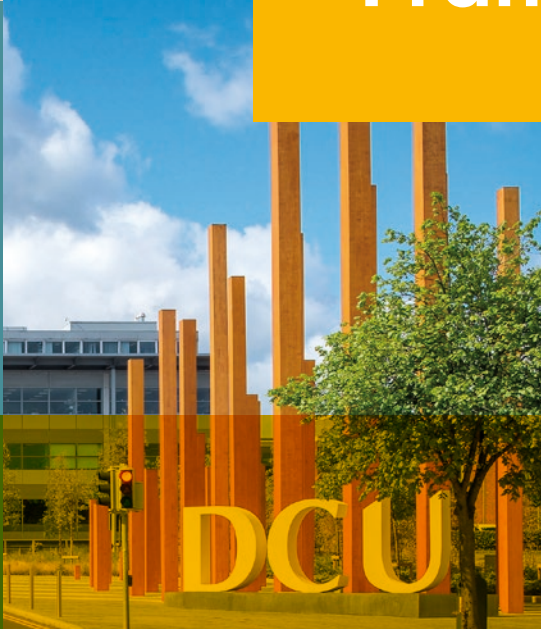




Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University



DCU Professional Development Framework





Introduction

DCU is a vibrant and ambitious University whose success is built on the contribution of exceptional people, both academic and professional. The **DCU Professional Development Framework** provides clarity on the behavioural competencies that lead to excellence for professional, support and administrative staff across the University. It serves as a tool for staff, managers and mentors to enhance career planning, personal development and performance conversations.

The framework also enables staff to engage with and understand how they contribute in a meaningful way to delivering on DCU's strategic objectives.

The framework is designed to provide:

- clear expectations and a common language about what is required to develop and succeed as a professional member of staff within the University
- more structured, focussed and rewarding professional development planning
- a consistent lens for human resource practices at each stage in the employee life cycle (e.g., recruitment and selection, probation and performance management, career development, promotion, succession planning)

DCU Professional Development Framework and Performance Review and Development (PRD)

The framework is designed to complement the PRD process. The PRD process facilitates a discussion on the objectives that the employee is expected to achieve. This framework provides clarity on the behaviours and attitudes that can enhance achievement of these objectives. It provides an important foundation for development conversations and enables individual staff members to understand what is required to be effective at their current level and to take control of their development and progression to the next level.

Guidance for Using the Professional Development Framework

- The framework is a guide to what effective attitudes and behaviours look like across all professional roles. It does not describe the specific responsibilities of these roles. Such responsibilities are contained within individual job descriptions.
- The framework consists of eight distinct competencies which apply to all professional staff. However, it is not intended that staff would develop their level of achievement across all eight competencies simultaneously. Rather, the framework will allow role holders, supported by their manager, to assess their current level of achievement on each competence and prioritise development plans accordingly.
- The competency descriptions work on the principle that each level of achievement builds on and includes the previous levels.
- Competencies do not impact job size, pay or grading. Competencies specifically describe 'how' the job is done and not the responsibilities of the job itself.
- Where a role holder has reached the required level of achievement on any particular competency they may start working towards higher levels of achievement in preparation for future promotion opportunities. Achievement of the required level of competence does not, in itself, entitle the role holder to a promotion. A role at a higher grade must become available at which point they may be in a position to compete for promotion to that role.

The competencies were developed in the context of the current University Strategic Plan. The framework will be reviewed over time as the strategy evolves.

Professional Grades

As part of the development of the framework, existing professional grade names have been simplified to Professional 1 (P1) through to Professional 9 (P9). There is **no change** to the pay scale associated with each grade. Please note these are grade names only – job titles will not change (e.g. Faculty Manager, Finance Officer, Student Coordinator).

New Grade Title	Old Grade Title	Library Equivalent
Professional 1 (P1)	Secretary I	Library Shelver
Professional 2 (P2)	Secretary II	Library Assistant I
Professional 3 (P3)	Secretary III	Library Assistant II
Professional 4 (P4)	Administrative Assistant/Grade IV	Assistant Librarian I
Professional 5 (P5)	Senior Administrative Assistant I/ Grade 5	Assistant Librarian IA
Professional 5A (P5A)	Senior Administrative Assistant II/ Grade 5.2	
Professional 6 (P6)	Administrator I/Grade VI	
Professional 7 (P7)	Administrator II/Grade VII	Assistant Librarian II
Professional 8 (P8)	Administrator III/Grade VIII	
Professional 9 (P9)	Administrator IV/Grade IX	

For more information or support on any aspect of the **DCU Professional Development Framework** please contact your HR Business Partner or Learning and Organisational Development (learning.development@dcu.ie).



DCU Behavioural Competencies

Competency	Page No.
1. Planning and Delivering High Quality Results	06
2. Service Excellence	12
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4. Communicating Effectively	24
5. Developing Self and Others	30
6. Innovation, Flexibility and Adaptability	36
7. Strategic Focus	42
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COMPETENCY 1:

Planning and Delivering High Quality Results

COMPETENCY 1:

Planning and Delivering High Quality Results

Levels of Achievement

Satisfactory Behavioural Indicators Role Levels P1, P2, P3	Committed to achieving high quality outputs and consistently delivers to best of ability
	Manages own time and workload effectively and prioritises to ensure work is delivered to agreed deadlines
	Knows when to seek advice and guidance (e.g. to flag competing priorities or deadlines under threat)
	Is systematic in approach, pays attention to detail and stores information and data effectively and safely
Substantial Behavioural Indicators Role Levels P4, P5, P5A	Takes personal responsibility for seeing task or project through to completion and stands over the quality of the delivery
	Develops practical and realistic plans that ensure most effective use of available resources
	Plans how to deal with peaks and troughs in workload over time
	Assesses and re-assesses priorities as required to effectively resolve competing priorities
	Is not deflected by obstacles or problems
	Monitors delivery against plans and takes remedial action to address slippages or challenges
Outstanding Behavioural Indicators Role Levels P6, P7	Encourages and supports team to meet targets while protecting quality of outputs
	Builds commitment to desired results
	Sets and agrees clear targets to achieve goals with team/colleagues
	Seeks feedback from other units and stakeholders to improve quality
	Resolves important competing priorities or threats to deadline in the context of broader priorities
	Acts to avoid unnecessary distractions from key objectives
	Manages budgets and actively works to monitor costs and improve efficiencies
Exceptional Behavioural Indicators Role Levels P8, P9	Builds, encourages and protects a culture of delivering quality outputs and works to raise performance levels of self and others in this ambition for high quality
	Demonstrates quantifiable improvements through managing efficiencies and resources to achieve better or faster results without compromising on quality
	Exercises sound judgement and maintains decision making ability during difficult or stressful periods
	Leads on the appropriate utilisation of resources to ensure best value for money while protecting quality outputs

COMPETENCY 1: Planning and Delivering High Quality Results – Staff Supports

Self Development Activities

- Ask yourself how you could have done your last job/activity in less time?
- To aid prioritisation skills, before commencing a task, ask yourself why you are doing Task A rather than Task B and why you are doing it now?
- Develop a habit of setting daily/weekly prioritised task lists
- In addition to 'to-do' lists, create daily/weekly 'done' lists
- Use IT software to enhance efficiency and effectiveness
- View 'short breaks' as adding to your productivity



Using the appropriate level of achievement for your current role on the previous page as a guide, consider your strengths and development needs, discuss them with your manager and document below. You may also wish to review a higher level of achievement when planning your development.

