The University of Limerick

Behavioural Competency Framework
Final v 1.0

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Contents

1. Introduction and explanation of behavioural competencies

A competency is the term used to describe a cluster of related knowledge, skills, and attributes that contributes to successful job performance and, ultimately, to the goals and priorities of the University of Limerick. Competencies are typically expressed in terms of visible on-the-job behaviours. Competencies can usually be developed by participating in training, utilising individual coaching, and through on-the-job opportunities such as project and task team involvement.
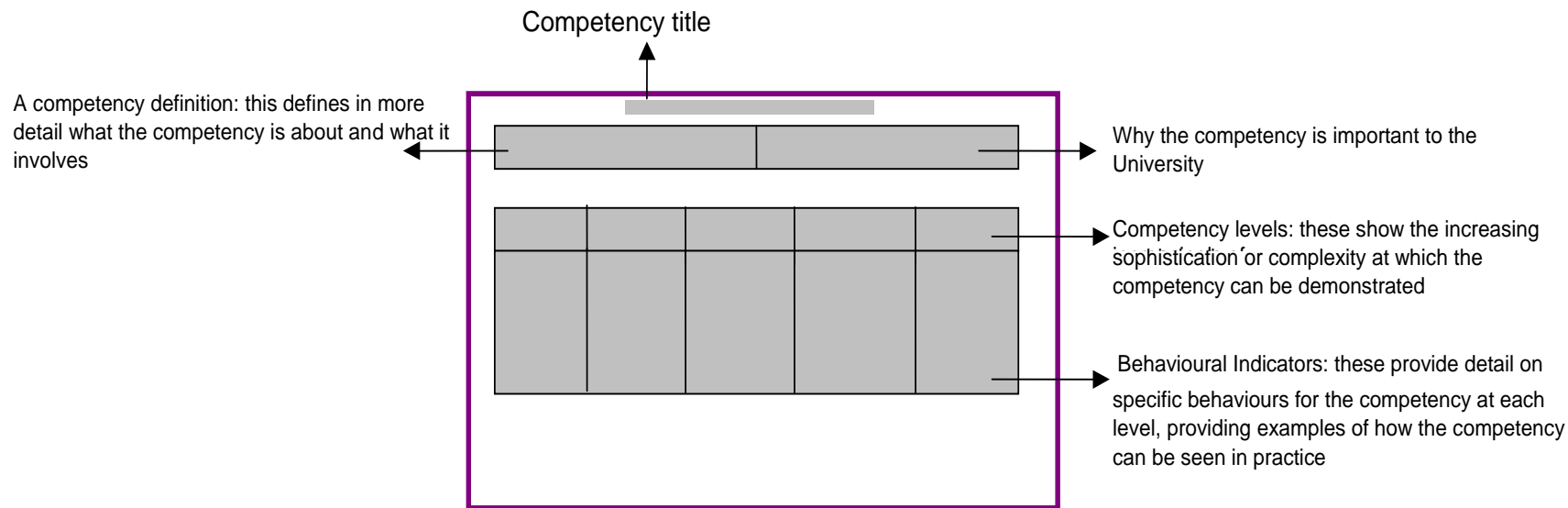
The identification of competencies, and the application of the competency framework, will assist the University in ensuring we have the capacity to deliver by:

- Providing staff with clear expectations about what is required to be successful in their jobs,
- Providing a foundation for professional development planning,
- Providing the foundation for university-wide human resource practices,

The competencies support the University's vision, mission, key goals and objectives. They also help strengthen staff commitment to the University's core values and principles as defined in its strategic plan.

12 behavioural competencies are described in detail in this document. Each area of competence is divided into 5 levels, each of these levels reflect a job family/constituency e.g. Level 5 will reflect the level of competence required for people at Senior Administrative Officer 1 while Level 1 will reflect the level of competence required for people at Administrator. Each competency has a number of common behavioural descriptors which are expected at all levels. The framework is built on the principle that Level 5 is built upon and includes levels 1, 2, 3 &4.

The individual competencies are displayed across the following pages in this format:

Competency title

A competency definition: this defines in more detail what the competency is about and what it involves

Why the competency is important to the University

Competency levels: these show the increasing sophistication or complexity at which the competency can be demonstrated

Behavioural Indicators: these provide detail on specific behaviours for the competency at each level, providing examples of how the competency can be seen in practice

Each core competency is described by a definition that indicates the general intent of the competency. Listed immediately below the definition are a number of key behaviours relevant to the competency. The behaviours are in no particular order of importance and they are not intended to represent all possible behaviours for each competency. They are, instead, intended as a guideline to the key behaviours that are desired of all University staff for a given competency.

