

# UCT Competency Framework



A guide to competencies, levels and measures  
for Academic, Executive and PASS UCT positions

*UCT Human Resources  
Organisational Design and Development  
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**Introduction and using this guide**

# Introduction

A **competency** is an ability, skill, attitude, attribute, trait or behaviour that is needed for the successful performance of a position. It is most often described as a behaviour, or **'how'** the person does the position.

A position holder needs a number of competencies (a set) in order to perform at the optimum level in a position. Some core competencies are needed for all types of positions and at all levels at UCT. Other competencies are specific to certain types or levels of positions. Different levels of competencies may be required for different levels of positions.

Competencies can be difficult to recognize, articulate, define and measure, and so it is useful to have a 'competency dictionary' – a competency framework – which sets out the types of behaviours (behavioural indicators) one would expect to see in successful performance in different types and levels of positions. Such a framework provides a common language or understanding of the behaviours required.

Core competencies support the University's mission and strategic goals.

*Note: Competencies do not include specific technical or specialist skills or knowledge needed for certain positions, and so should not be considered alone. Further professional standard frameworks may also provide further requirements.*

Competencies help us to:

- Design positions and structure
- Write position descriptions
- Manage and develop performance of staff
- Recruit and select staff
- Train and develop staff
- Identify and plan career paths
- Plan for successors for key positions
- Develop our organisational culture

Competencies are not used when we:

- Evaluate and grade positions
- Determine pay

# Using this guide

This guide provides a comprehensive list of competencies for all Academic and PASS positions at UCT, and descriptions of how these competencies look at different levels of positions.

These competencies are required, in varying combinations, at differing levels, for various positions at UCT staff. The demonstration of these competencies is necessary in order for a staff member to be deemed to be performing the position at the required standard. However, these descriptors should not be used as rigid and absolute

performance measures, but rather as generic guidelines for what effective performance would look like. They are a starting point for a conversation around expected levels of performance. The competency framework is neither all-inclusive nor prescriptive.

The steps to identify competencies and levels for a particular position are as follows:

<b>Step 1</b>	<b>Identifying the key purpose of the position and the KPAs</b>	Refer to HR191	Identify the key purpose of the position and the relevant KPAs for the specific position based on the position description
<b>Step 2</b>	<b>Identifying the competencies</b>	Refer to Section A of this guide	The section lists all the competencies that may be required. Select between six and eight competencies needed to perform the KPAs to the required standard.
<b>Step 3</b>	<b>Checking the competencies against the job family</b>	Refer to Section B of this guide	The section describes broad job families, and suggests competencies that are typical for a job family.
<b>Step 4</b>	<b>Identifying the job level</b>	Refer to Section C of this guide	The section sets out the various job families and levels of the university, and suggests corresponding competency levels
<b>Step 5</b>	<b>Identifying the competency level</b>	Refer to Section D of this guide	The section describes the behavioural indicators at the different competency levels

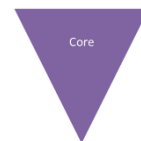
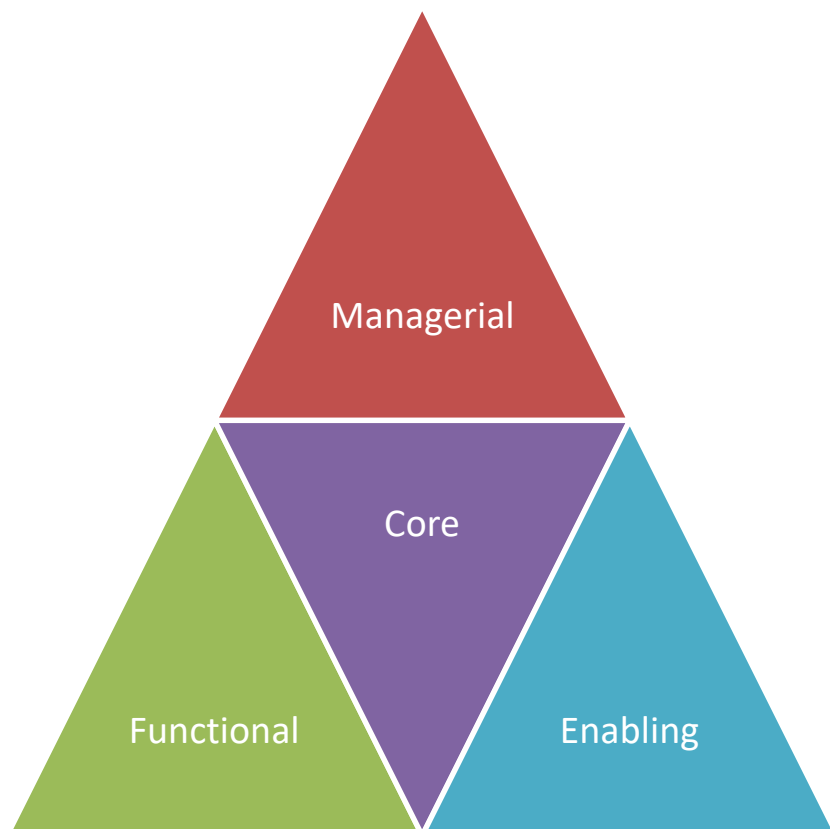
You can record your choices in the appendix: 'Appendix A: Recording your Choices'.

# Section A: Identifying competencies

# Identifying competencies

The section lists all the competencies that may be required by PASS and Academic staff. Select between six and eight competencies. Read the whole list before making your selection.

The competencies are grouped into categories or types to make identification easier. These categories are not mutually exclusive (i.e. you can select from more than one category).



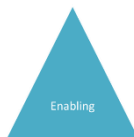
**Competencies required for all positions at UCT:**  
Building interpersonal relationships; Analytical thinking / Problem solving; Client/student service and support; Communication; Planning and organizing / work management; Teamwork / collaboration; University awareness.



**Competencies required for positions that manage or lead people and/or departments:**  
Building partnerships; Facilitating change; Individual Leadership; People management; Resource management; Strategic leadership.



**Competencies that relate to a position function:**  
Coaching; Formal presentation; Information management; Managing conflict; Meeting facilitation / leadership / participation; Negotiation; Persuasiveness / sales ability; Professional knowledge and skill; Research support skills; Safety awareness; Written communication.



**Competencies that enable or support position performance:**  
Adaptability/ flexibility; Conceptual thinking; Continuous learning; Creativity and innovation; Decision-making / Judgment; Energy; Follow up; Impact/Influence; Initiating action / initiative; Quality commitment/ work standards; Resilience; Results focus; Risk taking; Stress tolerance.



Competencies	Description
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**These core competencies are usually required for all positions at UCT:**

Analytical thinking / Problem solving	Works systematically and logically to resolve problems, address opportunities, or manage the situation at hand. Analyses the situation; identifies the underlying problem; identifies causes, relationships and implications; identifies opportunities; draws from a range of resources, contexts and experiences; conceptualises solutions; considers alternatives; and implements the most appropriate action.
Building interpersonal relationships	Develops and maintains positive interpersonal relationships with others. Displays empathy to indicate understanding and accurate interpretation of others concerns, feelings, agendas and perspectives; creates an institutional climate in which people from different cultures feel welcome and accepted.
Client/student service and support	Makes client/student needs a primary focus of actions. Proactively develops and sustains productive client/student relationships; understands the client/student needs; anticipates and provides solutions to client/student needs; demonstrates concern for meeting and exceeding immediate and future needs of clients/students; gives high priority to client/student satisfaction.
Communication	Expresses ideas effectively in individual and group situations. Listens effectively; shares information, ideas and arguments; adjusts terminology, language and communication modes to the needs of the audience; ensures accurate understanding; acts in a way that facilitates open exchange of ideas and information; uses appropriate non-verbal communication.
Planning and organizing / work management	Establishes a course of action for self and/or others to accomplish a specific goal. Effectively plans, schedules, prioritizes and controls activities; identifies, integrates and orchestrates resources (people, material, information, budget, and/or time) to accomplish goals. Prioritizes work according to the university's goals, not just formal position responsibilities; manages own time effectively. <i>Do not select this if you select resource management.</i>
Teamwork / collaboration	Works effectively with team/work groups or those outside formal line of authority to accomplish goals. Actively participates as a member of a team; takes action that respects the needs and contributions of others; contributes to and accepts the consensus; subordinates own needs to those of the team; develops and builds cohesive team relations to produce required outputs; possesses knowledge and understanding of peer's work. <i>Do not select this if you select building partnerships.</i>
University awareness	Has and uses knowledge of formal and informal systems, situations, procedures and culture inside the university to identify potential problems and opportunities. Perceives the impact and implications of decisions on other components of the university; has and uses knowledge of the university context to identify potential problems and opportunities.

**These competencies are usually required for those positions that manage or lead people and/or departments:**

Building partnerships	Identifies opportunities and takes action to build partnerships and relationships between one's own area and other areas, teams, units, departments, or faculties, to achieve UCT goals. <i>Do not select this if you select Teamwork/Collaboration.</i>
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Facilitating change	Encourages others to seek opportunities for different and innovative approaches to addressing problems and opportunities. Facilitates the implementation and acceptance of change within the workplace.
Individual leadership	Uses appropriate interpersonal style and methods to inspire and guide others towards goal achievement. Modifies behavior to accommodate tasks, situations and individuals involved; is facilitative, influential and enabling in order to gain acceptance of ideas or plans; builds confidence and capabilities of others; challenges and supports others to learn and grow from experience. <i>Do not select this if you select Strategic Leadership.</i>
People management (including performance management and development)	Motivates and guides others to accomplish work objectives through performance management. Sets clear performance expectations; uses appropriate interpersonal skills to gain commitment from staff; monitors and guides progress; seeks and gives feedback; appraises performance outcomes; plans and supports the development of others; facilitate relationships with others; advises staff to better navigate complexity in roles; allocates decision-making authority and task responsibilities to appropriate subordinates; utilizes subordinate's time, skills and potential effectively.
Resource management	Establishes a course of action for self and others to accomplish a specific goal. Identifies, obtains and manages resources (people, material, information, budget, time) effectively in order to accomplish goals. Prioritizes work according to the university's goals, not just own area's responsibilities; manages own time effectively. <i>Do not select this if you select Planning and Organizing / Work Management.</i>
Strategic leadership	Creates and achieves a desired future state (vision) through influence on university values, individual and group goals, reinforcements and systems. Secures information and identifies key issues and relationships relevant to achieving long range goals or visions. <i>Do not select this if you select Individual Leadership.</i>

These competencies may be required for a variety of positions. In addition to those above, select only those that are absolutely core to the position. Take care not to select those that may already be described:

Functional Competencies		Enabling Competencies	
Coaching / Developing Others	Facilitates the development of other's knowledge, abilities and skills so that they can fulfill current or future position/role responsibilities more effectively. Provides timely feedback and guidance to help others reach goals; builds confidence of others. <i>Do not select this if you select People Management.</i>	Adaptability/ flexibility	Maintains effectiveness in varying environments and with different tasks, responsibilities and people. Maintains effectiveness when experiencing major changes in work tasks or the work environment; adjusts to work within new work structures, processes, requirements, or cultures. <i>Do not select this if you have already selected Facilitating Change.</i>
Formal presentation	Presents ideas and transfers thoughts verbally in individual or group situations. Delivers presentations suited to the characteristics and needs of the audience; uses appropriate nonverbal communication and visual aids.	Conceptual thinking	Understands complex situations. Sees patterns and uses or creates concepts; assembles pieces of information into a cohesive whole.
Information management	Establishes and maintains on-going procedures to collect, review and share information needed to manage the university or on-going activities within it. Takes into account the skills, knowledge and experience of the responsible individuals and characteristics of the assignment or project.	Continuous learning	Proactively takes advantage of opportunities to learn. Actively identifies new areas for learning; applies new knowledge and skill appropriately.

