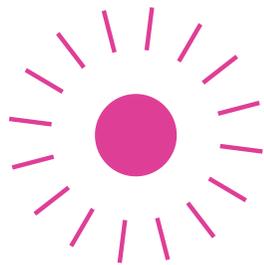


# Competencies Framework

December 2020



COMPETENCY	ALL STAFF	ALL SUPERVISORS	ALL MANAGER / DIRECTORS	ALL EXECUTIVE
<p><b>LEADERSHIP</b></p> <p>Inspiring and energising self and others to achieve personal and organisational success.</p>	<p><b>Accepts accountability for own actions and maintains a positive outlook</b></p> <ul style="list-style-type: none"> <li>– conveys a positive outlook even during periods of high stress or change</li> <li>– accepts responsibility and holds self-accountable for getting things done</li> <li>– quickly adapts to changing priorities/decisions, demonstrating support for team and organisational goals.</li> </ul>	<p><b>Creates team spirit and helps direct individuals towards the achievement of the team and organisational goals</b></p> <ul style="list-style-type: none"> <li>– remains visible, available and approachable to others</li> <li>– provides a clear definition of individual and team member roles and responsibilities</li> <li>– explains what needs to be done and why</li> <li>– allows the team to take the glory</li> <li>– regularly finds ways to celebrate and reward successes with the team</li> <li>– takes a stand on issues he/she feels strongly about but supports a decision once it is made.</li> </ul>	<p><b>Articulates and gives a sense of purpose and direction to the unit; delegates appropriately</b></p> <ul style="list-style-type: none"> <li>– gives the unit a sense of purpose by linking their efforts and contributions to the SOLAS overall vision, strategy and goals</li> <li>– demonstrates a passion, high energy and accountability for achieving the desired future state</li> <li>– listens without prescribing answers to ensure people feel comfortable voicing their opinions</li> <li>– asks questions (rather than providing solutions) to help others make informed decisions</li> <li>– delegates full authority and gives latitude to the individuals/team to do the job in their own way</li> <li>– takes leadership responsibility for issues, inside and outside of his/her portfolio</li> <li>– uses realistic but positive language to inspire others and make them feel part of a highly successful team.</li> </ul>	<p><b>Creates and communicates a sense of purpose that inspires others and builds enthusiasm and commitment among employees at all levels; sets the vision and identifies strategies to realise the vision</b></p> <ul style="list-style-type: none"> <li>– seeks input from a number of sources to help conceptualise an inspiring vision and strategic direction for SOLAS</li> <li>– takes every opportunity to generate excitement, enthusiasm and commitment for the SOLAS vision</li> <li>– sets effective context then pushes decision authority to the lowest appropriate level</li> <li>– recognises that his/her actions and decisions must always align with the values and strategic direction of SOLAS and acts accordingly.</li> </ul>
<p><b>DEVELOPING SELF AND OTHERS</b></p> <p>Finding ways to keep skills current and maintain up-to-date knowledge of specific and broad-range topics; providing developmental opportunities to others and taking ownership for own learning and others.</p>	<p><b>Takes responsibility for own learning</b></p> <ul style="list-style-type: none"> <li>– listens to feedback without defending behaviour and makes appropriate changes</li> <li>– finds expedient ways to develop new skills in the absence of formal training</li> <li>– shows a genuine interest and time commitment to develop own skills and knowledge</li> <li>– admits to, takes responsibility for and learns from own mistakes</li> </ul>	<p><b>Promotes information sharing within the team and encourages learning as integral to the team's daily activities</b></p> <ul style="list-style-type: none"> <li>– provides time for the team to share information from a variety of sources, demonstrating that learning is integral to work</li> <li>– surrenders the interesting jobs to others to help broaden and strengthen their capabilities</li> <li>– exchanges information with a wide range of contacts to keep abreast of new ideas, technology etc.</li> </ul>	<p><b>Takes an active role in guiding others in their developmental activities</b></p> <ul style="list-style-type: none"> <li>– makes time to discuss career aspirations with team members</li> <li>– identifies developmental opportunities for team members (e.g. cross-functional projects)</li> <li>– acts as champion and sponsor for high performing team members</li> <li>– volunteers individuals for organisational projects even where the team is disadvantaged in the short-term</li> <li>– acts as a mentor to individuals at various levels within SOLAS.</li> </ul>	<p><b>Creates an environment that aims to fulfil the personal and professional development expectations of all employees</b></p> <ul style="list-style-type: none"> <li>– provides resources (time and money) for developmental opportunities that support individual and organisational needs</li> <li>– promotes recognition mechanisms that motivate learning and the sharing of knowledge</li> <li>– builds a regenerative culture that nurtures knowledge, learning and development of employees.</li> </ul>