2. The Behavioural Competencies

1. Customer Focus
2. Planning & Organising
3. Using Initiative - Achieving Goals
4. Decision Making & Problem Solving
5. Effective Communication
6. Team & Collaborative Working
7. Effective Relationships & Networking
8. Innovation & Creative Thinking
9. Change, Adaptability & Flexibility
10. Leadership
11. Continuous Development (Self & Others)
12. Thinking & Acting Strategically

Customer Focus

Definition	Why is this important to the University of Limerick (UL)?
Understands who the customer is and is willing and able to deliver high quality services; which meets the needs and exceeds the expectations of **all customers**. Constantly strives to find new ways to increase customer satisfaction.	The environment UL operates in is increasingly competitive; our ability to attract students, staff and funding depends on all of us being focused on the customer. In this context the 'customer' refers both to internal customers (i.e. other Students, Departments, Faculty, Administration, Staff, and Colleagues) and external customers (i.e., suppliers, partners and external bodies – National and International). This behaviour is about fully understanding customer needs in order to develop and deliver appropriate services.

Level 1 **Takes pride in and is committed to delivering high quality services.**	Level 2 **Strives to tailor service to customer needs** **Encourages others to focus on the customer** **Identifies and clarifies individual customer needs.**	Level 3 **Consistently strives to enhance existing services and influences resultant action plans.**	Level 4 **Ensuring a 'customer focussed' approach is implemented in own area. Systematically analyses customer information.**	Level 5 **Consistently looks for opportunities to improve the business area.** **Develops and implements customer standards and plans to achieve the highest possible standards of service excellence.**
Positive indicators:				
■ Demonstrates knowledge of procedures and customer standards within own area, and ensures that they are maintained in day to day service delivery ■ Presents a positive image to the customer. ■ Is responsive and prompt, follows through on customer enquiries, requests and complaints with a timely and complete response. ■ Able to recognise when the customer is under pressure or vulnerable and respond appropriately - Is tactful and diplomatic.	■ Demonstrates sensitivity and understands the customers' perspective. ■ Takes opportunities to research and understand customer needs, gain feedback and assess ways in which systems and procedures can be improved. ■ Co-ordinates feedback from customers to ensure satisfaction, and shares the results with line manager.	■ Organises processes around the customer taking account of complex and sensitive issues to meet their needs. ■ Monitors related/connected service delivered by others ■ Gathers and monitors customer feedback. ■ Encourages others to review what is being delivered to the customer with a view to drafting improvement plans. ■ Manages customer expectations, being realistic about the potential outcome - Balances customer needs with organisational needs. ■ Bases a new project / service on evidenced customer need.	■ Understands and keeps up to date on wider issues at local and national level that may have an impact on the service provided. ■ Is proactive, benchmarks, best practice, seeks service improvement. ■ Ensures systems are in place to communicate relevant information to others either within own division/department/team or to committees/groups, or to colleagues. ■ Manages the process of reviewing policies and procedures to improve satisfaction with the service provided within the scope of own department or project. ■ Ensures the development and implementation of agreed customer improvement plans.	■ Leads and champions customer focus throughout area/UL. ■ Translates operational feedback into strategic improvements - Acts decisively to address inefficient or under performing areas of the business. ■ Sets service targets and monitors progress in order to drive up service standards. ■ Forms strategic & diverse groups/partnerships to improve services. ■ Review processes regularly to continuously improve service. ■ Takes responsibility for ensuring that improvements are actioned and have the desired effect. ■ Is aware of changing market needs and makes changes to existing services, where necessary.

Planning & Organising

Definition	Why is this important to the University of Limerick (UL)?
Organises own time effectively, creates own work schedules, prioritises workload, prepares in advance and sets realistic timescales. Monitors progress towards operational or strategic objectives. Makes sure all activity and **resources** are used efficiently and effectively.	In moving forward we need to demonstrate a focus on integrated business planning and ensuring value for money. This means that we must plan and make the best possible use of our resources in line with the Strategic Plan.

Level 1 **Plans and prioritises own work, with reference to line Managers. Makes best use of own time and meets deadlines.**	Level 2 **Plans activities thoroughly for self / others.** **Makes best use of all available resources.**	Level 3 **Contributes to the development of operational plans, ensures plans are fully implemented, monitors progress to operational objectives.** **Seeks to improve how resources are used.**	Level 4 **Contributes to the development of business planning.** **Project management of operational plans.** **Monitors progress and ensures that corrective action is taken to meet targets.**	Level 5 **Responsibility for the development of a business plan for own area, which contributes to the UL strategic plan.** **Secures and makes best use of resources to manage fluctuating demands. Responsibility for the design and planning of key projects.** **Is focused on value for money.**
Positive indicators:				
■ Effectively prioritises, is able to organise work to meet designated deadlines. ■ When competing priorities exist, will seek direction from more senior colleague. ■ Carries out activities in an orderly and well-structured manner and pays attention to detail. ■ Lets people know if things get delayed, informs team and others of progress.	■ Ensures others – colleagues are clear on activity, work load and priorities. ■ Assesses and reassesses priorities as required - Effectively resolves competing priorities. ■ Provides effective support to others to enable delivery. ■ Monitors progress on process and resources to ensure deadlines are met. ■ Understands and follows procurement and financial controls. ■ Effectively plans and co-ordinates small projects.	■ Prioritises workload to ensure everything is completed to the agreed standard, monitors progress. ■ Monitors /income and expenditure. ■ Drafting and implementation of contingency plans. ■ Where required to structure work of team, ensures realistic timescales are set for both self and others. ■ Contributes to the planning process of own area. ■ Establishes effective measures of progress against agreed expectations.	■ Identifies critical tasks and deliverables, and obtains or organises necessary resources and support to achieve operational objectives. ■ Negotiates the prioritisation of work targets and resources, and monitors effectiveness. ■ 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.	■ Plans, organises and manages activities to make sure budget resources are used efficiently and effectively to achieve UL and department/unit goals (where appropriate). ■ Manages the implementation of area plans and ensure that corrective action is taken to meet targets. ■ Develops / implements processes for tracking progress against high level performance indicators (i.e. Service Level Agreement). ■ Reports on progress of key activity within area/department to line manager. ■ Incorporates contingencies into plans. Prioritises in climate of continuing change. ■ Provides clear direction and makes sure that staff/colleagues know what