Managing conflict	Deals effectively with others in antagonistic situations. Uses appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.	Creativity and innovation	Generates creative solutions to work situations. Generates and promotes new ideas and uses them to develop new or improved processes, methods, systems, solutions, products or services; tries different and novel ways to deal with problems and opportunities.
Meeting facilitation / leadership / participation	Uses appropriate interpersonal styles and methods to guide or help meeting participants toward a meeting's objectives. Modifies behavior according to tasks and individuals; is aware of the needs and potential contributions of others.	Decision-making/ Judgement	Commits to a course of action after developing alternative courses of action that are based on logical assumptions and factual information that take into consideration resources, constraints and university values. Analyses a situation; identifies the underlying problem; conceptualises solutions; considers alternatives; implements the most appropriate action; makes timely decisions.
Negotiation	Effectively explores alternatives and positions to reach outcomes that gain the support and acceptance of all parties.	Energy	Consistently maintains a high activity or productivity level. Sustains long working hours.
Persuasiveness / sales ability	Uses appropriate interpersonal styles and communication methods to gain acceptance of a product, service, or idea from prospects and clients.	Follow up	Establishes procedures to monitor the results of delegations, assignments or projects. Takes into consideration the skills, knowledge and experience of the assigned individual and characteristics of assignment or project.
Professional knowledge and skill	Has attained a satisfactory level of professional knowledge or skill in certain position or role in order to perform effectively. Keeps up with current developments in area of expertise.	Impact/Influence	Creates a good first impression. Commands attention and respect; shows an air of self- confidence; behaves appropriately assertively; develops and uses effective strategies to influence others or to gain their support.
Safety awareness	Is aware of conditions that affect own and other's safety. Actively monitors, records and educates others around unsafe acts and unsafe conditions; maintains safety standards within a designated area; proactively identifies and improves unsafe conditions.	Initiating action / initiative	Takes prompt and proactive action to accomplish objectives. Makes active attempts to influence events to achieve goals; self-starters rather than accepting passively; takes action to achieve goals beyond what is required; proactive.
Research support skills	Applies knowledge and skills to support the research process. Tests and analyses materials, components, instruments and processes; gathers, processes, compares, analyses and reports on existing data or information; conducts benchmarking exercises; investigates practices, methods or tools; gathers information or investigates.	Quality commitment/ work standards	Sets high standards of performance for self and others. Assumes responsibility and accountability for successfully completing assignments or tasks; self-imposes standards of excellence rather than having standards imposed; demonstrates attention to producing a high quality service; constantly looks for opportunities to improve work processes and results; accomplishes tasks by considering all areas involved; consistently shows concern for all aspects of the position; accurately checks processes and tasks. <i>Do not select this if you select Resource Management.</i>
Written communication	Expressing ideas, thoughts, and concepts clearly in writing. Documents have correct and appropriate organization, structure, and format; uses correct and appropriate grammar, language, terminology, tone and style; uses a variety of communication modes appropriate to the situation.	Resilience / tenacity	Handles disappointment and/or rejection while maintaining effectiveness. Stays with a position or plan of action until the desirable objective is achieved or is no longer reasonably attainable.

Results focus	Stays focused on the efforts necessary to achieve quality results consistent with institutional and departmental goals. Demonstrates the ability to achieve effective results; demonstrates concern for the successful achievement of results; works persistently to overcome obstacles to goal achievement.
Risk taking	Initiates action that involves a deliberate attempt to achieve a recognized benefit or advantage when potential negative consequences are understood.
Stress tolerance	Maintains focus, control, stable performance and composure under pressure or opposition (such as time pressure or position ambiguity). Handles stress in a manner that is acceptable to others and to the university.

## Section B: Checking competencies against the job family

# Checking competencies against the job family

The section describes broad job families, and suggests competencies per job family.

All UCT positions are grouped into broad job families depending on the primary nature of work performed within the position. This grouping is not prescriptive. Read the descriptions below and choose which job family describes the position activities most accurately. Once the job family is identified, refer to the listing of suggested competencies per job family. The suggested competency list is not prescriptive.

Job Family	Description	Suggested competencies
Executive	The primary function is strategy development and implementation. Positions are concerned with the leadership and management of the university at the senior and top management level. This includes accountability for the university's financial health, academic standing, transformation and social justice interventions. Positions include the Vice Chancellor, Deputy Vice Chancellors, Pro Vice Chancellors, Registrar, Deans and Executive Directors.	Analytical thinking / Problem solving Building interpersonal relationships Building partnerships Client/student service and support Communication Facilitating change People management Resource management Strategic leadership University awareness
Academic Managers	The primary function is the academic leadership and management of an academic department. Positions are concerned with the academic leadership of a department, its scholarship, its teaching and its standards, to develop its staff, and to grow it into a well-functioning academic unit. Responsibility includes the tactical implementation of strategic decisions within a function. Staff members in these roles spend most of their time managing at least two staff levels. They are directly involved in policy development and have discretion over the deployment of resources including people, finance and technology. Examples would include Academic Heads of department, Research Unit Heads and others.	Analytical thinking / Problem solving Building interpersonal relationships Building partnerships Client/student service and support Communication Facilitating change Individual Leadership People management Resource management University awareness

Standard Academic	<p>The primary functions are research, teaching and learning, leadership, management and administration, and social responsiveness, where the former two are core requirements. At least 50% of time is spent on teaching and learning and research activities. In the research component, the position-holder creates and develops the intellectual infrastructure of subjects and disciplines through the invention or generation of ideas, images, performances and artifacts where these manifestly embody new or substantially developed insights by building on existing knowledge to produce new or substantially improved materials, devices, products, policies or processes. The research work results in the production of peer-reviewed outputs in his/her field such as research papers, reports and conference papers. S/he is responsible for the funding of the research through external contracts, fundraising or application through funding bodies.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Communication  Conceptual thinking  Creativity and innovation  Developing others  Planning and organizing / work management  Teamwork / collaboration  University awareness</p>
Research Academic	<p>The primary functions are research, leadership, management and administration, and social responsiveness. The position will generally include some teaching but ancillary to research and limited in proportion to the research component of the position. In the research component, the position-holder creates and develops the intellectual infrastructure of subjects and disciplines through the invention or generation of ideas, images, performances and artefacts where these manifestly embody new or substantially developed insights by building on existing knowledge to produce new or substantially improved materials, devices, products, policies or processes. The research work results in the production of peer-reviewed outputs in his/her field such as research papers, reports and conference papers. S/he is responsible for the funding of the research through external contracts, fundraising or application through funding bodies.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Communication  Conceptual thinking  Creativity and innovation  Planning and organizing / work management  Teamwork / collaboration  University awareness</p>
Teaching Academic	<p>The primary functions are teaching and learning, leadership, management and administration, and social responsiveness. At least 50% of time is spent on teaching and learning activities. Titles in this family include Lecturer and Senior Lecturer.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Coaching / Developing others  Communication  Formal presentation  Planning and organizing / work management  Teamwork / collaboration  University awareness</p>
Clinical Academic	<p>The primary functions are research, teaching and learning, leadership, management and administration, and social responsiveness, the latter including clinical service responsibilities. At least 50% (depending on clinical rank) of time is spent on clinical service. In the research component, the position-holder creates and develops the intellectual infrastructure of subjects and disciplines through the invention or generation of ideas, images, performances and artifacts where these manifestly embody new or substantially developed insights by building on existing knowledge to produce new or substantially improved materials, devices, products, policies or processes. The research work results in the production of peer-reviewed outputs in his/her field such as research papers, reports and conference papers. S/he is responsible for the funding of the research through external contracts, fundraising or application through funding bodies.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Coaching / Developing others  Communication  Conceptual thinking  Planning and organizing / work management  Teamwork / collaboration  University awareness</p>

<p>Clinical Teaching Academic</p>	<p>The primary functions are clinical education, clinical supervision, enhancement of competence and learning, leadership, management, administration and social responsiveness. At least 50% of time is spent on clinical education and clinical supervision activities. Titles in this family include Clinical Educator and Senior Clinical Educator. Jobs in this family make use of Ad Hominem Promotion. Jobs in this family only occur in the Faculty of Health Sciences.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Coaching / Developing others  Communication  Conceptual thinking  Planning and organizing / work management  Teamwork / collaboration  University awareness</p>
<p>PASS: Administrative support</p>	<p>The primary function is administrative, clerical or secretarial. Positions are generally well-defined however they may involve unforeseen occurrences/situations that require reliance on previous experience. Staff members in these roles are typically engaged in administrative and finance activities within faculties or PASS departments. They would decide on how best to carry out operations within a selected process. Examples would include admin assistants, secretaries, finance officers, residence officers, faculty officers, amongst others.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Communication  Planning and organizing / work management  Quality commitment/ work standards  Teamwork / collaboration  University awareness</p>
<p>PASS: Managers</p>	<p>The primary function is management of a section. Responsibility includes the tactical implementation of strategic decisions within a function. Staff members in these roles are likely to be specialists who spend most of their time managing at least two staff levels. They are directly involved in policy development and have discretion over the deployment of resources including people, finance and technology. Examples would include Faculty Operations Manager, Pharmacy Manager, QA Manager, Communications Manager, amongst others.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Building partnerships  Client/student service and support  Communication  Individual Leadership  People management  Resource management  University awareness</p>
<p>PASS: Operations</p>	<p>The primary function is skilled activities in a craft or trade or general operations. Positions are generally well defined however they may involve unforeseen occurrences/situations that require reliance on previous experience. Staff members in these roles typically spend their time ensuring the smooth running of facilities and services. They would decide on how best to carry out operations within a selected process. Examples would include all artisans, traffic wardens, workshop and laboratory assistants, and theatre and stage staff, amongst others.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Communication  Planning and organizing / work management  Safety awareness  Teamwork / collaboration  University awareness</p>



<p>PASS: Specialist support</p>	<p>The primary function is to provide specialist academic, institutional or student support services. Responsibility includes interpretation of an overall plan and translation of the plan into action. Staff members in these roles typically spend most of their time with students and academic staff in support of the academic project or student development or they are engaged in activities that are central to the running of the university. They are likely to hold postgraduate academic qualifications. They may be first level supervisors within their immediate area of expertise. Examples would include librarians, psychologists, accountants, lawyers, HR/CMD/DAD specialists, amongst others.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Communication  Planning and organizing / work management  Professional knowledge and skill  Teamwork / collaboration  University awareness</p>
<p>PASS: Technical and scientific support</p>	<p>The primary function includes technical duties. An understanding of the theory and or systems behind position processes is required at this level before positions can be performed successfully. Staff members in these roles offer specialized technical and scientific support to either a faculty or the university as a whole. They are highly skilled and typically ensure that staff and students have on-going access to technical infrastructure. They also educate users. Examples would include technical officers, scientific officers, IT specialists, graphic designers, set designers, amongst others.</p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Communication  Planning and organizing / work management  Professional knowledge and skill  Research support skills  Teamwork / collaboration  University awareness</p>
<p>PASS: Innovation Orientated Research</p>	<p>The primary function is innovation orientated research that leads to the filing of patents for inventions and the commercialization thereof. Duties will vary depending on the field of specialization but at the lower levels are generally involved in the day to day specialized scientific support, logistical implementation, control and oversight of innovation research facilities and operations. They will be involved in basic and applied research projects and may develop new processes, technologies or products. This typically includes: the operation of high level equipment; scientific support in innovation research facilities; performing scientific experiments, preparing, testing and analysis of materials, components, instruments and processes; gathering, processing, comparing, analyzing and reporting on existing data or information; conducting benchmarking exercises; and investigation of practices, methods or tools. At the higher levels, they are high level specialists, and may serve as managers of units within departments. These jobs generally require professional training in the discipline or professional field. These jobs are concerned with the long term thinking, medium range planning, and the translation of tactical plans into operational plans to reach ultimate end result, would allocate university resources, or would plan and control functions and units within innovation research units. The holder creates and invents ideas, solutions, products, inventions, devices, processes. The research work results in the patenting and commercialization of innovations in his/her field. S/he is responsible for the funding of the research through external contracts, fundraising or application through funding bodies. Jobs in this family range from grades PC8 to PC13(5). <i>(A family set up for the purposes of a pilot HR project within H3D that sees a different promotions and performance management system for incumbents in these jobs)</i></p>	<p>Analytical thinking / Problem solving  Building interpersonal relationships  Client/student service and support  Communication  Planning and organizing / work management  Professional knowledge and skill  Research support skills  Teamwork / collaboration  University awareness</p>

# Section C: Identifying the job level

# Identifying the job level

This section identifies the level at which a competency should be demonstrated.