Competency 1: Planning and Delivering High Quality Results

What I do ALL the time

What I do **SOME** of the time

A large, empty rectangular box with a light gray background, intended for the user to write down activities they currently do some of the time.

What I need to do **MORE** of

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Potential Development Actions

With your manager, discuss and agree how you can address the areas that you need to further develop. Remember that lots of learning takes place on the job or through interactions with colleagues – the 70/20/10 model can be used to develop a holistic development plan. See the Appendix for more information on this model.

	Potential Development Activities	Record agreed development actions here
70% Learn by doing, through on-the-job experience	Task diversity	
	Special projects	
	Increased responsibilities	
	Coach/training others	
	Work with other departments	
20% Learn through others	Mentoring - DCU staff mentoring scheme	
	Role Shadowing	
	Networking	
	Web based research	
	Communities of Practice	
	Feedback and PRD	
10% Learn through courses	Linkedin Learning DCU Formal Learning Schedule ; in particular: <ul style="list-style-type: none"> • Google Drive/Calendar training • Microsoft suite training • Critical thinking • Project management • Procurement at DCU • Risk management • Learning spotlights – time management, Microsoft Word, project management 	

COMPETENCY 1: Planning and Delivering High Quality Results – Manager Supports and Conversation Guide

Negative Indicators

- Often misses deadlines
- Presents incomplete and inaccurate information
- Is careless about maintaining accurate records and files
- Relies on others to check work and point out mistakes
- Reluctant to make suggestions or embrace continuous improvement
- Sees cost reduction and achieving efficiencies as somebody else's responsibility
- Accepts mediocrity in self and others work
- Takes shortcuts/risks without understanding the potential impact on quality and service
- Does the minimum required to get by
- Assumes service and delivery is ok
- Does not display pride in standard of delivery
- Drive for results is too high resulting in flouting of rules, or being insensitive to colleagues

Manager Activities to Build Team Member's Competence

- Develop specific and measurable outputs and timelines with staff members
- Ensure all team members have absolute clarity regarding objectives
- Regularly review University, Faculty/Department and team objectives
- Create a culture of safely raising red flags if deadlines are under threat or priorities are unclear
- If deadlines are missed ensure learning is achieved by reviewing why and highlighting any redundant activity
- Highlight, and encourage others to highlight, inefficient practices and discuss potential improvement plans



COMPETENCY 2:

Service Excellence

COMPETENCY 2:

Service Excellence

Levels of Achievement

Satisfactory Behavioural Indicators Role Levels P1, P2, P3	Presents a positive image to all service users
	Clarifies and confirms understanding of requests for information and assistance from service users (e.g. students, other staff, external providers)
	Follows through on stakeholder requests and/or complaints with a timely and thorough response
	Gives accurate information about products and services offered
	Knows when to escalate a non-standard query or complaint to manager
	Thinks about and makes suggestions on how the service could be improved
Substantial Behavioural Indicators Role Levels P4, P5, P5A	Prioritises stakeholder requests based on objective assessment of level of urgency
	Actively engages self and team in creating and achieving service level agreements
	Takes responsibility for ensuring that stakeholder issues or complaints are satisfactorily resolved
	Seeks and acts on feedback in relation to service quality
	Promotes initiatives to build and maintain positive stakeholder relations
Outstanding Behavioural Indicators Role Levels P6, P7	Anticipates changing stakeholder needs and puts structures in place to ensure all needs are addressed
	Where the service being delivered as part of a bigger process that includes other university units, ensures there is an understanding of the potential upstream and downstream impacts of any decisions made
	Consults to ensure that appropriate service level agreements are in place and are meeting service user needs
	Uses judgement to appropriately meet the needs of angry or difficult stakeholders
	Builds collaborative relationships with other university units and external service providers to enhance operational excellence
Exceptional Behavioural Indicators Role Levels P8, P9	Fosters and actively promotes a culture of service excellence
	Reviews service effectiveness at operational and strategic level
	Provides guidance on non routine issues and complaints or those with the potential to impact on the reputation of the unit/university
	Keeps abreast of environment and market trends to inform service development

COMPETENCY 2: Service Excellence – Staff Supports

Self Development Activities

- Can you define 'excellent service' for your role (and your team if appropriate)?
- Who are your service users?
- How do you know if you have provided an excellent service?
- Do you try to think of the service from the users perspective rather than your own to assess how their needs can be met or if changes need to be made?
- Review a recent interaction with a service user to analyse what could have been improved?
- Try to use positive language in your interactions. Avoid words like 'no', 'we cannot do that' etc. Alternative more positive approaches include "leave that with me and I will look into it and get back to you" or 'I understand what you are looking for, have you considered x as an alternative approach'