				is expected of them.
				■ Sets goals and targets beyond those required and continuously strives to achieve them.

Using Initiative, Achieving Goals

Definition	Why is this important to the University of Limerick (UL)?
Ability to focus efforts and energy on successfully achieving standards of excellence in delivery of goals and objectives. Thinks ahead, identifies opportunities and independently takes action to influence events where appropriate. Is accountable for meeting objectives to the required standard.	This behaviour shows the necessary determination and tenacity to complete high quality work as well as raising performance levels over the short, medium and long term. An important part of this behaviour is monitoring performance against agreed objectives and measures, and dealing promptly and effectively with performance issues. Takes initiative to improve performance by introducing new strategies.

Level 1 **Takes personal responsibility for, and pride in own work. Recognises what needs to be done and does it.**	Level 2 **Determines best method to achieve goals and maintains flexibility ensuring effective delivery of work.** **Uses initiative to resolve problems where the solution may not be immediately apparent.**	Level 3 **Implements processes to enable the achievement of the team goals and objectives.**	Level 4 **Contributes to the identification of stretched objectives for delivery. Ensures processes and procedures are in place for the delivery of the service.**	Level 5 **Is responsible for setting and meeting challenging goals and objectives.**
Positive indicators:				
■ Is proactive, takes action to resolve problems and fulfil own responsibilities - works towards goals and standards. ■ Demonstrates attention to detail and accuracy in approach, strives to meet performance standards. ■ Clarifies what is expected. ■ Approaches daily tasks with energy, engagement and enthusiasm.	■ Regularly reviews and adopts most efficient approach to achieve team / area's objectives. ■ Encourages teams to meet targets while maintaining quality of work. ■ Monitors performance against clear standards or deadlines, providing appropriate feedback when required. ■ Actively seeks to understand reasons for obstacles and to find ways to overcome.	■ Sets and agrees clear standards to achieve goals with team/colleagues (where appropriate). ■ Identifies the causes of slippage/ failure and takes prompt action. ■ Builds commitment to achieve desired results. ■ Seeks feedback from the University community and customers to improve performance.	■ Is accountable for the delivery key area objectives (where appropriate). Sets SMART objectives for self / team (where appropriate). ■ Regularly reviews progress of plans to redirect action when necessary to achieve targets. ■ Strives to raise performance levels of self /others. ■ Uses initiative and looks ahead, considers external developments relevant to own area, identifying trends and emerging patterns when making recommendations to others.	■ Identifies unit strategies based on the University's goals and objectives. ■ Considers the alignment of processes, and methods and identifies actions and changes needed to meet objectives. ■ Collaborates with staff to determine how best to achieve results (where appropriate). ■ Monitors and evaluates results against goals and objectives. ■ Deals firmly and promptly with performance issues; lets people know what is expected of them and when (where appropriate).

Decision Making & Problem Solving

Definition	Why is this important to the University of Limerick (UL)?
Ability to analyse situations, diagnose problems, identify the key issues, establish and evaluate alternative courses of action and produce a logical, practical and acceptable solutions.	UL operates in a rapidly changing environment, in order to meet these challenges all staff need to be encouraged and empowered to solve problems and make decisions and learn from the process.

Level 1 Gathers relevant information. Solves problems, makes decisions independently within own area of responsibility, or in conjunction with other team members or more senior staff.	Level 2 Resolves both problems that occur on a regular basis and more complex infrequent problems. Uses judgment to assess exceptions.	Level 3 Recognises patterns, and connections. Looks at a complex problem from many angles. Exercises good judgment, makes well informed decisions in a timely manner; consults with others as appropriate before implementing decisions.	Level 4 Analyses, assesses, resolves / makes recommendations on complex problems. Proactively solves problems to affect change, makes informed decisions. Takes responsibility and is accountable.	Level 5 Analyses situations at both a strategic and operational level. Identifies the key issues, and solutions Acts decisively with sound judgment.