Roughly, these levels correspond with the pay classes or ranks of the university, but this is not an absolute rule. Individual positions may require a number of different competencies at different levels.

Level	Descriptor	Definition	Pay classes / ranks
Level 1	Operational	Day to day, immediate, logistical implementation, control and oversight, relative to schedules, plans and specifications.	PASS PC 1-7
Level 2	Tactical Lower	Short to medium term thinking, short to medium range planning, and the translation of strategy and tactical plans into operational plans to reach ultimate end result. Allocates university resources. Plans and controls functions and units within functions or units.	PASS PC 8-11 Assistant Lecturer Lecturer Senior Lecturer Clinical Educator Senior Clinical Educator Junior Research Fellow Research Officer Senior Research Officer Tech/ Sci Officer Senior Tech/ Sci Officer Chief Tech / Sci Officer Principal Tech / Sci Officer
Level 3	Tactical Higher	Medium term thinking, medium range planning, and the translation of strategy into shorter term plans, goals and objectives to reach ultimate end result. Allocates and aligns university resources. Plans and controls functions or units within the university.	PC12 – PC13(4) Deputy Dean Senior Director Associate Professor Professor Principal Tech/ Sci Officer Chief Research Officer Principal Research Officer
Level 4	Strategic	Long term thinking at the macro level. Long range planning towards an ultimate end result or objective for the university as a whole. Provides overall direction to the university, while achieving balance between the different functions, units and requirements. Commits university resources. Provides a higher-level plan or objective to guide management action.	PC13(3) PC13(2) PC13(1)

A detailed table of pay scales and levels can be found in the appendix: 'Appendix B: UCT levels of work'.

# Section D: Identifying the competency level

# Identifying the level of competency: Competency level descriptors and measures

The section describes the behavioural indicators for each competency at the different competency levels.

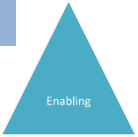
Once you have selected your competencies, select the level at which the competency should be demonstrated. Roughly, the levels correspond with the levels of positions in the university. Positions may require a number of different competencies at different levels.

These behavioural indicators are iterative, meaning that all behavioural indicators in levels lower than the one you choose, will also apply in some degree. So for instance, a positionholder at level 'Level 3' will also need to indicate behaviours described for 'Level 2' and 'Level 1'.

Common negative behaviour indicators are suggested which will assist you in identifying what behaviours are typically seen when the positionholder is not competent in that particular area. These indicators are common to all levels of positions.

The behavioral indicators are not prescriptive, nor are they exhaustive.

## Adaptability / Flexibility



Maintains effectiveness in varying environments and with different tasks, responsibilities and people. Maintains effectiveness when experiencing major changes in work tasks or the work environment; adjusts to work within new work structures, processes, requirements, or cultures.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Maintains an effective work style when experiencing changes in work tasks, processes or environment</li> <li>• Remains focused on task despite changes</li> <li>• Keeps own emotions from interfering with work</li> <li>• Recognizes and adopts positive aspects of change</li> <li>• Responds to change with appropriate sense of commitment</li> <li>• Actively engages in change to better understand the effects on own role</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts to work effectively within new work structures, processes, requirements, or cultures</li> <li>• Sees change as opportunity to improve</li> <li>• Willing and eager to change</li> <li>• Actively seeks out positive spin-offs of change and investigates ways in which change can be used</li> <li>• Anticipates change and continuously remains prepared for change</li> <li>• Demonstrates resourcefulness in acquiring necessary knowledge, skills and competencies to adapt to change</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates change by keeping up to date on current research and trends affecting one's own field</li> <li>• Continually searches for ways to adapt and improve through change</li> <li>• Consciously models appropriate adaptations and encourages it in others</li> <li>• Moves ahead with changes and seizes opportunities without waiting</li> <li>• Recognizes and capitalizes on opportunities</li> <li>• Devises long term action plans for adapting to change</li> <li>• Systematically analyses and shares the learning/knowledge gained from change</li> <li>• Redirects own or own team's efforts in response to changed circumstances to ensure effective problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates change, shifts directions, initiates or abandons projects when circumstances dictate</li> <li>• Pushes forward with important initiatives to improve the faculty's/ department's / university's position</li> <li>• Identifies knowledge, skills and competencies that are key to long-term success for the department/university</li> <li>• Reviews, evaluates and disseminates information regarding key methodologies, best practices and tools to others</li> <li>• Facilitates and promotes learning through analysis of change</li> </ul>

### Negative indicators

- Does not change opinion despite provision of supporting information
- Sticks to outdated methods, putting off making changes for as long as possible or finding excuses for not doing things differently
- Dismisses university initiatives/improvement proposals without consideration or justification and ignoring reality
- Refuses to adapt way of working to meet changing requirements
- Blames others when things go wrong
- Unwilling to try new things

## Analytical thinking / Problem solving

Core

Works systematically and logically to resolve problems, address opportunities, or manage the situation at hand. Analyses the situation; identifies the underlying problem; identifies causes, relationships and implications; identifies opportunities; draws from a range of resources, contexts and experiences; conceptualises solutions; considers alternatives; and implements the most appropriate action.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Effectively uses existing procedures, processes, and tools to identify and solve routine problems</li> <li>Appropriately applies learned concepts, procedures, or “rules of thumb” to analyse data</li> <li>Identifies the information needed to solve a problem</li> <li>Recognises a match or mismatch between current data and a known standard</li> </ul>	<ul style="list-style-type: none"> <li>Appropriately derives and organises the essence of information to draw solid conclusions</li> <li>Effectively resolves problems of a moderately complex nature</li> <li>Synthesises data from different sources to identify trends</li> <li>Looks beyond symptoms to uncover root causes of problems to be solved</li> <li>Presents problem analysis and a recommended solution rather than just identifying and describing the problem itself</li> <li>Proactively approaches others to obtain missing information</li> <li>Takes action to reconcile discrepancies</li> </ul>	<ul style="list-style-type: none"> <li>Effectively resolves complex problems that require substantial, in-depth analysis</li> <li>Quickly identifies key issues, stakeholders and viewpoints in a complex situation or problem</li> <li>Finds ways to condense large amounts of information into a useful form</li> <li>Anticipates the consequences of situations and proactively works to overcome potential obstacles</li> <li>Asks perceptive, probing questions to get to the heart of the matter</li> </ul>	<ul style="list-style-type: none"> <li>Effectively resolves the most difficult and complex problems that require the creation of new, innovative approaches</li> <li>Analyses and appropriately weighs the pros, cons, and opportunities, and risks before deciding on a course of action</li> <li>Integrates seemingly unrelated information from different sources to identify new approaches that strengthen the long-term position of the faculty/department/university</li> </ul>

### Negative indicators

- Attempts to problem solve without first analysing and understanding what the problem is
- Makes decisions without identifying and evaluating the causes, relationships, implications or options
- Cannot provide evidence or rationale in support of own decisions
- Uses data selectively to achieve own goals
- Puts off making the decision until forced
- Ignores available data and evidence when making decisions
- Finds it hard to make a sound judgement or take a decision when under pressure
- Uses wrong information to make a decision
- Does not consider the student/client when making decisions

## Building interpersonal relationships

Core

Develops and maintains positive interpersonal relationships with others. Displays empathy to indicate understanding and accurate interpretation of others concerns, feelings, agendas and perspectives; creates an institutional climate in which people from different cultures feel welcome and accepted.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Establishes a rapport with others</li> <li>Works well with people from diverse backgrounds</li> <li>Recognizes the need for additional buy-in or support from decision makers to achieve objectives</li> <li>Works to be accepted by peers and co-workers</li> <li>Balances personal needs and those of one's team with the needs of the broader university</li> </ul>	<ul style="list-style-type: none"> <li>Develops and effectively uses networks, both internal and external</li> <li>Appropriately adapts own behaviour to the working styles of different people</li> <li>Understands how self is perceived by others</li> <li>Accurately interprets the moods, feelings and reactions of others and adjusts own behaviour to fit the situation</li> <li>Demonstrates a keen understanding of and ability to use the formal and informal system at UCT to get things done</li> <li>Understands the origin and reasoning behind key policies, practices and procedures at UCT</li> <li>Keeps key players informed about the status of work</li> <li>Works to be respected by other parts of the university</li> <li>Realises the impact of what is not said</li> <li>Keeps up to date about key issues and developments in other parts of the university</li> </ul>	<ul style="list-style-type: none"> <li>Builds effective relationships with counterparts in own and/or other higher education institutions</li> <li>Is aware of cultural differences in social and business norms and modifies own behaviour accordingly</li> <li>Adapts listening behaviours to ensure they are respectful of the other person's culture</li> <li>Recognises that what works in one's own culture will not necessarily work in another</li> <li>Uses the agendas and perspectives of others to establish mutually beneficial objectives</li> <li>Understands and addresses the underlying problems and the political forces affecting the university</li> <li>Works to build a sense of common purpose across all work groups, avoiding a "we versus them" attitude</li> <li>Deals effectively with politically charged situations, by recognising unspoken political issues, institutional constraints or underlying concerns of individuals</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that the university understands and is responsive to the needs, concerns and perspectives of key stakeholder groups</li> <li>Uses diplomacy and tact in working with people from different cultures and countries</li> <li>Takes specific steps to increase the university's ability to act and execute as an internationally recognized university</li> <li>Establishes highly productive mutual relationships with key individuals in other institutions</li> <li>Is able to effectively diffuse situations that are highly political</li> </ul>

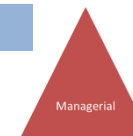
### Negative indicators

- Is unaware of how self is perceived by others
- Maintains behaviour or course of action, despite others, circumstances or reactions
- Prioritises own needs
- Works in isolation without support, buy-in or consultation with other key stakeholders
- Does not communicate or keep others informed
- Does not demonstrate empathy or understanding of others
- Overuses a 'tell' style
- Lacks enthusiasm or sincerity
- Uses excluding behaviours and language inappropriately
- Railroads own decisions
- Uses anger, threats or withdraws co-operation to get own way



## Building partnerships

Identifies opportunities and takes action to build partnerships and relationships between one's own area and other areas, teams, units, departments, or faculties, to achieve UCT goals.