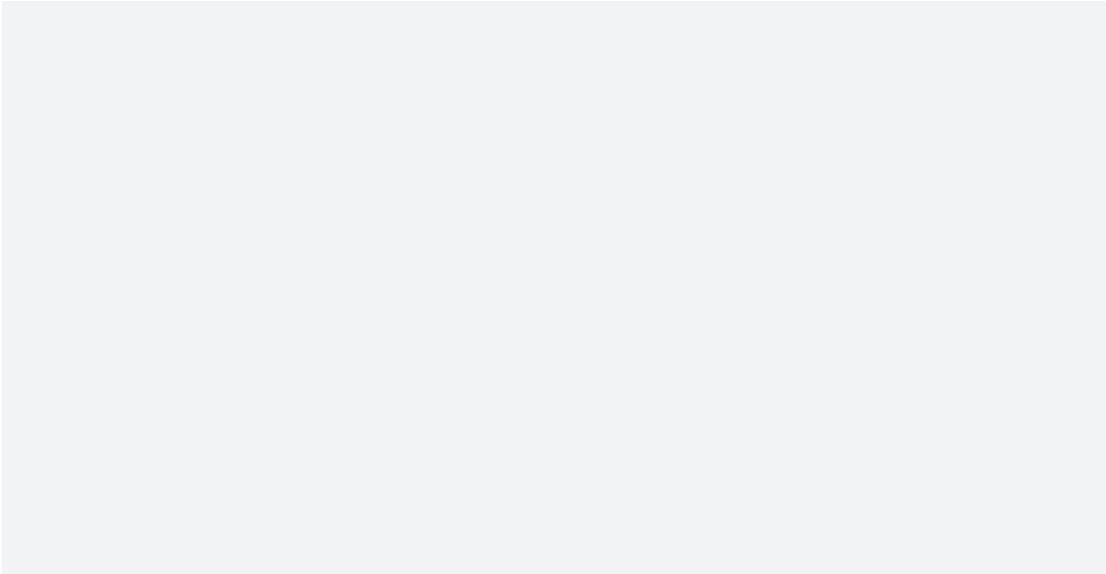


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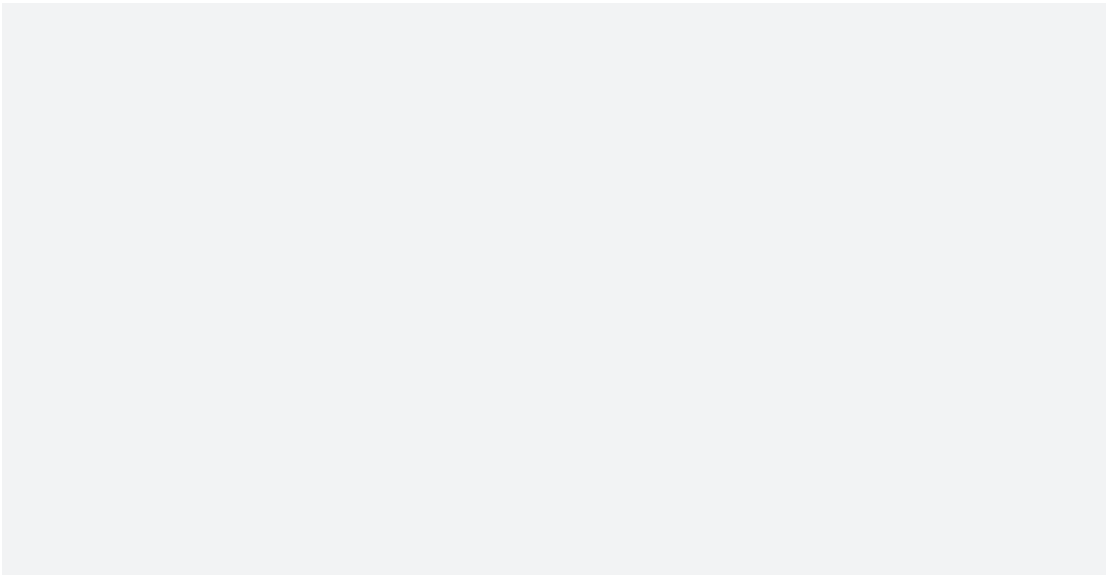
Competency 2: Service Excellence

What I do ALL the time

What I do **SOME** of the time

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What I need to do **MORE** of

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Potential Development Actions

With your manager, discuss and agree how you can address the areas that you need to further develop. Remember that lots of learning takes place on the job or through interactions with colleagues – the 70/20/10 model can be used to develop a holistic development plan. See the Appendix for more information on this model.

	Potential Development Activities	Record agreed development actions here
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	Coach/training others	
	Collaborations with other departments	
20% Learn through others	Mentoring - DCU staff mentoring scheme	
	Role Shadowing	
	Networking	
	Web based research	
	Communities of Practice	
	Feedback and PRD	
10% Learn through courses	Linkedin Learning DCU Formal Learning Schedule; in particular: <ul style="list-style-type: none"> • Communicating with impact and influence • Conflict Management • Staying resilient • Learning spotlights 	

COMPETENCY 2:

Service Excellence – Manager Supports and Conversation Guide

Negative Indicators

- Is poor at handling complaints and reacts angrily to service users when challenged
- Does not listen to the service user, talks over them and/or is rude and impatient
- Has a 'that's not my job' mentality
- Doesn't own issues and passes problems on without following up
- Always finds a reason as to why the service user is wrong
- Is slave to the process at the expense of quality of service

Manager Activities to Build Team Member's Competence

- Stay close to service user satisfaction and seek feedback
- Encourage staff member to be aware of common issues in customer service and raise them for discussion and potential improvement
- Do not assume that what you have always done is still effective, and challenge staff member to think likewise
- Suggest that the staff member puts themselves in the service user's shoes to understand what their expectations might be
- Raise any complaints/issues at team meetings and discuss potential alternative approaches to managing the interaction
- Consider role plays if appropriate

Development Activities

Consider the 70.20.10 development approach when agreeing development plans with your team members (see appendix).



COMPETENCY 3:

Teamwork and Collaboration

COMPETENCY 3:

Teamwork and Collaboration

Levels of Achievement

Satisfactory Behavioural Indicators Role Levels P1, P2, P3	Understands own role and accepts responsibility for team objectives
	Co-operates with and supports others. Provides practical support to others on the team when they are under pressure
	Develops good relationships with colleagues from other departments when required to interact on specific tasks
	Flexible and open minded when working with people from diverse backgrounds and experiences. Respects diversity and values difference
Substantial Behavioural Indicators Role Levels P4, P5, P5A	Values and uses the experience and expertise of others
	Consults other team members when joint decisions are required
	Proactively engages with colleagues from others areas across the University to develop a broader understanding of University activities and identify potential collaborations
	Encourages transparency and seeks to build trust
Outstanding Behavioural Indicators Role Levels P6, P7	Recognises diversity of talent on the team and delegates to maximise the use of these talents and build team cohesion
	Takes ownership in promoting or defending the team to other units as required
	Builds networks and creates opportunities for cross functional team working
	Invests in and influences the direction and outcomes of cross functional collaborations
	Actively builds the capability of team members to encourage collaboration across the University
Exceptional Behavioural Indicators Role Levels P8, P9	Works to build a diverse team and values the benefits of difference Encourages individuals to address and resolve conflicts within the team and challenges inappropriate or unacceptable behaviours and practices
	Provides leadership in team development and fosters ambition and loyalty within the team
	Highlights and celebrates team achievements to encourage a sense of pride and fulfillment
	Models a collegial and collaborative approach across departments and with academic colleagues
	Invests in the synergies of cross functional cooperation and collaboration
	Negotiates and influences mutually beneficial outcomes of cross functional collaborations
Creates an environment where difference and inclusiveness enhance the working experience. Champions the principles of Athena SWAN or similar diversity initiatives	

COMPETENCY 3: Teamwork and Collaboration – Staff Supports

Self Development Activities

- Speak up and contribute to discussions at team meetings
- Pro-actively seek to understand purpose of all roles on the team
- Reach out to staff from other areas to better understand overlaps and synergies
- Recognise and celebrate team achievements
- Encourage appreciation of difference and embrace opportunities to develop and support an Equal, Diverse and Inclusive (EDI) culture