Positive indicators:

■ Takes in information quickly and accurately to understand issues. ■ Knows what decisions they can make in their job and makes them ■ Breaks problem down into smaller parts. ■ Shows patience and determination in resolving a problem. ■ Uses common sense and refers to existing practices and procedures when analysing a problem.	■ Breaks a relatively complex problem down into component parts. ■ Gathers the relevant information and facts. ■ Solves problems by a process of analysis, looking at root causes, weighing up the pros and cons of different approaches. ■ Finds the balance between the need for being thorough (i.e. having sufficient information) with the requirement to make a timely decision. ■ Uses information from a variety of sources including own networks to solve problems. ■ Evaluates and makes decisions in relation to procedures, precedents, policies and standards in own area of responsibility.	■ Considers the operational impacts of decisions on University division/departments/team, stakeholders and others. ■ Identifies the specific information required to clarify a situation or to make a decision. ■ Gets more complete and accurate information until root cause has been understood - sees implications and consequences. ■ Generates alternative solutions by collaborating with people who are impacted by, or have knowledge of, the problem, issue or challenge.	■ Fully scopes out problems, taking into consideration impact within own area/department and across UL. ■ Resolves problems where there is a range of information, or diverse, partial and conflicting data. ■ Looks ahead and considers external developments, identifying trends and emerging patterns when making important decisions. ■ Equips people to make decisions. Ensures that individuals working in own area have sufficient information and guidance to make effective decisions. ■ Makes informed decisions; considering potential implications ■ Consults collaboratively across UL when developing a solution where appropriate. ■ Is able to balance the need for decisiveness and caution.	■ Considers the impacts of decisions on University community, both short term and long term. ■ Demonstrates leadership and courage in making tough or unpopular decisions. ■ Works collaboratively and tests ideas with a wide range of people internally and externally. ■ Makes decisions through weighing up the cost-benefit and risk implications. Provides specialist / authoritative advice to others as required to enable them to make decisions.

Effective Communication

Definition		Why is this important to the University of Limerick (UL)?		
Ability to effectively communicate; both verbally and in writing, with individuals and groups. Ensures there is an effective flow of information in terms of awareness and understanding. Is flexible and able to use varying styles and methods of communication.		Effective communication internally and externally is the ability to communicate with others in a manner that conveys the key messages and is appropriate to the audience. Effective communication will lead to a high quality and accessible service.		
Level 1 **Communicates information clearly and accurately both written and oral.**	**Level 2** **Communicates detailed information clearly, both written and oral.**	**Level 3** **Tailors communications to effectively reach an audience. Has the ability to influence and negotiate within requirements of role.**	**Level 4** **Communicates persuasively and confidently both to external and internal groups.** **Plays a representational role.**	**Level 5** **Able to effectively present to and facilitate influential groups either within the University or externally. Influences outcomes.**
Positive indicators:				
■ Presents appropriate information in a clear and concise manner, both written and oral. ■ Checks own understanding and that of others. ■ Adjusts communication style to the situation or person. ■ Presents written information grammatically correct, and in a style appropriate to level of formality. ■ Communicates information in a friendly and approachable style. ■ Maintains accurate and up-to-date information. ■ Effectively contributes to divisional/departmental/team meetings.	■ Carefully prepares / organises written information for meetings and presentations. ■ Facilitates discussions with colleagues/others to achieve a common objective, contributes effectively to group discussion. ■ Able to influence within the scope of the role - Uses a range of methods to influence others, e.g. explain benefits and give background information. ■ Produces factual and concise written reports, minutes and correspondence of high quality.	■ Effectively explains / conveys key, and at times complex, information (technical, legal, regulatory, or procedural) to others, adapting content and style, as necessary and ensuring that this information is understood. ■ Takes others' perspectives into account when, negotiating or presenting arguments ■ Anticipates reactions to messages and adapts communications accordingly. ■ Proactively shares information and resources across areas which support improvement.	■ Is a persuasive communicator. ■ Presents succinct, well balanced information written and oral, with clear outcomes. ■ Encourages a positive environment for constructive challenge and feedback. ■ Creates an environment where people are encouraged to communicate openly. ■ Shares relevant information concerning strategic / long term plans with colleagues/own team. ■ Develops proposals and reports in a style and language necessary to guide, inform, and/or persuade in line with UL protocol.	■ Develops strategic proposals and policies in a style and language necessary to guide, inform, and/or persuade. ■ Is capable of communicating to diverse audiences. ■ Effectively influences outcomes, sells the benefits of the position they are proposing, and negotiates to find solutions that the majority will accept. ■ Is aware of organisational politics when communicating. ■ Creates and implements appropriate communication strategies to support projects.