Level 1	Level 2	Level 3	Level 4
<p><i>NA- Select Teamwork / Collaboration</i></p>	<ul style="list-style-type: none"> <li>• Nurtures both internal and external partnerships and contacts as sources of information and expertise to support work activities</li> <li>• Regularly identifies and engages effectively with internal and external interfaces</li> <li>• Thinks through issues with others utilising their skills and making them feel valued</li> <li>• Offers advice and provide support even if there is no immediate or obvious return</li> <li>• Makes compromises in order to achieve tasks or to gain cooperation from others</li> <li>• Considers diversity of viewpoints to be important</li> <li>• Uses facts and information from networks to influence and achieve goals</li> <li>• Speaks authoritatively on own area of expertise and is credible with partners/colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies networks/committees which would be of benefit to the university</li> <li>• Understands the conditions for effective partnership working</li> <li>• Creates network opportunities) for own division/department/team interested parties to exchange information with others</li> <li>• Creates commitment to and enthusiasm for the accomplishment of challenging objectives across diverse teams</li> <li>• Integrates people and resources to achieve high levels of synergy</li> <li>• Resolves dysfunctional conflict to ensure success</li> <li>• Understands implications of outcomes of Committees and ensures relevant actions are taken within own division/department/team</li> <li>• Uses networks and relationships to build support for ideas and achieves results</li> </ul>	<ul style="list-style-type: none"> <li>• Builds and expands networks and coalitions, to achieve strategic goals</li> <li>• Networks both internally and externally to accomplish goals</li> <li>• Understands implications of outcomes of Committees and ensures relevant actions are taken within own faculty/department/university</li> <li>• Uses networks and relations to achieve results and influence strategic outcomes</li> <li>• Defuses high-tension situations, if they arise</li> <li>• Uses negotiation to develop mutually agreeable outcomes with people at all levels</li> </ul>

### Negative indicators

- Uses networks and connections for own benefit
- Behaviour negatively impacts on UCT's reputation
- Is unable to identify needs and interests of others
- Works in isolation
- Has little understanding of how activities in own area impacts on other areas
- Undermines or sabotages partnerships work

## Client / Student Service and Support

Core

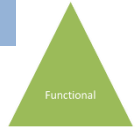
Makes client/student needs a primary focus of actions. Proactively develops and sustains productive client/student relationships; understands the client/student needs; anticipates and provides solutions to client/student needs; demonstrates concern for meeting and exceeding immediate and future needs of clients/students; gives high priority to client/student satisfaction.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Asks questions to identify needs and expectations</li> <li>Responds with the appropriate level of urgency</li> <li>Takes into account the impact on the client/student when carrying out one's own position tasks</li> <li>Takes personal ownership in ensuring that expectations are met</li> <li>Asks questions about the satisfaction with the service provided</li> </ul>	<ul style="list-style-type: none"> <li>Is alert and responsive to changes in expectations</li> <li>Seeks information about real needs, beyond those expressed initially</li> <li>Takes personal responsibility to ensure external and internal satisfaction despite time pressures and significant obstacles</li> <li>Develops on-going relations with clients/students</li> <li>Takes a variety of actions to assess satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Clearly states what one can and can't do to meet desires with strong emphasis on creatively applying what one can do to meet the needs</li> <li>Works to remove barriers that get in the way of providing exceptional service</li> <li>Works to meet the client's /student's needs rather than own or faculty's/department's short-term needs</li> <li>Designs solutions to address key priorities and adapts solutions as needed to changing client and market demands</li> <li>Builds relationships with key decision-makers in the client area</li> <li>Sets up systems to effectively monitor satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Develops strategic, long-term relationships, gaining trust and respect</li> <li>Uses feedback for developing future-oriented client / student service strategies</li> <li>Looks for trends that are likely to shape the wants and needs in the future</li> <li>Develops scenarios and strategies that anticipate future needs</li> <li>Identifies products and services that meet the needs</li> </ul>

### Negative indicators

- Ignores feedback from students or clients
- Treats students / clients others with disrespect, or is rude or impatient
- Criticises the university in front of colleagues, clients and others
- Has disregard for student or client needs
- Prioritises own needs over student or client needs
- Doesn't come back to client/student
- Poor at handling an unhappy client or student
- Has 'position's worth' or 'policy says no' mind set
- Service worsens when under pressure

## Coaching / Developing Others



Facilitates the development of other's knowledge, abilities and skills so that they can fulfil current or future position/role responsibilities more effectively. Provides timely feedback and guidance to help others reach goals; builds confidence of others.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Takes specific steps to develop others so that they can take on more independent responsibility</li> <li>• Provides informal suggestions to others to develop their knowledge, awareness, and skills</li> <li>• Specifically explains correct procedures or desired performance</li> <li>• Devotes significant time to provide task-related help to others</li> </ul>	<ul style="list-style-type: none"> <li>• Takes time to discuss with others their individual development plan</li> <li>• Makes available appropriate assignments or other experiences to develop other's skills and competencies</li> <li>• Gives focused and constructive feedback in a way that maintains self-esteem and helps another to work towards the achievement of his/her goals</li> <li>• Encourages others to try new approaches</li> <li>• Treats mistake as learning opportunities and explores learning with others after mistakes are made</li> </ul>	<ul style="list-style-type: none"> <li>• Permanently strives to bring out the best in others, regardless of their current performance level</li> <li>• Continually motivates others to work on improving their skills and competencies</li> <li>• Proactively looks for and develops talent, able to replace people in key positions in own department or university</li> <li>• Lobbies for support among others for creating developmental opportunities across departmental or functional boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Provides leadership and resources for creating an environment that is conducive to the professional development of employees at all levels of the department/university</li> <li>• Keep managers responsible for developing people in their team/department/University</li> <li>• Identifies and provides appropriate developmental experiences for those individuals who have the potential to assume leadership roles in the future</li> <li>• Actively drives the development of talent across functional, regional and organisational boundaries</li> </ul>

### Negative indicators

- Puts own needs ahead of others
- Reacts negatively to others' suggestions and requests
- Undermines or sabotages others
- Does not share information with others
- Shows no understanding of the need for other's development
- Shows no regard for the needs, failings or successes of others
- Does not provide timely or useful feedback
- Gives instructions or directive advice
- Does not encourage new thinking
- Takes other's successes as own

# Communication

Core

Expresses ideas effectively in individual and group situations. Listens effectively; shares information, ideas and arguments; adjusts terminology, language and communication modes to the needs of the audience; ensures accurate understanding; acts in a way that facilitates open exchange of ideas and information; uses appropriate non-verbal communication.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Appropriately expresses one's own opinion</li> <li>• Listens closely to the message being delivered</li> <li>• Waits until the speaker has ended the intended message before responding</li> <li>• Accurately reports mistakes, errors, and unintended outcomes without glossing over what went wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Asks open-ended questions that encourage others to give their point of view</li> <li>• Checks understanding by stating what he/she understands of the message and asking the speaker to verify or clarify</li> <li>• Shows respect for the opinion of others</li> <li>• Adapts communication (vocabulary, pace, etc.) for the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Refrains from immediate judgement and criticism of others' ideas delivering criticism in a way that demonstrates sensitivity to the feelings others</li> <li>• Stands firm when presenting own ideas yet is flexible in listening to and accepting others' input</li> <li>• Helps the other person to vent anger and negative emotions</li> <li>• Encourages the open expression of dissent and contrary viewpoints</li> <li>• Alerts appropriate parties upon the discovery of potential problems, ensures no surprises</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a climate that promotes the free flow of communication in own team, department and university</li> <li>• Communicates effectively across all functions and levels of the university</li> <li>• Is sensitive to individual or group communication patterns and works to overcome dysfunctional behaviour, if necessary</li> </ul>

## Negative indicators

- Is seen as discourteous/offensive
- Uses threatening language/swearing during exchange of information
- Uses inappropriate or unacceptable language or communication methods (e.g. body language, tone)
- Withholds or provides inaccurate or misleading information
- Does not listen
- Avoids difficult or unpopular communication
- Uses inappropriate communication modes (e.g. email instead of face to face)
- Talks over others or is over-critical
- Does not demonstrate an understanding of the needs of the audience
- Uses language or terms that excludes others

## Conceptual thinking

Understands complex situations. Sees patterns and uses or creates concepts; assembles pieces of information into a cohesive whole.

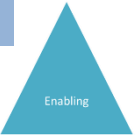
Enabling

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Sees patterns, trends, or missing information when analysing relatively simple data</li> <li>• Notices when a current situation is similar to a past situation and identifies the similarities</li> <li>• Keeps the big picture in mind when working on issues</li> </ul>	<ul style="list-style-type: none"> <li>• Uses knowledge of theory to assess and examine current situations</li> <li>• Appropriately applies and adapts complex learned concepts to fully comprehend situations</li> <li>• Develops practical answers for moderately complex problems</li> </ul>	<ul style="list-style-type: none"> <li>• Sees patterns, relationships, or connections that are not obvious to others</li> <li>• Presents complex matters or situations in a clear, concise fashion; assembles issues, observations, ideas, and interpretations into a cohesive, well-balanced proposition</li> <li>• Rapidly identifies key issues in a complex situation</li> <li>• Develops practical new answers or explanations for complex problems</li> </ul>	<ul style="list-style-type: none"> <li>• Develops practical, new concepts to explain complex situations or resolve complex problems</li> <li>• Integrates seemingly unrelated information from different sources to identify new approaches that strengthen the long-term competitive position of the business</li> <li>• Generates innovative concepts and integrates them with traditional concepts</li> </ul>

### Negative indicators

- Can only see obvious relationships, connections and trends
- Is unable to see the big picture
- Is unable to see missing information
- Is unable to see the situation from more than one angle
- Works only from own assumptions about the world
- Is ignorant to theory or is unable to apply it

## Continuous learning



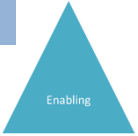
Proactively takes advantage of opportunities to learn. Actively identifies new areas for learning; applies new knowledge and skill appropriately.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Actively approaches others to gain a better understanding of own strengths and development needs</li> <li>Acts independently to create a development action plan to respond to own development needs</li> <li>Selects appropriate development activities and pursues them</li> <li>Looks at the lessons to be derived from a failure, mistake or negative event.</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks out opportunities to gain additional exposure and experience</li> <li>Continuously updates knowledge through reviewing materials and/or consulting internal or external experts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates resourcefulness in acquiring necessary knowledge, skills and competencies based on a thorough understanding of personal strengths and development needs</li> <li>Devises a long-term action plan for own development</li> <li>Keeps up to date on current research and trends affecting one's own field</li> <li>Systematically analyses and shares the learning/knowledge gained from projects</li> </ul>	<ul style="list-style-type: none"> <li>Identifies knowledge, skills and competencies that are key to the business's long-term business success</li> <li>Reviews, evaluates and disseminates information regarding key methodologies, best practices and tools to others</li> <li>Facilitates and promotes team learning through analysis of team successes and failures</li> </ul>

### Negative indicators

- Fails to see the need to continually learn new knowledge or skill
- Does not accept feedback regarding personal shortfalls/need for improvement
- Does not allow others to learn
- Shows no willingness to learn