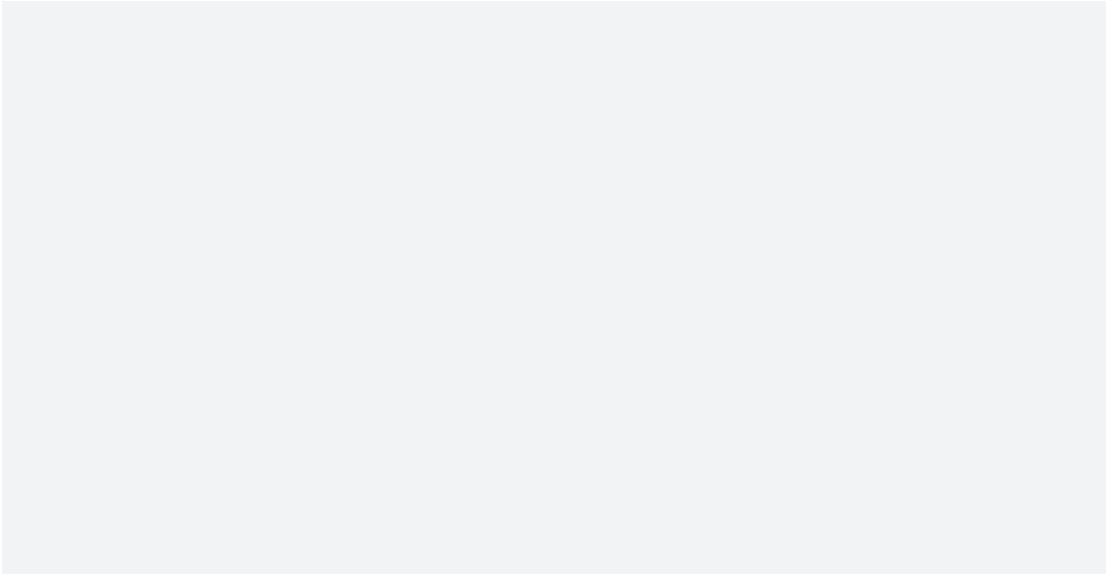


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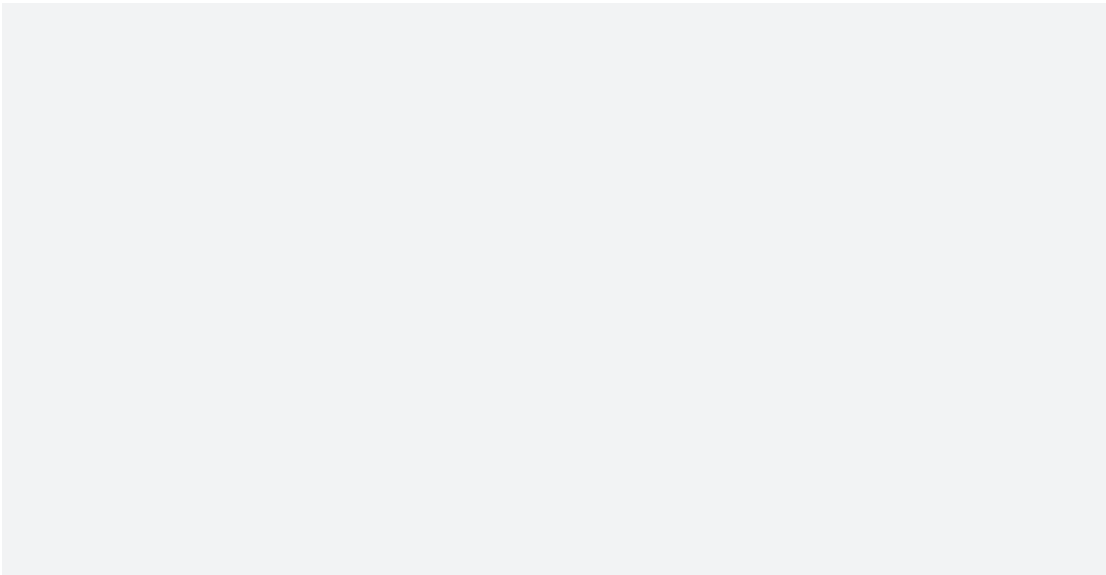
Competency 3: Teamwork and Collaboration

What I do ALL the time

What I do **SOME** of the time



What I need to do **MORE** of



Potential Development Actions

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20% Learn through others	Mentoring - DCU staff mentoring scheme	
	Role Shadowing	
	Networking	
	Web based research	
	Communities of Practice	
	Feedback and PRD	
10% Learn through courses	Linkedin Learning	
	DCU Formal Learning Schedule ; in particular:	
	• Team player (L&OD)	
	• Let's talk about Race (elearning)	
	• Conflict Management (L&OD)	
• Diversity and Inclusion in HE (Essential Elearning)		
• Learning spotlights		

COMPETENCY 3:

Teamwork and Collaboration – Manager Supports and Conversation Guide

Negative Indicators

- Does not engage or is consistently negative during team discussions
- Has a tendency not to listen to other members of the team
- Protects own workload and resists supporting other team members during spikes in workload
- Withholds information that is important to the effective delivery of team objectives
- Takes disproportionate credit for achievements jointly delivered by wider team
- Selectively cooperates
- Allows individual differences to adversely affect the team or the way the team works together
- Displays disloyalty to team members outside of the team
- Is dismissive, behaves (in)differently or excludes team members from different backgrounds
- Can be disrespectful towards staff from minority groups

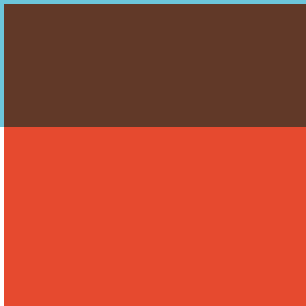
Manager Activities to Build Team Member's Competence

- Actively seek ways to acknowledge team as well as individual achievements
- Seek ways to create collaborations with other areas/departments and encourage team to build relationships outside of direct team
- Build awareness amongst all team members of the purpose of all roles on the team to encourage loyalty and support
- Review diversity of team and actively consider diversity when recruiting new team members
- Create awareness of the DCU Dignity and Respect policy and address potential issues at the earliest opportunity



COMPETENCY 4:

Communicating Effectively



COMPETENCY 4:

Communicating Effectively

Levels of Achievement

Satisfactory Behavioural Indicators Role Levels P1, P2, P3	Communicates (both verbally and in writing) in a clear, well structured and grammatically correct manner
	Uses different communication channels appropriately (e.g. email, telephone, face to face) for internal and external stakeholders
	Voices opinions clearly and concisely during discussions at team meetings.
	Listens carefully and asks questions to check understanding
Substantial Behavioural Indicators Role Levels P4, P5, P5A	Communicates concisely and assesses the appropriate level of detail.
	Ensures there is no ambiguity in the message being communicated (written and verbal)
	Ensures the timing and channel of communication is appropriate.
	Is proactive in keeping self informed and up to date
Outstanding Behavioural Indicators Role Levels P6, P7	Adapts communication style and content appropriate to different audiences and diverse situations
	Recognises who will be impacted by issues/changes and communicates appropriately with key stakeholders
	Communicates management and University policies and information with support and conviction.
	Paraphrases others opinions to enhance understanding for self and team
Exceptional Behavioural Indicators Role Levels P8, P9	Sets up processes to improve information flow at a wider University level
	Actively promotes and provides information across the University to avoid duplication of effort
	Communicates persuasively and with appropriate influence and authority when required
	Encourages an environment of positive challenge/feedback

COMPETENCY 4: Communicating Effectively – Staff Supports

Self Development Activities

- Speak up at meetings to develop confidence in getting points across
- Contribute to preparing and giving presentations
- Ask for feedback on communicating style from manager or 'critical friend'
- Plan for meetings by anticipating likely questions and preparing answers
- Understand impact of online social media presence