Team & Collaborative Working

Definition	Why is this important to the University of Limerick (UL)?
Ability to work co-operatively within a group and across UL to achieve UL goals in a respectful manner. Fosters a collegiate environment. Understands and is tolerant of differing needs and viewpoints.	**Internally** – Employees work co-operatively together sharing best practice, breaking down departmental barriers and communicating fully and openly on new initiatives and priorities. **Externally** - The employees within the University work in partnerships with other bodies to develop and deliver joint programmes, research, teaching & learning, procurement and training & development, in the interests of increasing efficiency, improving quality, enhancing flexibility and meeting national needs.

Level 1 **Works co-operatively and is a supportive member of the team/group.** **Contributes positively to the achievement of team objectives.**	Level 2 **Fosters a collaborative /teamworking spirit.** **Actively helps and supports others to achieve team goals.**	Level 3 **Builds teamwork, works collaboratively with team members and colleagues.**	Level 4 **Establishes Teams and manages the team process.** **Is aware of campus diversity and incorporates this into forming a team / team objectives.**	Level 5 **Leads a cohesive team approach by promoting the importance of working both within and across departments and locations to achieve team and wider UL strategic objectives.**
Positive indicators:				
■ Respects and values differing viewpoints. ■ Willingly works towards team / shared goals. ■ Recognises that all teams do not operate in the same way, adapts their working style/method to achieve results. ■ Encourages other team members by recognising their individual contribution. ■ Actively takes part in team tasks in the workplace. ■ Co-operates with and supports others.	■ Contributes to core and wider teams / groups in a consistently proactive and co-operative manner. ■ Consistently displays positive approach to working with others. ■ Appreciates the differences between people and is flexible in accommodating others. ■ Where appropriate, passes constructive feedback to colleagues. ■ Works for solutions that the majority of team/colleagues can support. ■ Regularly volunteers and participates in activities. ■ Shares work out equitably and fairly ■ Enlists the active participation of everyone to ensure team goals are achieved within the context of the role.	■ Effectively delegates, monitors and motivates the team/working group ■ Sets a common aim/goal for the team. ■ Seeks ideas and input from colleagues in own and other teams to make best use of expertise and improve performance. ■ Creates a team environment through regular communication and involvement of staff in the activities of the department. ■ Shares knowledge, experience and expertise. ■ Acknowledges the contribution of others and ensures that the recognition for achievements is shared. ■ Works in partnership with colleagues and other departments to achieve common goals. Works to achieve consensus.	■ Willingly commits time and resources to team-based projects. ■ Creates an opportunity for everyone to fulfil their potential within the team. ■ Encourages team work across departments and locations. ■ Encourages team members to voice their opinions in a constructive way. ■ Works to break down barriers within and across area. Helps individuals understand how the wider organisation operates and how co-operation across the different departments is beneficial. ■ Brings together people with different styles/approaches and from diverse backgrounds to complement the team and enhance the outcome of the group. ■ Shares information across teams and encourages others to do so. ■ Monitors progress of teams against objectives.	■ Fosters a University culture that values fairness, inclusiveness and diversity. ■ Develop strategies to improve cross functional/intra departmental teamworking. ■ Identifies opportunities for cross functional collaboration. ■ Brings collaborative groups together to achieve an objective and focuses group on delivery. ■ Instils a sense of pride in the work of the team and the organisation as a whole, by highlighting achievements. ■ Supports initiatives designed to increase and enhance the inclusion of individuals/groups from diverse backgrounds. ■ Challenges others whose behaviours/actions do not show an acceptance and appreciation of diversity.

Effective Relationships & Networking

Definition	Why is this important to the University of Limerick (UL)?
Ability to build and maintain effective relationships and networks. This may be in relation to contacts, both inside and outside the university who can provide information, assistance and support.	The quality of the relationships we develop with external contacts and with colleagues has a direct impact on perceptions of the effectiveness of our work. This competency highlights key UL values 'the values of flexibility, diversity, dignity and respect, and collaboration' and is a starting point for the development of a number of related attitudes and behaviours described in this competency framework.