## Creativity and innovation



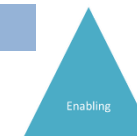
Generates creative solutions to work situations. Generates and promotes new ideas and uses them to develop new or improved processes, methods, systems, solutions, products or services; tries different and novel ways to deal with problems and opportunities.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Generates ideas for own area of responsibility</li> <li>Tries new methods for completing required tasks more efficiently</li> <li>Contributes ideas in team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Generates ideas beyond own area of responsibility, benefiting the team or department</li> <li>Questions established processes and procedures to find a better way</li> <li>Helps to develop new approaches by building on the ideas of others</li> <li>Has good judgement of which ideas and suggestions will work</li> </ul>	<ul style="list-style-type: none"> <li>Generates ideas for creatively applying existing technology or processes to the benefit of the department/university</li> <li>Continually looks for ways to expand the department's capabilities</li> <li>Energises others to come up with creative ideas</li> <li>Facilitates idea generation by creating networking opportunities</li> <li>Promotes the further development and implementation of creative ideas</li> <li>Assesses the impact of institutional / legislative / policy / context changes and determines appropriate tactics to respond</li> </ul>	<ul style="list-style-type: none"> <li>Generates ideas that create breakthrough opportunities and change (not just extensions of the past)</li> <li>Continually examines and challenges the assumptions of university policies and strategies</li> <li>Leads initiatives to promote creativity and innovation throughout the faculty / department / university</li> <li>Translates creative ideas into strategies and plans that will succeed in the university</li> <li>Anticipates how institutional / legislative / policy / context changes will affect the university and develops strategies to capitalise on these changes</li> </ul>

### Negative indicators

- Can only see the immediate problem
- Is only able to spot the very obvious connections
- Continues to apply flawed approaches and models
- Identifies only obvious, typical and often used alternatives
- Not open to new ideas
- Does not support creative and innovative ideas from others
- Intolerant of ambiguity during creative thinking process
- Does not accept the need for creative and innovative thinking
- Continues with old ways of doing things despite requests for change
- Ignores implications of risks in attempting something new

## Decision-making/ Judgement



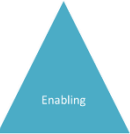
Generates creative solutions to work situations. Generates and promotes new ideas and uses them to develop new or improved processes, methods, systems, solutions, products or services; tries different and novel ways to deal with problems and opportunities.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Uses sound judgement to make appropriate and timely decisions in well-structured or routine situations</li> <li>• Weighs the advantages and consequences of alternative options before deciding on the approach to take</li> <li>• Knows when to escalate a decision to a higher level</li> <li>• Makes decisions that have an impact on own area of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sound judgement to make appropriate, timely decisions in moderately complex situations</li> <li>• Makes decisions with available information, even if such information is not fully conclusive</li> <li>• Evaluates situations objectively</li> <li>• Avoids making assumptions about the facts of a situation or the motivation of others</li> <li>• Makes decisions having an impact on own team or other related teams</li> <li>• Appropriately solicits the input of those who will be affected by the decision</li> <li>• Sets priorities in accordance with team / departmental objectives and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sound judgement to make appropriate, timely decisions in complex situations</li> <li>• Makes decisions that may have a major impact on other functions</li> <li>• Makes courageous decisions in the face of risks or uncertainty</li> <li>• Appropriately weighs the costs and benefits of an immediate decision versus further analysis</li> <li>• Predicts how a decision will affect individuals and groups in the department and university and develops strategies to build support for the decision and overcome obstacles</li> <li>• Develops contingency plans prior to their need</li> <li>• Sets priorities in accordance with department and university objectives and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sound judgement to make appropriate, timely decisions in highly complex situations</li> <li>• Makes key decisions that have a university-wide or strategic impact</li> <li>• Predicts how a decision will affect key stakeholder groups (internal and external) and develops strategies to build support for the decision and overcome obstacles</li> <li>• Rapidly identifies the key issues that need to be considered when making strategic decisions</li> <li>• Sets priorities in accordance with university objectives and strategies</li> </ul>

### Negative indicators

- Does not recognise when a decision may embarrass the university
- Makes decisions without identifying, analysing and evaluating the underlying problem
- Makes decisions without considering alternative solutions
- Decision making and judgment impaired when under pressure
- Uses wrong information or ignores information when making a decision
- Does not consider the student/client when making decisions
- Makes decisions in isolation
- Makes decisions to pursue own goals at the expense of other's goals
- Is unable to justify decision when challenged
- Puts off making decisions until forced to





Consistently maintains a high activity or productivity level. Sustains long working hours.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Has sufficient strength and vitality to perform duties required</li> <li>• Works long hours without losing effectiveness</li> <li>• Maintains a strong pace over time</li> <li>• Performs well-structured or routine mental work effectively</li> <li>• Performs routine, mildly physically taxing work effectively</li> <li>• Adapts working methods in order to achieve objectives with energy available</li> </ul>	<ul style="list-style-type: none"> <li>• Has sufficient strength and vitality to perform duties required</li> <li>• Works long hours without losing effectiveness</li> <li>• Maintains a strong pace over time</li> <li>• Performs moderately complex mental work effectively</li> <li>• Performs moderately physically taxing work effectively</li> <li>• Makes adjustments to activities/processes based on energy available</li> <li>• Seeks to understand reasons for lack of energy and to find ways to overcome</li> </ul>	<ul style="list-style-type: none"> <li>• Has sufficient strength and vitality to perform duties required</li> <li>• Works long hours without losing effectiveness</li> <li>• Maintains a strong pace over time</li> <li>• Performs complex mental work effectively</li> <li>• Performs very physically taxing work effectively</li> <li>• Remains determined despite dips in energy</li> <li>• Takes personal responsibility and accountability for own energy levels</li> </ul>	<ul style="list-style-type: none"> <li>• Has sufficient strength and vitality to perform duties required</li> <li>• Works long hours without losing effectiveness</li> <li>• Maintains a strong pace over time</li> <li>• Performs highly complex mental work effectively</li> <li>• Performs exceptionally physically taxing work effectively</li> <li>• Manages own energy resources</li> </ul>

### Negative indicators

- Performance suffers substantially when working long hours
- Is unable to sustain output over period of time
- Is unable to perform mentally or physically taxing work effectively
- Is unable to recognise signs of distress in self
- Reacts inappropriately when faced with lack of energy

## Facilitating change



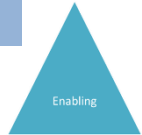
Encourages others to seek opportunities for different and innovative approaches to addressing problems and opportunities. Facilitates the implementation and acceptance of change within the workplace.

Level 1	Level 2	Level 3	Level 4
NA	<ul style="list-style-type: none"> <li>• Clarifies the advantages of change</li> <li>• Explains how change will impact on current practices</li> <li>• Invites discussion on views of the change</li> <li>• Implements the process for change in an area</li> </ul>	<ul style="list-style-type: none"> <li>• Manages the process for change in an area</li> <li>• Develops strategies for managing change.</li> <li>• Anticipates resistance to change and prepares arguments to address resistance</li> <li>• Creates and fosters an environment that promotes and encourages change</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures support and buy-in from university community for change</li> <li>• Champions change in the department/university</li> <li>• Ensures that change initiatives are aligned with department and university vision and objectives</li> </ul>

### Negative indicators

- Does not engage in change – hopes it will go away
- Becomes agitated and stressed when asked to respond differently
- Becomes very de-motivated and negative during periods of change
- Unable to see opportunities for change
- Unable to see positive consequences and opportunities from change
- Unable to see the need for a process to manage change

## Follow up



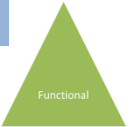
Establishes procedures to monitor the results of delegations, assignments or projects. Takes into consideration the skills, knowledge and experience of the assigned individual and characteristics of assignment or project.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Establishes follow up dates</li> <li>Proactively contacts others to follow up on progress</li> </ul>	<ul style="list-style-type: none"> <li>Establishes plans and delivery dates</li> <li>Defines tasks and activities and performance expectations</li> <li>Proactively contacts others to review progress</li> <li>Confirms that action has been taken</li> <li>Monitors the progress of the team toward the accomplishment of performance expectations; gives timely, constructive, actionable feedback</li> </ul>	<ul style="list-style-type: none"> <li>Defines roles and responsibilities</li> <li>Sets performance expectations that align with departmental and university goals</li> <li>Communicates deliverables and delivery dates</li> <li>Contacts others to review progress</li> <li>Confirms that action has been taken</li> <li>Obtains feedback on results</li> <li>Keeps overview of progress (could be through committee structures)</li> </ul>	<ul style="list-style-type: none"> <li>Communicates high-level deliverables and deadline dates</li> <li>Keeps high level overview of progress (could be through formal committee structures)</li> </ul>

### Negative indicators

- Delegates work inappropriately
- Delegates work without setting follow up dates
- Waits for others to contact them with progress reports
- Does not confirm that work has been completed
- Does not obtain feedback on results

## Formal presentation



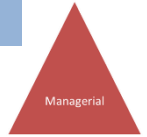
Presents ideas and transfers thoughts verbally in individual or group situations. Delivers presentations suited to the characteristics and needs of the audience; uses appropriate nonverbal communication and visual aids.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Presents clearly and articulately when speaking with an individual or before a group</li> <li>• Uses appropriate body language</li> <li>• Adapts speech, presentation or conversation to the audience</li> <li>• Thinks through the message in advance and organises the information in a logical flow</li> <li>• Presents verbal information in an understandable form</li> <li>• Effectively handles questions when communicating one-on-one or in a group situation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses visual aids (hand-outs, transparencies, flipcharts, animated screen-shows, etc.) effectively when giving presentations</li> <li>• Uses examples, analogies and paraphrasing in speech, as necessary, to clarify ideas and concepts</li> <li>• Changes tactics during presentation if something is not working</li> <li>• Pays close attention to the group process while speaking in front of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Presents clearly and articulately when speaking with or presenting to senior management</li> <li>• Speaks in a way that commands attention to the key points of the message or presentation</li> <li>• Persuasively presents ideas and thoughts, creating enthusiasm among listeners</li> </ul>	<ul style="list-style-type: none"> <li>• Presents clearly and articulately when speaking with or present to executive management</li> <li>• Is adept in effectively communicating on controversial issues or to difficult audiences</li> <li>• Selects and masterfully uses different media to communicate difficult issues and concepts to others</li> </ul>

### Negative indicators

- Does not adapt style according to group's needs
- Speaks too slowly/quickly. loudly/softly, mumbles/shouts
- Is flustered by questions from the audience or unable to effectively handle them
- Uses inappropriate or unacceptable language or communication methods (e.g. body language, tone)
- Withholds or provides inaccurate or misleading information
- Avoids difficult or unpopular presentations
- Does not demonstrate an understanding of the needs of the audience
- Uses language or terms that excludes others

## Individual Leadership



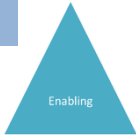
Uses appropriate interpersonal style and methods to inspire and guide others towards goal achievement. Modifies behavior to accommodate tasks, situations and individuals involved; is facilitative, influential and enabling in order to gain acceptance of ideas or plans; builds confidence and capabilities of others; challenges and supports others to learn and grow from experience.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Contributes to the successful functioning of their team</li> <li>Understands what is expected of them and responds appropriately to requests for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Establishes ground rules and guiding principles for team operation and interaction.</li> <li>Establishes a clear purpose for the team.</li> <li>Sets team priorities in a way that demonstrates understanding of workload priorities.</li> <li>Keeps people motivated and focused on work deliverables</li> <li>Leads by example, acting as a role model for others, demonstrating commitment to the achievement of team objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Links work proposals to departmental initiatives and ensures team is aware of objectives</li> <li>Involves others in leadership development opportunities.</li> <li>Leads initiatives to change the process, system, or function to support departmental goals more effectively</li> <li>Builds buy-in and enthusiasm for departmental goals and vision across teams and functional boundaries and levels.</li> </ul>	<p><i>NA- Select Level 4 Leadership</i></p>