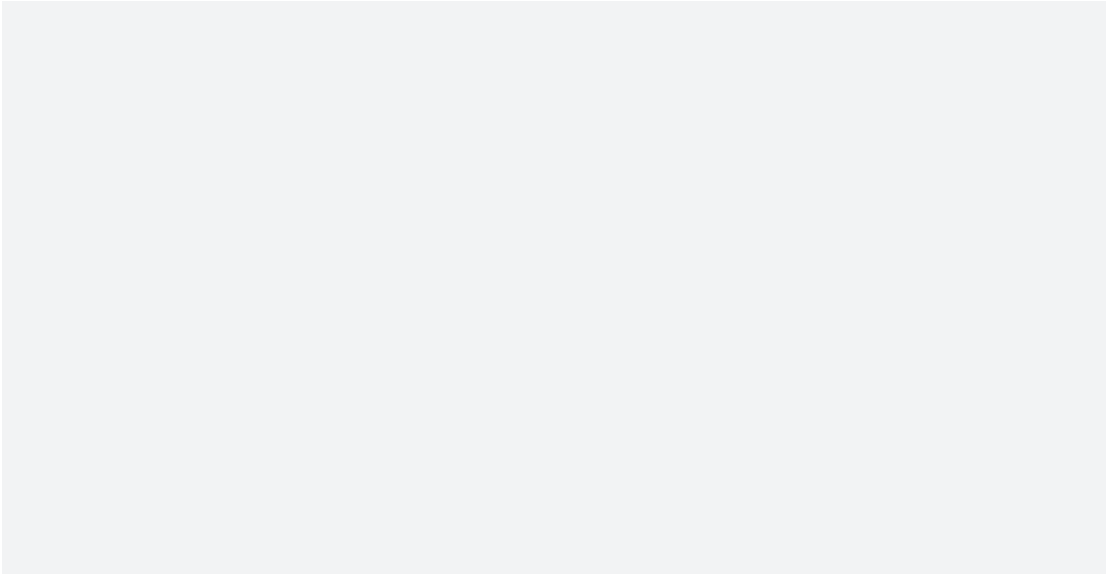


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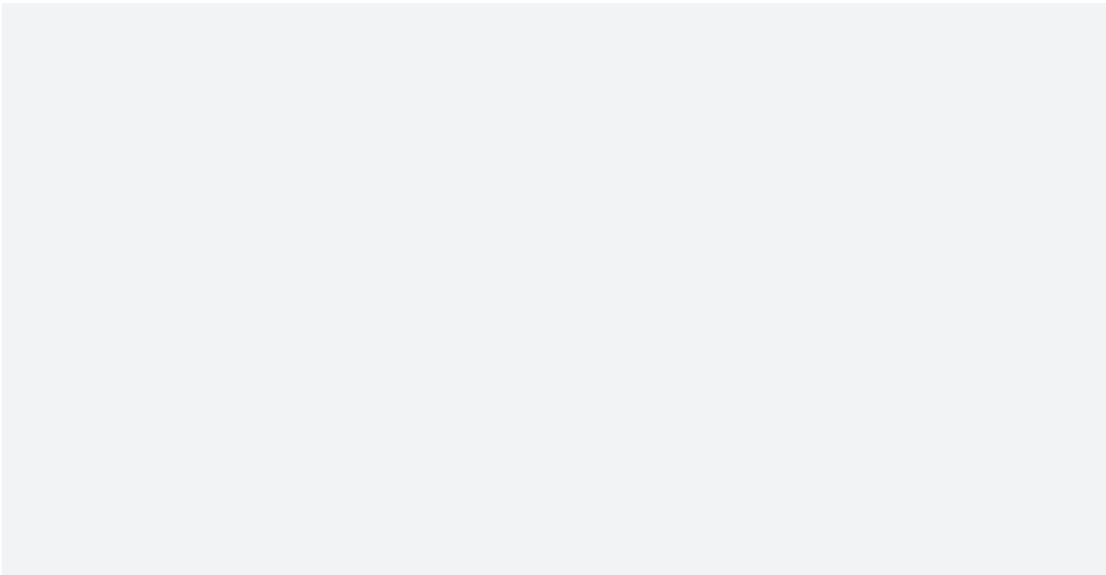
Competency 4: Communicating Effectively

What I do **ALL** the time

What I do **SOME** of the time



What I need to do **MORE** of



Potential Development Actions

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	Role Shadowing	
	Networking	
	Web based research	
	Communities of Practice	
	Feedback and PRD	
10% Learn through courses	Linkedin Learning	
	DCU Formal Learning Schedule ; in particular:	
	• Presentation skills for professionals	
	• Becoming and staying confident	
	• Chairing an effective meeting	
	• Communicating in challenging situations editing and	
	• Writing for professionals	
• Minute taking for professionals		
• Learning spotlights		

COMPETENCY 4: Communicating Effectively – Manager Supports and Conversation Guide

Negative Indicators

- Withholds or provides inaccurate or misleading information
- Tends not to listen to others points of view
- Uses inappropriate language or tone in communicating
- Does not tailor the message to the audience (e.g. too much or too little detail)
- Tends to overdramatise information
- Tends to present information in an overly negative manner
- Uses inappropriate communication methods (e.g. email to give negative feedback to a staff member)
- Avoids communication if messages are likely to be perceived as negative or unpopular
- Assumes that communication is somebody else's responsibility

Manager Activities to Build Team Member's Competence

- Finds ways to encourage staff members to contribute at team meetings and share priorities and learnings
- Create a process of highlighting important sources of information to new staff to help them navigate the various communication channels
- Ensure that all team members understand range of stakeholder groups and appropriate interactions with each
- Encourage team members to seek a 'second pair of eyes' to review important communications before issuing
- Role model good communication practice and standards



COMPETENCY 5:

Developing Self and Others

COMPETENCY 5:

Developing Self and Others

Levels of Achievement

Satisfactory Behavioural Indicators Role Levels P1, P2, P3	Is committed to lifelong learning and recognises the benefits of continuous self development
	Participates in growth opportunities - formal and informal
	Modifies behaviours based on learning from experience and feedback
	Actively seeks to implement recommendations received from management for self development
Substantial Behavioural Indicators Role Levels P4, P5, P5A	Takes ownership for achievement of personal and professional development goals and encourages others to do so too
	Proactively seeks opportunities to engage with self development initiatives appropriate to role, career plans and recommendations from manager
	Shares own knowledge and expertise with others and is a resource for newer/more junior staff members
Outstanding Behavioural Indicators Role Levels P6, P7	Critically reflects on own strengths and development needs and supports others to do the same
	Seeks opportunities to develop professionally to stay at the forefront of their profession/field of expertise
	Acts as a coach/mentor for others informally and formally (e.g. through DCU Coaching/Mentoring schemes)
Exceptional Behavioural Indicators Role Levels P8, P9	Fosters a culture where professional development is integral to success and leads by example through continuous pursuit of excellence
	Maintains detailed awareness of advances and best practice in their professional field and interprets these for the team
	Influences the debate at University committee level in relation to professional area of expertise and/or decisions impacting on own unit

COMPETENCY 5: Developing Self and Others – Staff Supports

Self Development Activities

- Take time every quarter to self assess against the standards set out in the Professional Development Framework
- Discuss self development ideas with line manager at regular intervals
- Commit to setting aside time to learn – e.g. LinkedIn learning, podcasts, attending courses, webinars etc
- Share insights with team members and recommend good sources of information (websites, podcasts etc)
- Look for opportunities to coach others on the job as a very effective alternative to classroom training
- Participate in the **DCU staff mentoring scheme** as a mentee or mentor (or both!)



