimely, incomplete, or inaccurate information.
- Does not maintain accurate records/files.
- Only does minimum required.
- Not concerned with improvements.
- Ignores procedures and standards.
- Unable to measure own work against the standard.
- Unconcerned about how own work impacts others.
- Relies on the manager to identify problems.
- Disinterested in correcting errors.
- Does not learn from mistakes.

Results focus			
The ability to remain focussed to successfully achieve predetermined goals and objectives that are aligned with the institutional strategy.			
Level 1	Level 2	Level 3	Level 4
<p>Proposes different methods, understands and recognises the value of other viewpoints and ways of doing things.</p> <p>Displays a positive attitude in the face of ambiguity and change.</p> <p>Encourages and enables flexibility.</p> <p>Ensures the delivery of high-quality results within the team.</p> <p>Develops and implements work plans with actionable components and measurable outcomes within the team.</p> <p>Establishes methodology for measuring outcomes; communicates results.</p> <p>Delivers services to clients and/or students that add value, while meeting and exceeding</p>	<p>Maintains a sense of urgency to complete high-priority actions and to achieve divisional objectives.</p> <p>Ensures the delivery of high-quality results within the division.</p> <p>Develops and implements work plans with actionable components and measurable outcomes within the division.</p> <p>Establishes methodology for measuring outcomes; communicates results.</p> <p>Cultivates strategic client and/or student relationships and loyalty.</p> <p>Delivers services to clients and/or students that add</p>	<p>Maintains a sense of urgency to complete high-priority actions and to achieve divisional objectives.</p> <p>Displays resilience and takes proactive measures to make improvements within the division.</p> <p>Ensures the delivery of high-quality results within the unit.</p> <p>Develops and implements work plans with actionable components and measurable outcomes within the unit.</p> <p>Establishes methodology for measuring outcomes; communicates results.</p> <p>Identifies, assesses, and evaluates client and/or student</p>	<p>Takes initiative and evaluates trends to improve efficiency and effectiveness, resulting in high-quality performance in self and in the operation.</p> <p>Uses benchmarking and reviewing of best practices to set and meet quality improvement targets as stipulated in the Strategic Plan.</p> <p>Ensures the delivery of high-quality results within the operation.</p> <p>Develops and implements work plans with actionable components and measurable outcomes within the operation.</p> <p>Establishes methodology for measuring outcomes; communicates results.</p>

client and/or student expectations. Promote cooperation and collaboration in others through trust-building and relationships.	value, while meeting and exceeding client and/or student expectations. Builds effective teams across the division and levels.	needs, and use best practices to develop solutions and respond to client and/or student needs. Builds effective teams across the unit and levels.	Identifies, assesses, and evaluates client and/or student needs, and use best practice and models innovative ways to respond to client and/or student needs. Builds effective teams across the operation and levels.
--	--	--	---

Negative indicators:

- Stops and gives up when facing the first obstacle.
- Seeks excuses rather than solutions or means of moving forward.
- Exaggerates one's own input or claims another's work or ideas as one's own.
- Fails to acknowledge the contributions of others.
- Does not take responsibility for missed targets.
- Fails to meet deadlines or keep within budget without proper reason.
- Loses sight of how a task fits into wider objectives.

Teamwork/ Collaboration			
The ability to effectively work together with others to accomplish mutual goals and to improve team unity.			
Level 1	Level 2	Level 3	Level 4
Respects and values different viewpoints. Willingly works towards team/shared goals. Recognises that all teams do not operate the same, adapts working style/method to achieve results.	Consistently, proactive and co-operatively contributes to core and wider teams/groups. Consistently displays positive approach to working with others.	Effectively delegates, monitors and motivates the team/working group. Sets a common aim/goal for the team.	Willingly commits time and resources to team-based projects. Creates an opportunity for everyone to fulfil

<p>Encourages other team members by recognising their individual contributions.</p> <p>Actively participates in team tasks in the workplace.</p> <p>Co-operates with and supports others.</p> <p>Works co-operatively and is a supportive member of the team/group.</p> <p>Contributes positively to achieve the team objectives.</p>	<p>Appreciates the differences between people and is flexible in accommodating others.</p> <p>Where appropriate, passes constructive feedback to colleagues.</p> <p>Works for solutions that most team/colleagues can support.</p> <p>Regularly volunteers and participates in activities.</p> <p>Shares work fairly.</p> <p>Enlists the active participation of everyone to ensure team goals are achieved within the context of the role.</p> <p>Promotes a collaborative spirit.</p> <p>Actively helps others to achieve team goals.</p>	<p>Seeks ideas and input from colleagues in own and other teams to make best use of expertise and improve performance.</p> <p>Creates a team environment through regular communication and involving staff in departmental activities.</p> <p>Shares knowledge, experience and expertise.</p> <p>Acknowledges the contributions of others and ensures the sharing of recognition for achievements.</p> <p>Works in partnership with colleagues and other departments to achieve common goals.</p>	<p>their potential within the team.</p> <p>Encourages teamwork across departments and locations.</p> <p>Encourages team members to voice their opinions constructively.</p> <p>Works to break down barriers within and across area. Helps individuals to understand the operation of the wider university.</p> <p>Demonstrate the advantages of cooperation across the different departments.</p> <p>Connect people with different styles/approaches and from diverse backgrounds to complement the team and to</p>
---	---	---	---