### Negative indicators

- Is seen as discourteous/offensive
- Uses inappropriate or unacceptable language or communication methods (e.g. body language, tone)
- Does not modify behaviour to the needs of the situation or the person
- Undermines the confidence of others
- Is a poor role model to others
- Does not link own goals to those of the department / faculty / university
- Is unable to identify needs and interests of others
- Puts own needs ahead of other's

## Impact/Influence



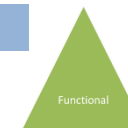
Creates a good first impression. Commands attention and respect; shows an air of self- confidence; behaves appropriately assertively; develops and uses effective strategies to influence others or to gain their support.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Has a clear idea of the desired outcome</li> <li>• Delivers several different arguments to support a position or gain acceptance</li> <li>• Points out the benefits to others of desired actions for the purpose of gaining this acceptance</li> <li>• Concisely and effectively describes problems and situations so progress toward creating solutions can be made</li> <li>• Has awareness of the point of view of others when presenting an idea</li> </ul>	<ul style="list-style-type: none"> <li>• Gains an understanding of clients' interests, needs, goals and concerns</li> <li>• Looks for opportunities to inform and educate key stakeholders about idea or projects</li> <li>• Summarises opinions frequently to build understanding</li> <li>• Offers compromises and trade-offers to others, as necessary to gain their co-operation</li> <li>• Carefully selects and screens the information to be given to others to achieve desired outcome</li> <li>• Adequately researches and prepares before presenting an idea/position</li> <li>• Anticipates and prepares for the reactions of others and varies approach as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Builds a strong case by linking knowledge and know-how to clients' interests, needs and goals</li> <li>• Considers political complexities and long-term needs of the university in arriving at an appropriate influencing strategy</li> <li>• Understands the right balance between meeting and managing expectations</li> <li>• Seeks advice and support from people who have been successful in influencing others</li> <li>• Builds support for ideas or projects "behind the scenes" demonstrating a good understanding of the key players and their position</li> <li>• Identifies key stakeholders whose support will be needed to get ideas or projects approved and implemented effectively and build relationships with them</li> <li>• Uses alliances to gain support for ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks through and influences strategies to achieve agreement or support in the most complex or controversial situations</li> <li>• Skilfully handles the most difficult situations, finding ways to arrive at an agreement among diverse groups of stakeholders or with extremely difficult clients</li> <li>• Effectively negotiates complex agreements with counterparts in external institutions</li> </ul>

### Negative indicators

- Waits for a reason to contact people
- Is uncomfortable meeting new people or difficult people
- Relies on status or position without explanation
- Has a one size fits all approach to language or style

## Information management



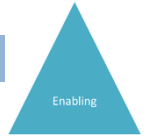
Establishes and maintains on-going procedures to collect, review and share information needed to manage the university or on-going activities within it. Takes into account the skills, knowledge and experience of the responsible individuals and characteristics of the assignment or project.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Aware of the knowledge and information relevant to their roles and the value this brings to the university</li> <li>• Reviews and communicates gaps in knowledge and information which hinder the achievement of objectives</li> <li>• Shares knowledge and information appropriately and participates in activities to facilitate sharing</li> <li>• Understands and complies with information management standards and guidelines</li> <li>• Effectively uses standard retrieval and distribution tools</li> <li>• Uses appropriate knowledge and information resources</li> <li>• Complies with information confidentiality and security standards</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies opportunities, methods and approaches for delivering value through improved information management</li> <li>• Enables staff members to access relevant knowledge and information</li> <li>• Analyses and evaluates information</li> <li>• Uses most appropriate mix of knowledge and information sources</li> <li>• Delivers relevant knowledge and information in most appropriate form</li> <li>• Collects, monitors and analyses appropriate data</li> <li>• Supports and facilitates knowledge and information sharing</li> <li>• Develops and supports processes and tools for information sharing and capture</li> <li>• Identifies and uses external and internal knowledge and information sources</li> <li>• Plans and manages record keeping</li> <li>• Contributes to the development of processes, tools and standards</li> </ul>	<ul style="list-style-type: none"> <li>• Builds and manages appropriate knowledge and information assets</li> <li>• Supports and facilitates the development and implementation of information management processes across university silos</li> <li>• Develops tailored information management approaches aligned to specific business processes</li> <li>• Develops information management standards and guidelines</li> <li>• Demonstrates awareness of information management trends, developments, experience and good practice</li> <li>• Identifies opportunities to deliver value through improved information management</li> <li>• Champions knowledge sharing to enable continuous learning and knowledge creation</li> <li>• Develops and implements information management policies incorporating relevant measurement systems and benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Engages with thought leaders within and outside the university in order to identify the value of knowledge and information to the university and develop an informed vision</li> <li>• Identifies, develops and articulates information management strategies that will add value to the university</li> <li>• Ensures that information management strategies are embedded within university strategies and key processes</li> <li>• Fosters and enables a knowledge and information-rich culture</li> <li>• Enables an effective information management architecture</li> <li>• Constantly reviews the impact of information management strategies</li> </ul>

### Negative indicators

- Ignorant of the knowledge and information relevant to their role
- Unaware of gaps into their knowledge
- Does not see the connection between knowledge/information and the ability to achieve goals
- Does not share information relevant to others or shares incorrect information
- Breaches confidentiality and security protocols
- Unable to deliver information in a format usable by others
- Keeps incomplete or disorganised records

## Initiating action / initiative



Takes prompt and proactive action to accomplish objectives. Makes active attempts to influence events to achieve goals; self-starters rather than accepting passively; takes action to achieve goals beyond what is required; proactive.

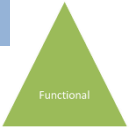
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Demonstrates drive and energy in performing the position</li> <li>• Recognises and acts on opportunities to address present problems and sees what needs to be done</li> <li>• Acts without being told or forced by events; is self-directed</li> <li>• Responds to situation or opportunities with appropriate sense of urgency</li> <li>• Works to achieve more than average results</li> </ul>	<ul style="list-style-type: none"> <li>• Sees a “difficult” situation as an opportunity to impress</li> <li>• Willing and eager to seek out and accept new challenges.</li> <li>• Digs beneath the surface to get at the facts, even if not told to do so</li> </ul>	<ul style="list-style-type: none"> <li>• Continually searches for better ways to improve</li> <li>• Consciously models decisiveness and encourages it in others</li> <li>• Moves ahead without always requiring consensus</li> <li>• Recognizes and capitalizes on opportunities</li> <li>• Willingly takes calculated risks in situations where others tend to wait and see</li> <li>• Prefers to err on the side of action rather than miss an opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Shifts directions or abandons projects when circumstances dictate</li> <li>• Pushes forward with important initiatives to improve the faculty's / department 's / university's position</li> </ul>

### Negative indicators

- Waits for others to take decisions and action
- Is content with the status quo and does not challenge it
- Does only what is required
- Is unresponsive to situations or opportunities
- Sees only the immediate problems



## Managing conflict



Deals effectively with others in antagonistic situations. Uses appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.

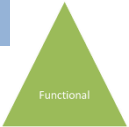
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Identifies conflict situations needing attention</li> <li>Aims to remain objective in a conflict situation</li> <li>Avoid bringing up topics that do not directly contribute to the resolution of conflict</li> <li>Treats conflict as an opportunity to gain a better understanding of ideas that differ from own and to clarify own viewpoints</li> <li>States own point-of-view without criticising the other person's</li> <li>Responds to opposing views in a non-defensive manner</li> <li>Prioritise needs and goals, deciding what they are willing to give up and under what circumstances</li> <li>Communicates openly and respectfully when addressing problems</li> </ul>	<ul style="list-style-type: none"> <li>Openly addresses conflict as it arises</li> <li>Recognises the underlying agendas and needs of others and finds solutions</li> <li>Seeks to mediate conflict between individuals and groups</li> <li>Identifies areas of agreement when working with conflicting individuals or groups.</li> <li>Works to resolve conflict amongst others by showing respect for others' opinions and working toward mutually agreeable solutions</li> <li>Analyses the issues and interests at stake, the origins of the conflict and the reasoning of all sides</li> </ul>	<ul style="list-style-type: none"> <li>Aims to settle disputes equitably</li> <li>Maintains awareness of broad, longer-term objectives and works to ensure that all parties share this awareness while seeking solutions</li> <li>Focuses attention on the issues that affect project, process, or team success</li> <li>Takes a problem-solving approach to conflict and generates multiple practical solutions to problems</li> <li>Focuses on the needs of all parties and generally reaches mutually agreeable outcomes</li> <li>Demonstrates an ability to distinguish between critical and non-critical conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Proficiently defuses volatile situations</li> <li>Brings conflicts and disagreements into the open and attempts to manage them collaboratively while keeping the best interests of the department/university in mind</li> <li>Effectively identifies and manages potential conflicts within relationships to prevent disagreements from arising</li> <li>Successfully redirects others when they begin to lose focus on the critical issues that need to be resolved</li> <li>Develops creative and effective solutions to problems and uses solid negotiation skills to arrive at mutually agreeable outcomes even in the most difficult circumstances</li> </ul>

### Negative indicators

- Deliberately fuels conflict
- Puts own needs ahead of other's
- Is unable to remain objective, takes sides
- Avoids dealing with conflict
- Is defensive
- Is unable to see the 'other side of the story'
- Is seen as discourteous/offensive
- Uses threatening language/swearing during exchange of information
- Uses inappropriate or unacceptable language or communication methods (e.g. body language, tone)
- Does not listen
- Uses inappropriate communication modes (e.g. email instead of face to face)
- Talks over others or is over-critical
- Does not demonstrate an understanding of the needs of the other

## Meeting facilitation / leadership / participation

Uses appropriate interpersonal styles and methods to guide or help meeting participants toward a meeting's objectives. Modifies behaviour according to tasks and individuals; is aware of the needs and potential contributions of others.