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Competency 5: Developing Self and Others

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What I do **SOME** of the time

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What I need to do **MORE** of

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	Networking	
	Web based research	
	Communities of Practice	
	Feedback and PRD	
10% Learn through courses	Linkedin Learning	
	DCU Formal Learning Schedule <ul style="list-style-type: none"> • Learning spotlights – CV's and interviewing 	

COMPETENCY 5: Developing Self and Others – Manager Supports and Conversation Guide

Negative Indicators

- Fails to address own gaps in experience
- Sees development as someone else's job
- Does not delegate
- Sees development as a cost rather than an investment
- Does not create a space for others to learn
- Is threatened by those with greater knowledge or experience in their area of work

Manager Activities to Build Team Member's Competence

- Set aside time for individual conversations with team members on their career and development plans
- Be creative in supporting on the job learning and cross training of team members
- Allow space for sharing expertise, learnings, best practice and recommended sources of information amongst team members
- Act as a mentor to staff from other departments



COMPETENCY 6:

Innovation, Flexibility and Adaptability

COMPETENCY 6:

Innovation, Flexibility and Adaptability

Levels of Achievement

Satisfactory Behavioural Indicators Role Levels P1, P2, P3	Displays a positive attitude to change and sees it as an essential aspect of the work environment
	Willing to try out new ideas and ways of working and makes suggestions for improvement in relation to efficiency of own tasks
	Demonstrates an openness to and an understanding of the benefits of continuous improvement
	Maintains a knowledge and understanding of relevant technologies, recognises the impact of technology on delivery of processes and willingly engages with new technologies
	Voices concerns constructively and contributes towards solution focused problem solving
Substantial Behavioural Indicators Role Levels P4, P5, P5A	Discusses and communicates change in a positive context. Supports team members through change
	Demonstrates openness to others' ideas and encourages discovery of innovative solutions to improve efficiency and quality of service within own team
	Embraces an ethos of continuous improvement, questions currently accepted ways of doing things, actively participates in brainstorming sessions and suggests new ideas for improvement
	In depth knowledge and understanding of an increasingly complex range of relevant technologies and their application and impact
	Builds own resilience and supports others in building and maintaining resilience
Outstanding Behavioural Indicators Role Levels P6, P7	Understands the rationale for strategic change and translates it into operational impact. Works to mitigate resistance to change
	Tries to break new ground and be creative when generating/developing solutions
	Scans for and creates opportunities for continuous improvement and leads on the implementation of innovative ideas. Anticipates and communicates longer term consequences of newly generated innovative solutions
	Extensive knowledge and understanding of a range of relevant technologies and their application
	Supports others in adapting to various situations and provides feedback to help them build situational awareness
Exceptional Behavioural Indicators Role Levels P8, P9	Modifies unit strategy in response to wider environmental, sectoral and/or internal and external changes
	Challenges conventional thinking
	Champions a culture of creativity, experimentation and controlled risk taking to maximise potential for innovation
	Expert knowledge and a deep understanding of a broad range of technologies and an innovative approach to their application
	Remains enthusiastic and confident through challenging and demanding situations and supports others to do likewise

COMPETENCY 6: Innovation, Flexibility and Adaptability – Staff Supports

Self Development Activities

- Remain curious to new ideas and trends in your area
- Where possible, build time into your diary to 'scan' for new ideas
- Consistently and constructively query the way things are done
- Ask yourself if you have made any suggestions or proposed any new ideas at team meetings
- Volunteer to take on a challenging assignment or project, outside your comfort zone
- When changes are afoot, consider the potential positives before jumping to resisting the change
- Ask yourself why changes in the past have been successful or unsuccessful and seek to identify the reasons why

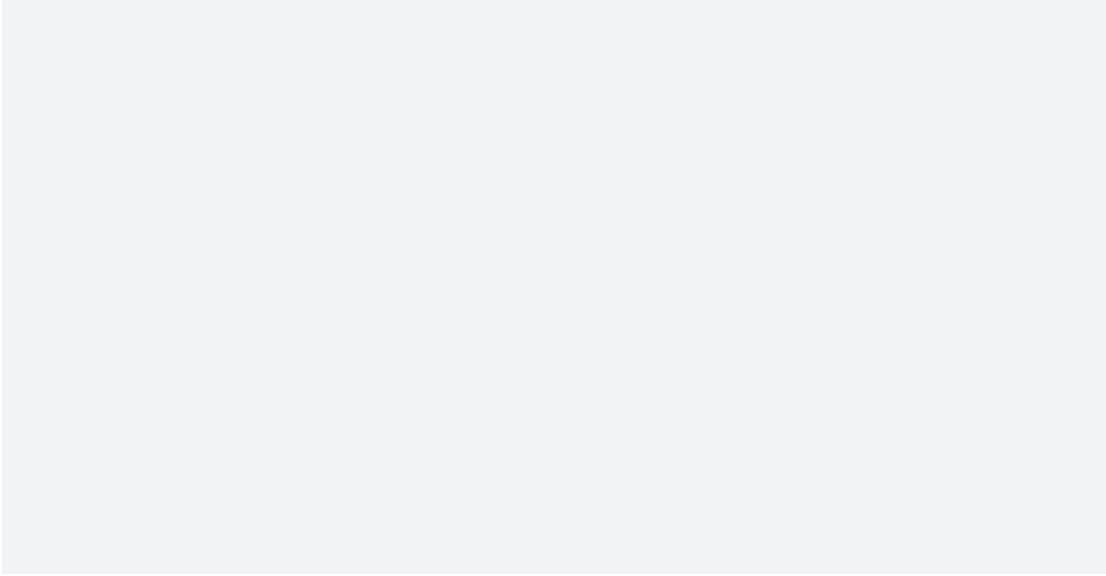


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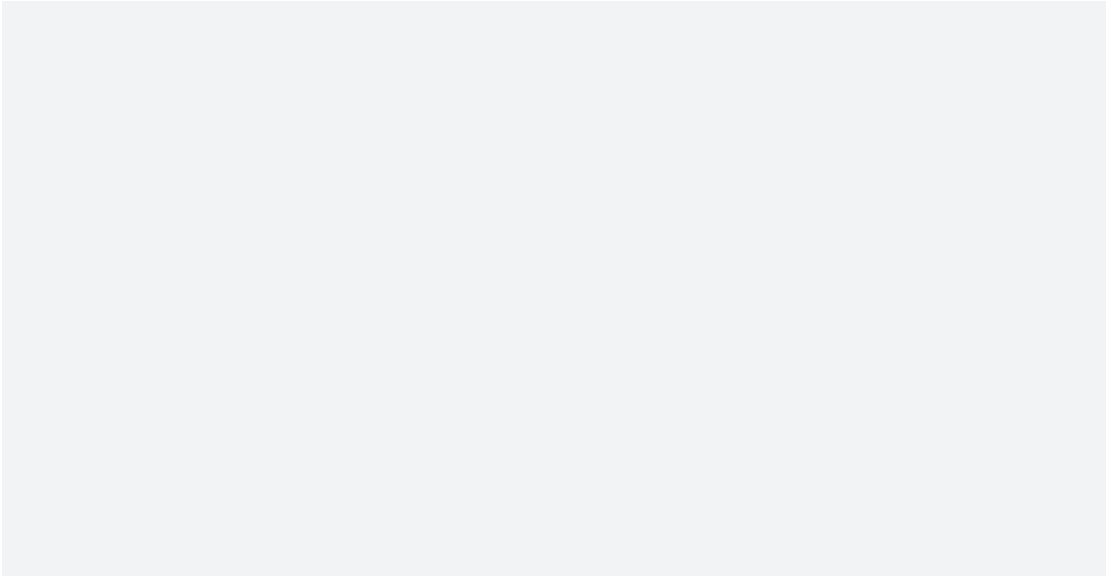
Competency 6: Innovation, Flexibility and Adaptability

What I do ALL the time

What I do **SOME** of the time

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What I need to do **MORE** of

A large, empty rectangular box with a light gray background, intended for the user to write down activities they need to do more of.