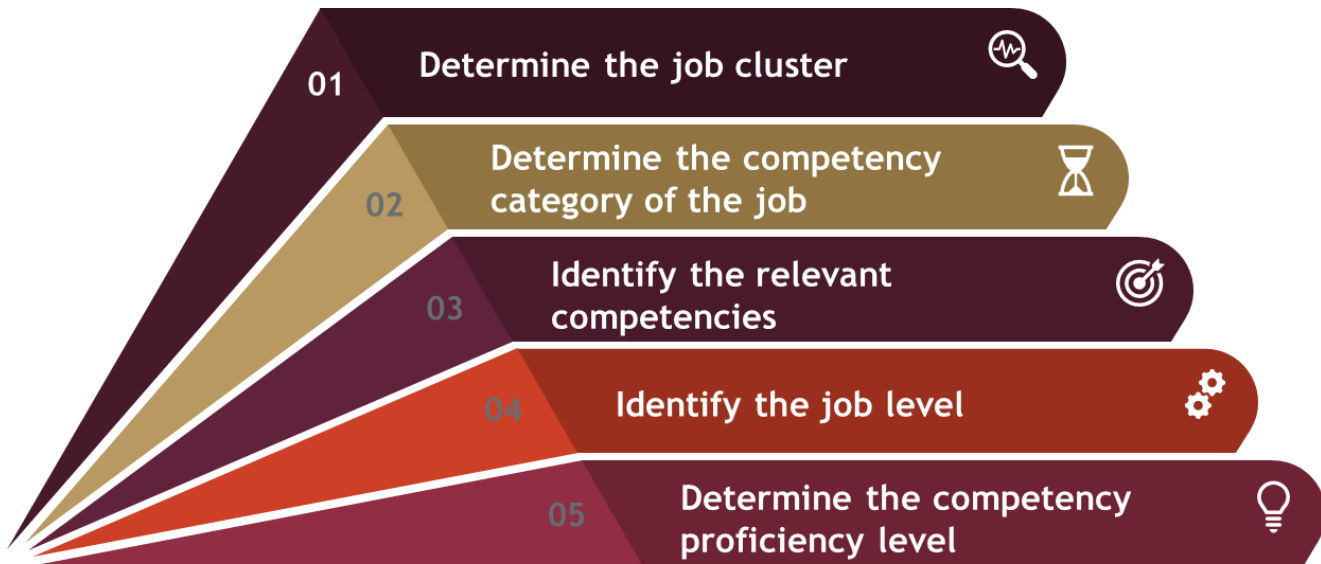
		<p>Works to achieve consensus.</p> <p>Builds teamwork, works collaboratively with team members and colleagues.</p>	<p>enhance the outcomes of the group.</p> <p>Shares information across teams and encourages others to do so.</p> <p>Monitors progress of teams against goals.</p> <p>Establishes teams and manages the team process.</p> <p>Is aware of campus diversity and incorporates this to form a team/team objective.</p>
--	--	--	---

Negative indicators:

- Confusion about individual responsibilities and priorities within the team.
- Not contributing during meetings or group activities.
- Not showing understanding or support for team members or colleagues.
- Working in isolation rather than collaboratively. Not trusting the abilities of others.
- Avoiding addressing conflicts or disagreements in a team.

5. Identification of competencies and levels

5.1 Steps to identify competencies and proficiency levels for a particular job



6. Assessment Tools

Help the university to identify skills gaps, inform training and development programs, and make better hiring and promotion decisions.

Below are various tools to assist line managers and staff members to assess competencies:

- **Skills Assessments:** evaluate specific technical or professional skills required for a role. It can include practical tasks, simulations, or written tests.
- **Competency Behavioural Interviews:** structured interviews that focus on past behaviour to predict future performance. Questions are designed to prompt examples of how candidates handled situations that are relevant to the assessed competencies.
- **360-Degree Feedback:** gathers feedback from an employee's line manager, peers, subordinates, and sometimes clients. It provides a comprehensive view of an individual's competencies and work habits.

- **Self-Assessments:** employees evaluate their own skills and performance. This can provide insights into their self-perceived strengths and areas for development,
- **Performance Appraisals:** regular reviews between managers and employees to assess achievements and areas for improvement against predefined competencies.
- **Personality and Psychometric Testing:** tests that assess cognitive abilities and personality traits, like problem-solving skills, critical thinking, and adaptability.
- **Task-Based Assessments:** practical tasks or assignments that simulate job functions to evaluate how well an individual performs in real-world scenarios.

7. Review and Update of the SUCF

The SUCF will be reviewed and updated on an annual basis. This is version number (1-2025).

8. Appendix

Additional resources like the PA Resource Guide and the PA Policy.