Level 1 Builds effective working relationships, in order to provide information and enhance service.	Level 2 Nurtures relationships and contacts, both internal and external as sources of information and expertise to support work activities.	Level 3 Uses internal/external networks and relationships to identify and develop opportunities which may be of relevance to UL/department.	Level 4 Develops internal/external relationships with a University focus, to resolve both short-term issues and advance longer-term projects/work.	Level 5 Builds and expands networks and coalitions, to achieve both operational and strategic goals.
■ Interacts openly and honestly with others. ■ Listens and respects different viewpoints ■ Addresses misunderstandings directly with others involved. ■ Maintains confidentiality. ■ Respectfully deals with wide range of people. ■ Takes time to get to know co-workers, to builds rapport and establish a common bond. ■ Offers assistance to others where appropriate.	■ Regularly identifies and engages effectively with internal and external interfaces. ■ Encourages others to express viewpoints. ■ Provides assistance, information and support to others. ■ Spends time thinking through issues with others utilising their skills and making them feel valued. ■ Will offer advice and provide support even if there is no immediate or obvious return. ■ Makes compromises in order to achieve tasks or to gain cooperation from others. ■ Considers diversity of viewpoints to be important. ■ Uses facts and information from networks to influence and achieve goals.	■ Understands the conditions for effective partnership working. ■ Speaks authoritatively on own area of expertise and is credible with partners/colleagues. ■ Creates network opportunities) for own division/department/team interested parties to exchange information with others. ■ Attends and participates in relevant committees and represents and promotes area/UL. ■ Protects the integrity of relationships by not using influence inappropriately.	■ Identifies networks/committees which would be of benefit to UL. ■ Ensures that UL is represented at fora that are considered of importance to the University. ■ Develops relationships through attendance/participation at national or international committees/events which will keep profile of UL high. ■ Demonstrates the ability to cultivate effective networks in different parts of UL. ■ Uses networks and relationships to build support for ideas and achieves results. ■ Is able to influence others in a positive way.	■ Applies an understanding of power and influence in networking both internally and externally to accomplish goals. ■ Understand implications of outcomes of Executive and Management Committees and ensures relevant actions are taken within own division/department/team. ■ Uses networks and relations to achieve results and influence strategic outcomes. ■ Is capable of defusing high-tension situations, if they arise. ■ Has excellent negotiation skills and is able to develop mutually agreeable outcomes with people at all levels.

Innovation & Creative Thinking

Definition		Why is this important to the University of Limerick (UL)?		
Ability to develop new insights into situations and apply innovative solutions to make improvements. Creates a work environment that encourages creative thinking and innovation in the design of programmes and processes.		UL prides itself on being a **pioneering and entrepreneurial University.** It is important for the University to deliver services that are creative, innovative and appropriate. Individuals that demonstrate this competency have the ability to act creatively and be forward thinking.		
Level 1 **Has the ability to think creatively and implements solutions for everyday problems.**	**Level 2** **Has the ability to think creatively and strives to continually improve own processes and areas of business.**	**Level 3** **Implements new progressive programmes/processes.**	**Level 4** **Identifies designs and develops innovative programmes and processes.**	**Level 5** **Identifies gaps against best practice (nationally & internationally). Puts forward proposals and develops strategic implementation plans to introduce new and improved ways of operating.**
Positive indicators:				
■ Has the ability to think creatively and uses initiative. ■ Voluntarily puts forward suggestions for improvements. ■ Promotes improvement ideas to more senior colleagues in own division/department/team.	■ Works with team / unit members to identify new opportunities. ■ Implements and shares ideas within own division/department/peers. ■ Reviews what other Universities are doing and seeks to influence improvement measures within scope of own role. ■ Recognises small changes can make a big impact.	■ Keeps up-to-date with developments in own field. Uses this information to promote best practice. Encourages and facilitates others to generate ideas. ■ Consistently thinks about an approach, process or service with the view to improvement. ■ Strives to continuously improve performance.	■ The ability to create a viable solution from a blank page - Demonstrates lateral thinking. ■ Keeps up-to-date with best practice in all sectors and seeks opportunities to implement within UL. ■ Scans the external environment to identify opportunities for new learning programmes/funding sources. ■ Encourages others to 'think outside the box'. ■ Encourages and values new ideas, perceptions and suggestions. ■ Fosters a safe environment in which educated risks are supported.	■ Ensures that opportunities for business development identified by self or others are acted on. ■ Identifies funding /revenue/ opportunities to action ideas. ■ Develops clear action plans to close gaps. ■ Obtains and provides resources to enable implementation of new ideas / initiatives (where appropriate).

Change, Adaptability & Flexibility

Definition	Why is this important to the University of Limerick (UL)?
Flexible and comfortable adapting current work practices and procedures to respond to changing/different situations. To embrace change, take intelligent/measured risks, and support others to engage in the change process.	Within UL, this behaviour is about making changes that increase the effectiveness of our work. Externally, it is about increasing our sphere of influence and impact. Creates and environment that responds positively to change and encourages an understanding that everyone can make a difference.