Potential Development Actions

With your manager, discuss and agree how you can address the areas that you need to further develop. Remember that lots of learning takes place on the job or through interactions with colleagues – the 70/20/10 model can be used to develop a holistic development plan. See the Appendix for more information on this model.

	Potential Development Activities	Record agreed development actions here
70% Learn by doing, through on-the-job experience	Task diversity	
	Special projects	
	Increased responsibilities	
	Coach/training others	
	Work with other departments	
20% Learn through others	Mentoring - DCU staff mentoring scheme	
	Role Shadowing	
	Networking	
	Web based research	
	Communities of Practice	
	Feedback and PRD	
10% Learn through courses	LinkedIn Learning <hr/> DCU Formal Learning Schedule in particular: <ul style="list-style-type: none"> • Change Agility • Critical Thinking • Learning spotlights 	

COMPETENCY 6: Innovation, Flexibility and Adaptability – Manager Supports and Conversation Guide

Negative Indicators

- Attitude to change is constantly negative
- Will only take on familiar tasks and sticks rigidly to plans even when circumstances change
- Can only see the immediate problem, not the bigger picture
- Is content with the status quo and does not challenge it
- Spreads negativity when changes are being considered and/or implemented
- Does not embrace the principles of critical thinking and never asks 'why'?
- Becomes demotivated and negative towards the university

Manager Activities to Build Team Member's Competence

- Task individuals with researching emerging trends relating to the team's work and allow for group discussion on how the trends might impact on the work of the unit
- Challenge conventional thinking and brainstorm 'possibilities'
- Suggest experimentation with digital tools to enhance efficiency and quality
- Communicate upcoming change initiatives and be open to thrashing out the positives and potential threats that the change may trigger for team members
- Seek ways to actively involve team members in change initiatives and challenging assignments



COMPETENCY 7: Strategic Focus

COMPETENCY 7:

Strategic Focus

Levels of Achievement

Satisfactory Behavioural Indicators Role Levels P1, P2, P3	Understands the University's strategic objectives and how they relate to own role/unit
	Has a broad understanding of the services provided by other sections of the University
	Demonstrates commitment to the achievement of strategic goals of own unit through individual contribution and support for colleagues
Substantial Behavioural Indicators Role Levels P4, P5, P5A	Contributes to the development of strategy in own unit and has a thorough understanding of the linkages of unit strategy to the broader University strategic objectives
	Ensures agreed unit strategic priorities are implemented and tracks progress of self and team (where appropriate)
Outstanding Behavioural Indicators Role Levels P6, P7	Communicates the importance of the University and unit strategic objectives and vision to the team.
	Highlights interdependencies with other units in the achievement of strategic objectives
	Creates and measures success of operational plans to ensure team/unit is working towards agreed strategic objectives
Exceptional Behavioural Indicators Role Levels P8, P9	Aligns the unit's goals with the University's strategic direction and takes ownership for achievement of both unit and University strategic objectives
	Develops, implements and is accountable for the realisation of the University's strategic goals within own areas of responsibility

COMPETENCY 7: Strategic Focus – Staff Supports

Self Development Activities

- Always ask yourself how the purpose of what you are doing links to the objectives of the team
- Discuss with your manager how this links to the broader University Strategy
- Build on your understanding of strategic context – research some popular strategic planning models (e.g. SWOT Analysis, Porter's 5 Forces, PEST Model – Political, Economic, Social, Technological factors etc)
- Read the DCU Strategic Plan in the context of the models you have reviewed
- Routinely 'scan' your environment to pick up emerging trends. Critically analyse these trends and discuss with you colleagues and manager



Using the appropriate level of achievement for your current role on the previous page as a guide, consider your strengths and development needs, discuss them with your manager and document below. You may also wish to review a higher level of achievement when planning your development.

Competency 7: Strategic Focus

What I do **ALL** the time

What I do **SOME** of the time

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What I need to do **MORE** of

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Potential Development Actions

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	Feedback and PRD	
10% Learn through courses	Linkedin Learning	
	DCU Formal Learning Schedule in particular: <ul style="list-style-type: none"> • Change Agility • Critical Thinking • Learning spotlights – Data Analytics 	

COMPETENCY 7:

Strategic Focus – Manager Supports and Conversation Guide

Negative Indicators

- Takes no interest in University level vision and goals
- Does not understand relationship between own role and broader University ambitions
- Unable to stand back and see the bigger picture
- Uses only own assumptions and beliefs about the world in making decisions
- Focuses solely on detail

Manager Activities to Build Team Member's Competence

- Encourage critical thinking with your team and allow time for open debate and discussion at meetings
- Provide the rationale for strategic decisions made at University level and discuss the impact at local level
- Challenge team members to continually question how their individual tasks are contributing to unit and broader strategic objectives



COMPETENCY 8:

Leading and Managing Others

COMPETENCY 8:

Leading and Managing Others

Levels of Achievement

Satisfactory Behavioural Indicators Role Levels P1, P2, P3	Follows direction and takes responsibility for tasks assigned
	Accepts responsibility for mistakes and takes corrective action when necessary
	Has a positive influence on others through demonstration of behaviours aligned to the values and expectations of the department
	Understands the decision making processes within the University
Substantial Behavioural Indicators Role Levels P4, P5, P5A	Leads by example and takes ownership of projects and assignments.
	Shows a willingness to take on additional responsibilities
	Where appropriate completes probationary and performance reviews with more junior staff and guides them to implement feedback
	Provides inputs to support decisions being made by committees with a university wide remit
Outstanding Behavioural Indicators Role Levels P6, P7	Delegates and empowers others to achieve.
	Supports and defends the decisions of their team
	Displays a high level of emotional intelligence when dealing with self and others
	Commits appropriate time and attention to completion of probationary and performance reviews and provides constructive and honest feedback
Exceptional Behavioural Indicators Role Levels P8, P9	Participates, where appropriate, on committees with a University wide remit
	Clearly communicates expected standards of achievement.
	Creates a culture where staff are respected, encouraged and motivated to give their best
	Facilitates others to perform to the highest standard through active leadership and participation in the University Performance Review and Development (PRD) processes
	Identifies talent and empowers staff to achieve their full potential

COMPETENCY 8: Leading and Managing Others – Staff Supports

Self Development Activities

- Do you recognise the power of your influence over your colleagues - both positively and negatively? What actions can you take to harness this power?
- Are you known for taking ownership of all tasks and projects assigned to you?
- Do you set a high standard and lead by example through your performance and achievements?
- Do you actively commit to the PRD process and action any feedback you receive?