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<p><b>THINKING BIG</b></p> <p>Generating and implementing creative solutions to achieve SOLAS Strategic goals, conceptualising and articulating future opportunities and trends.</p>	<p><b>Stays informed and finds more effective ways of working</b></p> <ul style="list-style-type: none"> <li>— Asks questions, reads etc. to stay well informed</li> <li>— thinks “outside the box” and is not constrained by traditional ways of doing things</li> <li>— offers suggestions to improve the ways things are done</li> <li>— takes the initiative to try new things.</li> </ul>	<p><b>Assists the team in the development of new ideas and ways to work</b></p> <ul style="list-style-type: none"> <li>— considers how new ideas/ trends may affect the team</li> <li>— shares new ideas/trends with the team, asking how those trends could be turned into opportunities for the team</li> <li>— engages others in “what if” thinking to encourage them to find new and better ways of working</li> <li>— provides time for brainstorming and the sharing of ideas.</li> </ul>	<p><b>Scans the environment for potential opportunities, engaging individuals in the development of innovative yet achievable goals and work plans</b></p> <ul style="list-style-type: none"> <li>— scans the economic, academic, business and/or technical environment to spot opportunities and plan for future needs</li> <li>— analyses emerging trends and threats over the longer term and effectively interprets this information to demonstrate the potential for SOLAS</li> <li>— focuses the team’s attention on the importance of the bigger, longer term picture rather than the immediate</li> <li>— challenges fundamental and traditional assumptions and encourages others to do the same.</li> </ul>	<p><b>Anticipating future global and domestic economic, social and environmental changes to help shape and steer a successful course for SOLAS</b></p> <ul style="list-style-type: none"> <li>— continuously anticipates and reflects upon how future global and domestic changes will affect SOLAS stakeholders</li> <li>— clarifies the future direction of the organisation in light of global and domestic trends</li> <li>— takes every opportunity to generate excitement, enthusiasm and commitment for the vision</li> <li>— allocates resources and time for innovative projects that support SOLAS vision and strategic direction.</li> </ul>
<p><b>LEARNER &amp; STAKEHOLDER FOCUS</b></p> <p>Maintaining learner/ stakeholder focus, understanding their needs, providing realistic commitments and taking responsibility for delivering on those commitments.</p>	<p><b>Demonstrates an awareness of his/her own ability to impact the learner or the stakeholder</b></p> <ul style="list-style-type: none"> <li>— asks questions to clarify the learner/stakeholders' needs</li> <li>— provides realistic expectations at the outset of an interaction to build confidence and trust</li> <li>— goes out of his/her way to help the student or client and offers alternate solutions where the request is impossible to meet</li> <li>— answers learner/stakeholder questions or helps them to find the answer elsewhere</li> <li>— provides personal attention to ensure each learner/ stakeholder feels treated as an individual.</li> </ul>	<p><b>Works with team to develop a better understanding of the learner or stakeholders' circumstances to provide the most effective service</b></p> <ul style="list-style-type: none"> <li>— engages with stakeholders whenever possible to better understand their business and build relationships</li> <li>— works with team to ensure that learner/stakeholders are kept informed as their requests are being managed</li> <li>— seeks feedback from learners/ stakeholders, listening and responding positively to suggestions and criticisms.</li> </ul>	<p><b>Juggles multiple resources to best meet the needs of students or clients</b></p> <ul style="list-style-type: none"> <li>— continuously updates the team with learner/stakeholder information enabling them to provide the most effective service</li> <li>— reallocates resources as appropriate to best meet learner/stakeholder needs</li> <li>— persuasively lobbies for additional resources where necessary to meet learner/stakeholder needs</li> <li>— challenges individuals to look at issues through the eyes of the learner/ stakeholder</li> <li>— considers the needs of both the learner/ stakeholder and the overall organisation and finds mutually acceptable solutions.</li> </ul>	<p><b>Builds and maintains an organisation focused on the learner and the prosperity of the community; demonstrates a 'service orientation' and learner/stakeholder responsiveness</b></p> <ul style="list-style-type: none"> <li>— Develops and supports policies to ensure the highest standards of teaching and applied research</li> <li>— regularly reinforces the FET uniqueness and strengths to external stakeholders</li> <li>— removes internal barriers and processes that hinder SOLAS's ability to focus on learners and/or stakeholders.</li> <li>— considers the multi-dimensional needs of a diverse group stakeholders.</li> </ul>