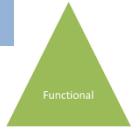


Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Participates in team/unit/departmental committees</li> <li>• Shows good meeting etiquette</li> <li>• Offers input and ideas</li> <li>• Checks for understanding</li> <li>• Listens to and acknowledges others</li> <li>• Makes procedural suggestions</li> <li>• Builds on other's ideas</li> <li>• Commits to follow up action</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates/leads/participates in departmental/faculty committees</li> <li>• Uses relationship skills effectively</li> <li>• Follows logical sequence in running the meeting</li> <li>• Checks for understanding and agreement</li> <li>• Makes suggestions and presents point of view in a way that is sensitive to others and the situation</li> <li>• Ensures that the servicing officer is supported and able to perform his/her function</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates/leads/participates in high-level faculty/departmental or mid-level university committees</li> <li>• Makes procedural suggestions</li> <li>• Presents suggestions/points of view in an appropriate and convincing manner</li> <li>• Ensures decisions are taken</li> <li>• Ensures follow-up</li> <li>• Anticipates road blocks in the meeting and develops strategies to overcome them</li> <li>• Is aware of the politics and personalities in the room and develops strategies to work with them</li> <li>• Makes suggestions that best move the work of the committee forward</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates/leads/participates in high-level university committees</li> <li>• Uses authority effectively and sensitively</li> <li>• Ensures that decisions are implemented</li> <li>• Argues suggestions/points of view in an appropriate and convincing manner</li> </ul>

### Negative indicators

- Uses meetings to meet own needs and not those of the unit/team/department/faculty/university
- Does not engage in meeting
- Shows poor meeting etiquette (is late without apology, unprepared, leave without apology, does not respond to meeting requests)
- Commits to follow-up action, but doesn't deliver
- Breaks down other's ideas or criticises other's suggestions inappropriately
- Talks over others or pushes own agenda
- Does not allow conversation or sharing of views
- Talks too much and does not listen
- Allows meeting to run over time

# Negotiation



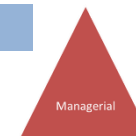
Effectively explores alternatives and positions to reach outcomes that gain the support and acceptance of all parties.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Questions others to gain clarity on their needs and desired outcomes</li> <li>• Keeps calm and uses assertive, tactful and diplomatic behaviour.</li> <li>• Listens carefully to the arguments of the other party</li> <li>• Responds to opposing views in a non-defensive manner</li> <li>• Makes sure there is an agreed deadline for resolution</li> <li>• Lists all the issues which are important to both sides and identify the key issues</li> <li>• Identifies any areas of common ground</li> <li>• Explains the benefits of own argument putting points across clearly and concisely</li> <li>• Listens to possible alternative solutions offered by other parties in the discussion</li> <li>• Makes concessions when required to reach agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly communicates own needs and desired outcomes of the discussion</li> <li>• Understands the underlying concerns and needs of the parties involved</li> <li>• Summarises the points of agreement and areas of difference in the positions of the parties involved in the discussion and tests the understanding by communicating to parties involved</li> <li>• Knows when to compromise to achieve desired outcomes.</li> <li>• Modifies argument to suit audience</li> <li>• Use a range of approaches and strategies to gain support for ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Wins concessions without damaging relationships</li> <li>• Thoughtfully generates solutions that satisfy all parties</li> <li>• Respectfully challenges the points of view expressed by others</li> <li>• Puts forward a convincing argument to support own views</li> <li>• Plans for alternative outcomes if agreement can't be reached</li> </ul>	<ul style="list-style-type: none"> <li>• Is a masterful negotiator</li> <li>• Is sought out by others to mediate prolonged, complex, and difficult disputes</li> <li>• Tries to achieve a mutually agreeable outcome by offering ideas and possible solutions which take all parties' needs into consideration</li> </ul>

## Negative indicators

- Agrees objectives and create plans that are unachievable i.e. too stretching or over ambitious
- Puts own agenda first and expects others to manage around them
- Is not aware of or is unable to communicate own needs and desired outcomes
- Is ignorant of the concerns and needs of the other parties
- Sticks to own agenda and is not prepared to compromise
- Is defensive, talks over others or does not listen
- Is discourteous/offensive or uses threatening language/swearing during exchange
- Uses inappropriate or unacceptable language or communication methods (e.g. body language, tone)
- Withholds or provides inaccurate or misleading information
- Uses inappropriate communication modes (e.g. email instead of face to face)

## People management (including performance management and development)



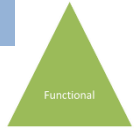
Motivates and guides others to accomplish work objectives through performance management. Sets clear performance expectations; uses appropriate interpersonal skills to gain commitment from staff; monitors and guides progress; seeks and gives feedback; appraises performance outcomes; plans and supports the development of others; facilitate relationships with others; advises staff to better navigate complexity in roles; allocates decision-making authority and task responsibilities to appropriate subordinates; utilizes subordinate's time, skills and potential effectively.

Level 1	Level 2	Level 3	Level 4
NA	<ul style="list-style-type: none"> <li>• Takes action to clarify goals and objectives for the team if there is uncertainty around performance expectations</li> <li>• Continually examines own and team's actions to assess whether they are in line with team objectives</li> <li>• Monitors the progress of the team toward the accomplishment of performance expectations; gives timely, constructive, actionable feedback</li> <li>• Makes plans to facilitate progress towards objectives.</li> <li>• Implement performance improvement process where necessary</li> <li>• Defines tasks and activities of team members</li> </ul>	<ul style="list-style-type: none"> <li>• Defines roles and responsibilities of team members</li> <li>• Sets measurable and achievable performance expectations for team members that align with department and university objectives</li> <li>• Delegates assignments appropriately, ensuring that the individual has the skills and competencies to get the position done</li> <li>• Provides appropriate guidance and support for delegated tasks</li> <li>• Pushes responsibility back to team members (rather than taking charge) if they have the capability to accomplish something</li> <li>• Conducts productive performance feedback discussions, giving team members necessary focus, guidance, and direction</li> <li>• Holds team members responsible for the attainment of established performance expectations; deals effectively with poor performance</li> <li>• Recognizes and rewards successful behaviours and results within policy</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that faculty / departmental goals and objectives are aligned with UCT's strategy</li> <li>• Focuses own department on the accomplishment of key objectives</li> <li>• Ensures commitment to and application of the performance feedback process throughout the department/university</li> </ul>

### Negative indicators

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

## Persuasiveness / sales ability



Uses appropriate interpersonal styles and communication methods to gain acceptance of a product, service, or idea from prospects and clients.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Applies logic to persuade others in straightforward situations</li> <li>• Recognises when it is appropriate to influence and/or persuade others</li> <li>• Establishes a rapport with others</li> <li>• Recognizes the need for additional buy-in or support from decision makers to achieve objectives</li> <li>• Works to be accepted by others</li> <li>• Questions prospects/clients to gain clarity on their needs and desired outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Logically communicates and demonstrates benefits of recommendations</li> <li>• Understands and acknowledges prospect/client needs</li> <li>• Works with others to achieve the best solution possible</li> <li>• Develops and effectively uses networks, both internal and external</li> <li>• Appropriately adapts own behaviour to the styles of different people</li> <li>• Accurately interprets the moods, feelings and reactions of others and adjusts own behaviour</li> <li>• Realises the impact of what is not said</li> <li>• Understands the underlying concerns and needs of the prospective and clients</li> <li>• Modifies approach to suit situation</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates, and persuades other to see the benefits of recommendations</li> <li>• Understands prospect/client needs and decision criteria</li> <li>• Understands all sides of an issue and its impact on all parties involved</li> <li>• Uses experts or other third parties to influence</li> <li>• Builds effective relationships with others</li> <li>• Is aware of cultural differences in social and business norms and modifies own behaviour accordingly</li> <li>• Anticipates objections and plans accordingly</li> <li>• Uses the agendas and perspectives of others to persuade</li> </ul>	<ul style="list-style-type: none"> <li>• Persuades and influences all parties to cooperate and accept recommendations</li> <li>• Explains and clarifies all perspectives of an issue and its impact on all parties</li> <li>• Builds “behind-the-scenes” support for ideas</li> <li>• Uses an in-depth understanding of the interactions to move toward a specific agenda</li> <li>• Uses diplomacy and tact in working with people from different cultures and countries</li> </ul>

### Negative indicators

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

## Planning and organizing / work management

Core

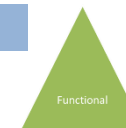
Establishes a course of action for self and/or others to accomplish a specific goal. Effectively plans, schedules, prioritizes and controls activities; identifies, integrates and orchestrates resources (people, material, information, budget, and/or time) to accomplish goals. Prioritizes work according to the university's goals, not just formal position responsibilities; manages own time effectively.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Sets priorities with an appropriate sense of what is most important</li> <li>• Manages time effectively to accomplish what needs to get done</li> <li>• Knows the status of own work at all times</li> <li>• Participates in planning sessions that affect own team</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and implements moderately complex activities/projects</li> <li>• Clearly defines objectives and translates them into workable activities</li> <li>• Plans with a realistic sense of the time and resource demands involved maintaining awareness of the interrelationships between own and other activities/project</li> <li>• Anticipates potential obstacles and their impact on the accomplishment of goals and timelines</li> <li>• Uses time and resources effectively to accomplish desired results</li> <li>• Monitors and tracks progress to ensure delivery of all planned commitments, and keeps the appropriate people informed</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and implements complex activities/projects</li> <li>• Maintains a keen awareness of the interrelationships among various components of large-scale activities/projects</li> <li>• Allocates time and resources as required when faced with multiple demands and competing priorities</li> <li>• Considers the financial implications before finalising activity/project plans</li> <li>• Actively monitors costs incurred against budget and makes adjustments to plans as necessary</li> </ul>	<p><i>NA- Select Resource Management</i></p>

### Negative indicators

- Fails to meet deadlines most of the time
- Leaves things to the last minute
- Unable to prioritise
- Disorganised or untidy
- Plans are unrealistic, wasteful or do not consider dependencies and impacts
- Gets distracted, or is unfocussed, flitting between positions in a disorganised way, creating additional load for self and others
- Uses rules and procedures as an excuse for non-delivery
- Unable to report on progress
- Tends to concentrate on enjoyable tasks at the expense of others
- Unable to change plans when circumstances require
- Requests input from others at the last minute without consideration for their workload
- Wastes time on unproductive tasks

## Professional knowledge and skill



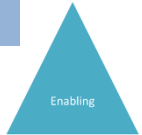
Has attained a satisfactory level of professional knowledge or skill in certain position or role in order to perform effectively. Keeps up with current developments in area of expertise.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Has a satisfactory understanding of the knowledge / skill area</li> <li>• Knows fundamental concepts, practices and procedures of the knowledge / skill area</li> <li>• Requires guidance and direction in applying the knowledge / skill in the position</li> <li>• Has completed required training and/or obtained certification</li> </ul>	<ul style="list-style-type: none"> <li>• Has good understanding of the knowledge / skill area</li> <li>• Effectively applies fundamental concepts, practices, and procedures in the knowledge / skill area</li> <li>• Fairly independent in applying knowledge / skill in position</li> <li>• Occasionally needs some direction in the resolution of problems</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough understanding of the knowledge / skill area</li> <li>• Effectively applies a broad range of principles, practices and procedures in the knowledge / skill area</li> <li>• Is sought out by others for advice for the resolution of difficult problems</li> <li>• Is capable of working independently</li> <li>• Keeps up with current developments in area of expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Recognised expert in the knowledge / skill area</li> <li>• Able to lead discussion with external experts</li> <li>• Is recognised and sought out for advice as leading authority in the knowledge skill area</li> <li>• Is expert in all technical aspects of the skills area</li> </ul>

### Negative indicators

- Has an unsatisfactory understanding of knowledge / skill area
- Is unable to apply understanding of knowledge / skill area
- Requires guidance, supervision or input beyond what is reasonable at that level
- Is qualified but unable to practice what has learn

## Quality commitment/ work standards



Sets high standards of performance for self and others. Assumes responsibility and accountability for successfully completing assignments or tasks; self-imposes standards of excellence rather than having standards imposed; demonstrates attention to producing a high quality service; constantly looks for opportunities to improve work processes and results; accomplishes tasks by considering all areas involved; consistently shows concern for all aspects of the position; accurately checks processes and tasks.