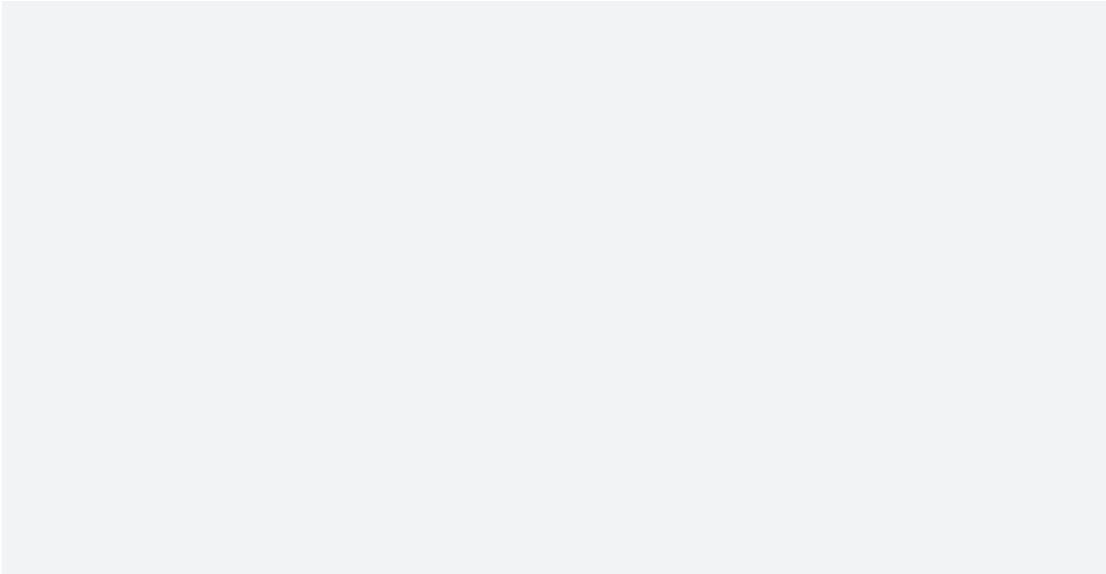


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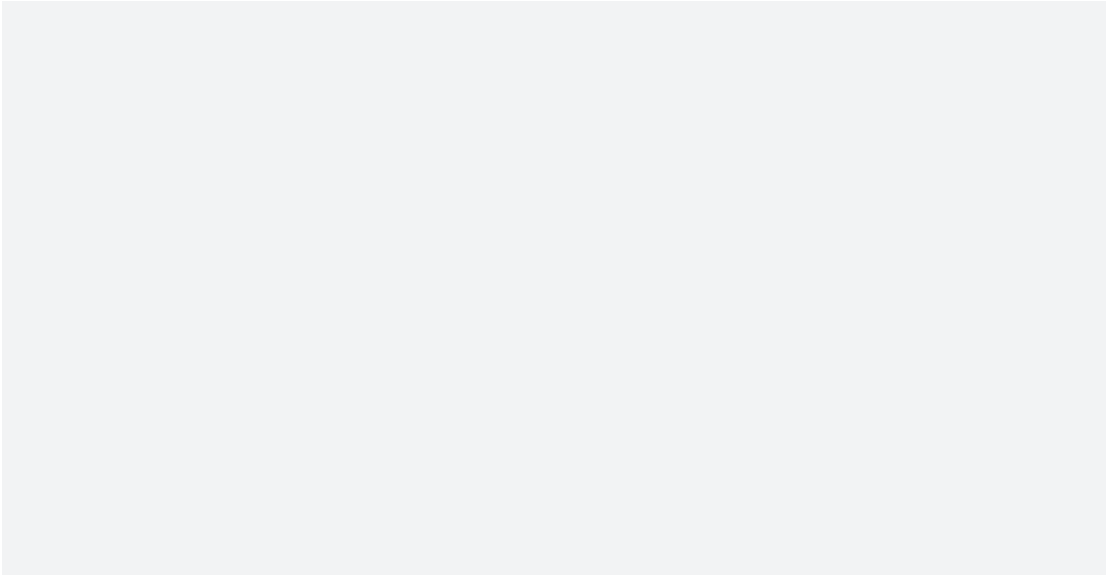
Competency 8: Leading and Managing Others

What I do **ALL** the time

What I do **SOME** of the time



What I need to do **MORE** of



Potential Development Actions

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	Communities of Practice	
	Feedback and PRD	
10% Learn through courses	LinkedIn Learning DCU Formal Learning Schedule in particular: <ul style="list-style-type: none"> • University Leadership Programmes • Aurora Development Programme • PRD Training • Learning spotlights – Difficult Conversations 	

COMPETENCY 8:

Leading and Managing Others – Manager Supports and Conversation Guide

Negative Indicators

- Has a 'closed door' policy
- Avoids responsibility and decision making
- Fails to motivate and provide support and direction for the team
- Applies inappropriate pressure on team members
- Does not set clear performance expectations for team members
- Unwilling to address underperformance
- Feedback always focuses on the negatives
- Does not communicate and/or provide context and support for university strategy and change projects

Manager Activities to Build Team Member's Competence

- Ensure junior staff recognise the power of their influence on others and the contagion of negative attitudes and behaviours
- Demonstrate the value of meaningful feedback through carefully planned PRD conversations
- Schedule regular team meetings and provide regular briefings on the broader agenda and how the team is contributing to that
- Allow space for exchange of ideas and open forum discussions at team meetings
- Actively take time to talk to individual team members about the importance of their contribution towards achievement of team objectives
- Conduct regular review and feedback on individual pdp's
- Tackle issues of underperformance at the earliest possible opportunity

Appendix

70%

This model proposes that 70% of learning is achieved through experiential learning - by doing the job on a daily basis

20%

20% of social learning and skills are attained through collaborating with colleagues and working with others

10%

The 70:20:10 model attributes 10% of learning to formal training such as a training course or module

What is the 70:20:10 Model?

The 70:20:10 model is a learning and development model proposed by McCall, Lombardo, and Morrison that summarises how people learn: through experience, interaction and formal training.

This model proposes that 70% of learning comes from job related experience. This could be through completing daily tasks, solving problems and regular practice. The key to this aspect of learning is that it is self-directed and often informal. This allows employees to make their own decisions and learn from their mistakes in a productive manner.

20% of learning is said to be social learning, achieved through interacting and observing other people in the environment. Social learning can also be achieved through mentoring and coaching from colleagues who have already mastered a particular skill. Facilitating social learning can result in a more productive and cooperative workspace.

According to this model, formal learning delivered in a structured way accounts for 10% of learning. Formal training is goal orientated and can take place online or face-to-face. Methods of delivery can include tutorials, seminars and workshops.

Benefits

Research has suggested that the 70:20:10 model increases motivation among staff, effectively enhances skills, increases engagement with training and facilitates real world application of knowledge.

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For more information:

DCU Learning and Organisational Development

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