COMPETENCY	ALL STAFF	ALL SUPERVISORS	ALL MANAGER / DIRECTORS	ALL EXECUTIVE
<p><b>RESULTS FOCUSED AND BUSINESS AWARE</b></p> <p>Maintaining a focus on the important issues to achieve and improve results and awareness of and applying sound business principles and effective operational practices to drive successful outcomes.</p>	<p><b>Seeks to understand and apply basic business principles and operations and commits to action to achieve results</b></p> <ul style="list-style-type: none"> <li>— seeks and develops efficiencies in day to-day activities and shares them with others</li> <li>— asks questions to build a better understanding of SOLAS's business guidelines and operational practices</li> <li>— works to, and meets tight deadlines</li> <li>— applies extra effort and positive attitude to handle periods of high demand.</li> </ul>	<p><b>Works with team to ensure that sound business principles and operational practices are being applied and focuses the team on activities to achieve goals</b></p> <ul style="list-style-type: none"> <li>— brings discipline to the team, encouraging them to find easier and more efficient ways of working</li> <li>— encourages team to continuously focus their activities to meet the team's objectives and sets measurable targets</li> <li>— establishes team priorities, and identifies critical tasks and milestones to help keep projects and individuals on track.</li> </ul>	<p><b>Keeps current, builds effective business cases and seeks opportunities to raise SOLAS performance to meet organisational goals</b></p> <ul style="list-style-type: none"> <li>— keeps abreast of SOLAS's overall business and shares the information with his/her unit</li> <li>— considers decisions from a business perspective to ensure economic viability</li> <li>— uses financial information to evaluate options and opportunities</li> <li>— builds effective business cases, separating the main issues, highlighting benefits, providing realistic cost and time estimations etc.</li> <li>— pushes self and others for high value results, not just activity</li> <li>— checks-in with individuals and asks them to do the same, holding people accountable for milestones and achieving results.</li> </ul>	<p><b>Builds a financially and operationally effective organisation to focus on i) the achievement of results and ii) What success looks like</b></p> <ul style="list-style-type: none"> <li>— clearly understands and is able to explain how strategic decisions may impact SOLAS's financial performance and guides accordingly</li> <li>— analyses and balances the financial requirements of programs, policies and other resources to achieve short term results while not sacrificing longer-term goals</li> <li>— makes the tough decisions necessary to build an effective, streamlined and economically sound organisation</li> <li>— makes the necessary tough decisions to reshape structure and processes to meet stakeholder and market needs.</li> </ul>
<p><b>COMMUNICATION</b></p> <p>Exchanging information and ideas with others to promote effective discussion and decision making; promoting 2-way communication.</p>	<p><b>Effectively communicates with others</b></p> <ul style="list-style-type: none"> <li>— actively listens and asks questions to ensure mutual understanding</li> <li>— uses the most effective means of communication, showing respect for the time constraints of others</li> <li>— conveys ideas clearly and concisely and gets to the point quickly</li> <li>— writes clearly and concisely, checking with the reader to ensure understanding</li> <li>— uses open-ended and probing questions to elicit information beyond the initial request</li> <li>— shares information in an open and direct manner to help others make informed decisions.</li> </ul>	<p><b>Exchanges information in an open, honest and clear manner to enhance team effectiveness</b></p> <ul style="list-style-type: none"> <li>— regularly asks for, and listens to, the views and opinions of others, showing genuine respect for what they have to say</li> <li>— responds to others in a way that demonstrates he/she has heard and considered their opinions</li> <li>— adjusts language, style and tone of communication to suit audience</li> <li>— brings forward to Management the ideas and concerns of his/her team to ensure they are heard</li> <li>— openly voices and constructively shares differences of opinions, yet is willing to modify perspective and demonstrate flexibility.</li> </ul>	<p><b>Proactively and consistently communicates within the unit, across SOLAS and with other stakeholders</b></p> <ul style="list-style-type: none"> <li>— takes the initiative and makes consistent and regular two-way communication a priority in the unit</li> <li>— finds reasons to walk around to talk to people, being visible and available</li> <li>— prepares and delivers engaging and motivating presentations</li> <li>— considers other peoples' opinions, adapting the message to demonstrate respect for the audience</li> <li>— considers internal and external stakeholders to ensure effective communication with all.</li> </ul>	<p><b>Creates a climate for open and transparent two-way communication for SOLAS</b></p> <ul style="list-style-type: none"> <li>— establishes informal and formal lines of communication across SOLAS to support a transparency of operations</li> <li>— plans two-way communication strategies so that employees hear first-hand about the plans for SOLAS</li> <li>— makes two-way communication a high priority, allocating resources and time for employees to communicate up, down and across the organisation</li> <li>— role models effective and consistent communication and holds management responsible for same.</li> </ul>