Level 1 Understands the need for change, and is willing to adapt to it.	Level 2 Recognises where changes can be made and takes steps to make those changes. Gains commitment from others to change.	Level 3 Introduces and promotes the need for change and implements new approaches, to improve processes and services.	Level 4 Involves and motivates others in finding improved ways of working. Manages specific change projects.	Level 5 Leads change projects that have an important strategic impact on the University. Effectively plans for and manages their implementation.
Positive indicators:				
■ Is flexible and responsive to changing work priorities and issues. ■ Shows a willingness to try out new ways of working. ■ Promotes improvement ideas to more senior colleagues. ■ Adjusts own working style to fit different situations. ■ Willing changes work routines or patterns. ■ Is willing to use new technology.	■ Contributes positively to the change process and sees change as an opportunity to improve performance. ■ Works with division/department/ team members to identify change opportunities. ■ Identifies and makes changes to improve efficiency and quality of service of own area via input to procedures and processes. ■ Implements and shares ideas for continuous improvement within division/department/team.	■ Proactively shares information and resources relating to the change agenda. ■ Is aware of overall objectives of UL, when implementing new processes. ■ Understands and promotes the need for change. ■ Implements the agreed change initiatives. ■ Communicates changes to others in a clear and positive way. ■ Evaluates processes against best practices in order to make improvements. ■ Balances current work priorities with change priorities.	■ Supports others during change. ■ Creates an environment where change is 'the norm' and ways of working are consistently challenged. ■ Actively seeks out information in relation to changes which affect their division/department/team and puts plans in place to ensure implementation ■ Communicates the need and rationale for change – explains the 'why' and the 'what'. ■ Helps people to develop a clear understanding of what they will need to do differently, as a result of changes. ■ Manages the agreed change implementation process/initiative.	■ Act as a role model for change by demonstrating a commitment to the change process. Communicates a clear, compelling vision of what the change will accomplish. ■ Encourages others to incorporate continuous improvement as a way of approaching work. ■ Collaborates with key stakeholders to promote major change initiatives. ■ Obtains and provides resources to enable implementation of change initiatives. ■ Helps others deal with their reactions to change. ■ Recognises and acknowledges staff for their contributions during the change process (where appropriate).

Leadership

Definition	Why is this important to the University of Limerick (UL)?
Ability to Lead, encouraging, inspiring and supporting others to deliver. Has the ability to understand how individuals, at all levels, operate and how best to use that understanding to achieve objectives in the most efficient and effective way. Promotes the principle of meritocracy.	All employees should consider themselves as leaders. One should lead by example by encouraging, motivating and support individuals/work colleagues to use their energy and talents towards achieving a common goal.

| Level 1

Sets a good example. Enthuses others through own positive and energetic approach. | Level 2

Gives direction and instruction. Keeps people informed and gets the best out of people through enthusiasm and recognition. | Level 3

Leads by example. Sets standards for oneself and others. | Level 4

Leads by example at individual, team and peer level. Demonstrates suitable people management styles in order to motivate and manage performance effectively. | Level 5

Communicates the vision. Sets strategic direction for own part of the business ensuring buy in to the decision making process and commitment to decisions made. |
|---|---|---|---|---|
| **Positive Indicators** | | | | |
| ■ Willingly takes the lead when required to get things done.
■ Demonstrates professionalism when representing own area.
■ Responds positively to challenges.
■ Builds credibility by being trustworthy and reliable. | ■ Assigns and co-ordinates work as required.
■ Trusts others to deliver work once delegated appropriately.
■ Ensures that work not meeting these standards is addressed.
■ Encourages development within the department.
■ Recognises those individuals who need reassurance and supports and encourages them. | ■ Establishes acceptable levels of quality and quantity of work; reviews, recognises and supports achievement.
■ Gives others opportunities to practise new skills and capabilities, and provides support.
■ Addresses issues of performance and quality standards across division/department/team.
■ Understands in depth what motivates and encourages team members and colleagues.
■ Encourages work-life balance amongst team to maintain healthy workforce and promote long term effectiveness.
■ Relates to all colleagues with dignity, respect, objectivity and honesty.
■ Deals with problematic issues effectively. | ■ Sets challenging standards.
■ Encourages and develops personal accountability in others.
■ Clearly communicates expectations and consistently monitors outcomes.
■ Coaches, guides and supports staff as a means to help them develop.
■ Delegates fully and creates opportunities which help others to develop their potential.
■ Inspires and empowers others to overcome difficulties and achieve goals.
■ Nurtures strong team identity and pride.
■ 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.
■ Sets and ensures personal objectives and work plans outcomes are met using the Performance & Development Reviews System (PDRS) process. | ■ Sets clear goals and standards, ensures shared ownership of these within team (where appropriate).
■ Monitors progress against goal achievement.
■ Pro-actively communicates across the organisation levels and functions the importance of short and long term goals and objectives. Key Performance Indicators (KPI's) are established and used to meet the University's goals and targets.
■ Ensures individual contributions are maximised.
■ Recognises and celebrates others' contributions & achievements.
■ Works to provide a supportive environment by managing resources and removing blocks to effective working.
■ Communicates and gains team commitment to a vision of what is to be achieved, instils a sense of passion in people about the work of the University and their own division/department/team. |

Continuous Development (Self and Others)

Definition	Why is this important to the University of Limerick (UL)?
Recognises that continuous development is essential for success in any role, and takes steps to develop self, and helps others to excel at what they do.	As an organisation UL strives to excel in its field. The value of Human Resources and HR Management in adding value to the organisations strategic goals is promoted within and across all business areas. By ensuring that there is a culture of continuous development employees can be encouraged to reach their full potential. Thus ensuring maximum effectiveness and a spread of expertise at appropriate levels to deliver on the key strategic goals of the University.

Level 1 Seeks to improve and develop self. Responds positively to development needs that are brought to his/her attention.	Level 2 Takes a positive approach towards development of self and others. Provides regular encouragement and support to reinforce key behaviors in others.	Level 3 Provides regular informal constructive feedback on performance to others in order to improve capability and confidence. Stays current in own field of expertise.	Level 4 Actively seeks out opportunities to learn and develop. Actively promotes learning and development in others.	Level 5 Leads continuous professional and personal development in support of the division/department/ team, area and the University overall.
■ Understands own strengths and areas for improvement. ■ Uses the PDRS system to identify own development needs. ■ Takes action to develop further and looks for new challenges. ■ Keeps up to date with knowledge and skills required to be successful in the role. ■ Uses staff development programmes that are available.	■ Assesses own ability and knowledge relevant to role / team and works to improve these where appropriate e.g. skills training, additional job experience. ■ Consistently shares and applies lessons learnt, best practice and knowledge with team/ unit. ■ Makes positive comments regarding others' strengths and encourages others to see the opportunity for development where appropriate.	■ Consistently reflects on own areas for development and others where appropriate. ■ Selects appropriate development activities from a range of competing alternatives and pursues them where appropriate. ■ Continually looks for ways to expand job capabilities. ■ Plans and monitors learning and development activities for self and others where appropriate, using PDRS. ■ Supports and trains others in own areas of expertise, where appropriate.	■ Proactively keeps up to date with own knowledge / learning by reading, talking to others inside and outside UL, and attending seminars/ conferences. ■ Empowers individuals and/or colleagues by appropriately delegating work which challenges them and provides stretching but realistic targets. ■ Provides regular informal constructive feedback on performance. ■ Works with direct reports through the PDRS to identify areas for development in the future. ■ Innovative in facilitating learning opportunities. ■ Actively provides coaching, training and mentoring to individuals.	■ Encourages staff to take initiative and ownership for their learning. ■ Establishes work and learning plans with staff through the PDRS process that will support the University's Strategic Plan. ■ Manages and assigns duties to help staff build skills and knowledge (where appropriate). ■ Coaches staff to meet performance expectations. ■ Leads by example by openly pursuing continuous personal development (where appropriate). ■ Understands and keeps abreast of developments nationally and internationally. Interprets and acts on this information.

Thinking & Acting Strategically

Definition		Why is this important to the University of Limerick (UL)?		
Understands the purpose, context, goals, and objectives of the University, their own area, and how there are strategically interlinked. Demonstrates an understanding of how current actions will impact on longer term business objectives. –		This behaviour is important to understand the complex environment in which the University operates. Is able to think and act upon the big picture. Creates and shapes a vision of the future that fits in with the University's long term objectives.		
Level 1 **Understands and is able to link own work to the goals and objectives of the division/department/team.**	**Level 2** **Understands the culture and goals of the University as they relate to own area. Generates ideas which contribute to the Department or unit plans.**	**Level 3** **Has an in depth understanding of how own division/department/team operates, and its' linkages with other areas within UL or other delivery partners. Contributes operationally to the development of strategy in own area of responsibility.**	**Level 4** **Contributes to the development of key goals. Implements agreed priorities and, communicates the vision to others.**	**Level 5** **Develops and manages the implementation of plans for own department/area. Contributes actively to University strategy.**
■ Knows what is expected of own role and how this contributes to the objectives of the division/department/team. ■ Understands policy and procedure within own division/department/team. ■ Knows broadly what services are available within the University. ■ Keeps up to date with developments in own division/department/team.	■ Understands and keeps up to date, at a broad level, with the key functions of other major areas within the University. ■ Understands the goals of own department and encourages others to understand the division/department's/team goals. ■ Provides advice, information and direction to others to support the achievement of division/department/team objectives.	■ Analyses and develops ideas for the plans of the division/department/team ■ Develops operational work plan for own division/department/team project. ■ Provides specialist advice and knowledge to colleagues, partners and other individuals and agencies to support the achievement of objectives.	■ Contributes to developing the strategy within own area. ■ Communicates the importance of the University's (division/ department/ team) vision and mission to staff/others. ■ Seeks collaboration with others to advance sector/ UL/Department goals. ■ Ensures that peers, colleagues and self are aware of contribution to overall strategy in the UL. ■ Identifies opportunities which will benefit own area or others or UL as a whole.	■ Designs, develops and implements plans and actions to realise the University's goals within own division/department/team. ■ Aligns the department's goals with the University's strategic direction. ■ Can clearly communicate the overarching goals and objectives of own area of responsibility, and puts this into wider Departmental and UL context. ■ Understands the decision making processes within the University. ■ Uses this information for the benefit of own area and to progress wider UL issues. ■ Is able to articulate strategy to a wider audience.