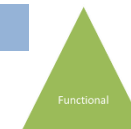
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Pays attention to the quality of one's own work, checking for the accuracy of work produced</li> <li>• Provides information on a timely basis and in a usable form to others who need to act on it</li> <li>• Completes all work according to defined procedures and standards</li> <li>• Looks for potential improvements in own area of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Pays attention to the processes or elements leading to the accomplishment of results within own team or department, looking for ways to improve quality and efficiency</li> <li>• Examines output of own department, looking for potential improvements</li> <li>• Establishes measurements to evaluate the quality of work outputs and processes</li> <li>• Expresses concern about quality</li> <li>• speaks up about practices that may compromise the quality of service</li> <li>• Alerts others about potential problems or implications for plans or actions</li> </ul>	<ul style="list-style-type: none"> <li>• Takes a holistic perspective of the entire system and takes action to improve the efficiency of processes and quality of outputs</li> <li>• Frequently reviews current output and identifies potential improvements.</li> <li>• Develops systems to continuously monitor the quality of work outputs and processes</li> <li>• Leads quality and process improvement efforts</li> </ul>	<p><i>NA – Select Resource Management</i></p>

### Negative indicators

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



## Research support skills



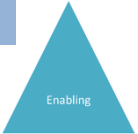
Applies knowledge and skills to support the research process. Tests and analyses materials, components, instruments and processes; gathers, processes, compares, analyses and reports on existing data or information; conducts benchmarking exercises; investigates practices, methods or tools; gathers information or investigates.

Level 1	Level 2	Level 3	Level 4
NA	<ul style="list-style-type: none"> <li>Collates research data according to requirements and conducts error checking, data verification and inspection</li> <li>Demonstrates intellectual curiosity</li> <li>Has knowledge of the broader research facility and or equipment and can perform routine set ups and maintenance</li> <li>Has an understanding of the research process and question</li> <li>Is able to conduct preventative maintenance fault finding, diagnosis and trouble-shooting within the research facility and or equipment</li> <li>Is able to engage proficiently with undergraduate students and to some extent with post-graduate students and academics</li> <li>Is able to find and present appropriate resources to support research needs</li> <li>Is able to train new users on procedures and how to use the equipment and or facility</li> <li>Provides specialist technical or scientific service</li> </ul>	<ul style="list-style-type: none"> <li>Analyses complex data</li> <li>Contributes to the conceptualization of research questions / projects</li> <li>Engages with academics on a scholarly level within UCT and externally</li> <li>Finds and assesses non-standard resources</li> <li>Focuses development of skills on areas related to UCT's primary mission</li> <li>Has comprehensive understanding of research process and of the academic enterprise</li> <li>Is recognized as an authority in a field / in a professional area related to primary mission</li> <li>Provides highly specialised technical, scientific or management service</li> <li>Provides input and guidance to post-graduate and emerging researchers on research projects</li> <li>Teaches (and supervises) postgraduate students</li> </ul>	NA

### Negative indicators

- Does not demonstrate an intellectual curiosity, and shows no willingness to learn
- Has no understanding of the research or academic endeavour
- Does not follow procedures or protocols
- Is unable to use or demonstrate the use of facility equipment
- Is unable to perform analysis or problem solving
- Is unable to engage with academics, undergraduates or postgraduates adequately

## Resilience / tenacity



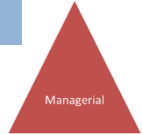
Handles disappointment and/or rejection while maintaining effectiveness. Stays with a position or plan of action until the desirable objective is achieved or is no longer reasonably attainable.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Pursues objectives with energy and persistence</li> <li>Sets high personal standards for performance</li> <li>Adapts working methods in order to achieve objectives</li> <li>Accepts ownership of and responsibility for own work</li> <li>Does not give up at the first obstacle</li> </ul>	<ul style="list-style-type: none"> <li>Measures progress against targets</li> <li>Acknowledges the work and contribution of others</li> <li>Makes adjustments to activities/processes based on feedback</li> <li>Seeks to understand reasons for obstacles and to find ways to overcome</li> <li>Maintains performance after disappointment or rejection</li> <li>Assists others in dealing with disappointment/rejection</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Tackles difficult and complex problems and takes personal responsibility and accountability for reaching solutions</li> <li>Remains determined despite frequent obstacles</li> <li>Maintains enthusiasm of others after disappointment or rejection</li> <li>Bounces back very quickly</li> <li>Leads others through dealing with disappointment/rejection</li> <li>Re-engineers or creates new processes and systems to get around obstacles</li> <li>Anticipates problems and proactively designs contingency plans</li> </ul>	<ul style="list-style-type: none"> <li>Makes decisions through weighing up the cost-benefit and risk implications</li> <li>Stays the course in the face of adversity while ensuring the motivation and commitment of others</li> <li>Leads the university through tough times</li> <li>Builds university-wide support for the cause and appoints champions</li> <li>Re-engineers or creates new strategy to get around obstacles</li> <li>Proactively scans environment to identify long-term risks and proactively designs contingency plans</li> </ul>

### Negative indicators

- Fears mistakes so avoids decisions, procrastinates
- Only takes on very familiar tasks
- Reacts inappropriately when faced with disappointments or failures
- Threatened by those with greater knowledge or experience in their area of work

# Resource management



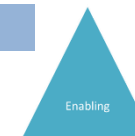
Establishes a course of action for self and others to accomplish a specific goal. Identifies, obtains and manages resources (people, material, information, budget, time) effectively in order to accomplish goals. Prioritizes work according to the university's goals, not just own area's responsibilities; manages own time effectively.

Level 1	Level 2	Level 3	Level 4
<p><i>NA – Select Planning and Organising / Work Management</i></p>	<ul style="list-style-type: none"> <li>Plans and implements moderately complex activities/projects</li> <li>Clearly defines objectives and translates them into workable activities</li> <li>Plans with a realistic sense of the time and resource demands involved maintaining awareness of the interrelationships between own and other activities/project</li> <li>Anticipates potential obstacles and their impact on the accomplishment of goals and timelines</li> <li>Uses time and resources effectively to accomplish desired results</li> <li>Monitors and tracks progress to ensure delivery of all planned commitments, and keeps the appropriate people informed</li> </ul>	<ul style="list-style-type: none"> <li>Plans and implements complex activities/projects</li> <li>Maintains a keen awareness of the interrelationships among various components of large-scale activities/projects</li> <li>Allocates time and resources as required when faced with multiple demands and competing priorities</li> <li>Considers the financial implications before finalising activity/project plans</li> <li>Actively monitors costs incurred against budget and makes adjustments to plans as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Plans and leads the most complex and difficult activities/projects</li> <li>Makes sound business decisions when faced with complex and contradictory alternatives</li> <li>Skilfully leads and coordinates the work of multiple, diverse teams; facilitates optimal cooperation among those teams takes quick and decisive action to remove obstacles to overall success</li> <li>Re-engineers or creates new business processes and systems to provide the highest quality services</li> <li>Regularly reviews service strategy, identifying ways to provide better services to clients</li> <li>Builds university-wide support and champions provision of high quality service to clients</li> <li>Takes highly visible action to underscore UCT's commitment and determination for providing highest quality service to all clients</li> </ul>

## Negative indicators

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

## Results focus



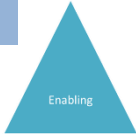
Stays focused on the efforts necessary to achieve quality results consistent with institutional and departmental goals. Demonstrates the ability to achieve effective results; demonstrates concern for the successful achievement of results; works persistently to overcome obstacles to goal achievement.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Clarifies results/expectations for all work he/she is taking on; goes back to manager if there is any lack of clarity about results/expectations</li> <li>Stays focused on task despite distractions, demonstrating commitment to the successful achievement of challenging goals</li> <li>Clearly defines the expected output and results of all assignments and projects</li> </ul>	<ul style="list-style-type: none"> <li>Puts in extra effort (above what would normally be required) to accomplish a goal</li> <li>Takes on-going, repeated action to overcome obstacles to goal achievement</li> <li>Looks for and identifies better, faster, less expensive, or more efficient ways to achieve results</li> <li>Continuously monitors progress towards goal achievements, and acts decisively when progress is stalling</li> <li>Willingly takes on difficult assignments</li> </ul>	<ul style="list-style-type: none"> <li>Gives advice and guidance to others on how to define their work in terms of results expectations</li> <li>Reinforces effective behaviours and results in others</li> <li>Takes multiple, different actions to overcome resistance or obstacles</li> <li>Engages others who can help “turn the tides” towards successful goal achievement</li> <li>Holds self and others accountable for achieving results</li> <li>Willingly takes on very difficult tasks and assignments</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates progress towards desired results by anticipating potential obstacles and taking steps to avoid or minimise the barriers</li> <li>Continuously “raises the bar” for increasingly high levels of excellence and success.</li> <li>Willingly takes on the most complex and difficult assignments and ensures the successful achievement of expected results</li> </ul>

### Negative indicators

- Sees achievement of results as someone else’s responsibility
- Prioritises achievement of results over quality and service
- More concerned with process than results
- Unable to report on progress
- Shows no interest in overcoming obstacles
- Accepts mediocrity in own and others work
- Flouts rules or shows disregard for others
- Takes risks without understanding the impact
- Works in isolation

## Risk taking



Initiates action that involves a deliberate attempt to achieve a recognized benefit or advantage when potential negative consequences are understood.

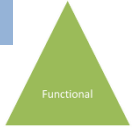
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Takes action with potential negative consequences for self or own area of responsibility</li> <li>• Takes action when outcome is unclear</li> <li>• Takes action in consultation with superiors</li> </ul>	<ul style="list-style-type: none"> <li>• Takes moderate risks in pursuing new ideas that will enhance a project</li> <li>• Makes decisions when outcome is unclear</li> <li>• Takes action which others might avoid</li> <li>• Takes action with potential negative consequences for the team or unit</li> <li>• Makes decisions with potential negative consequences</li> <li>• Evaluates situations objectively</li> <li>• Avoids making assumptions about the facts of a situation or the motivation of others</li> <li>• Appropriately solicits the input of those who will be affected by the decision</li> </ul>	<ul style="list-style-type: none"> <li>• Takes action with potential negative consequences for the department or on other functions</li> <li>• Makes and implements decisions in ambiguous/ risky situations or where information is incomplete and outcome is unknown</li> <li>• Takes calculated risks in pursuing new and cutting-edge ideas that will enhance a project</li> <li>• Creates relevant options and/ or proposes logical outcomes for addressing problems considering the associated constraints and risks</li> <li>• Makes decisions through weighing up the cost-benefit and risk implications</li> <li>• Develops contingency plans prior to their need</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sound judgement to make risky decisions in highly complex situations</li> <li>• Takes action with potential negative consequences for the university</li> <li>• Makes decisions when outcome is unknown or risky</li> <li>• Champions initiatives with significant potential but possible adverse consequences, based on an assessment of the risks and benefits, impacts, etc.</li> <li>• Capitalises on opportunities and takes calculated risks based on an awareness of societal, economic and political issues</li> </ul>

### Negative indicators

- Takes action with consideration of or understanding risks
- Avoids action when outcomes are unclear
- Avoids action when there may be negative outcomes or consequences
- Does not recognise when risky action may embarrass the university
- Takes action without considering alternative solutions
- Does not consider the client/student when taking action
- Takes action to pursue own goals at the expense of other's goals
- Is unable to justify action when challenged

## Safety awareness

Is aware of conditions that affect own and other's safety. Actively monitors, records and educates others around unsafe acts and unsafe conditions; maintains safety standards within a designated area; proactively identifies and improves unsafe conditions.



Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Follows regulations and procedures</li> <li>Reports unsafe acts and conditions</li> <li>Checks equipment</li> </ul>	<ul style="list-style-type: none"> <li>Makes suggestions for changes to regulations and procedures</li> <li>Makes suggestions to change acts and conditions</li> <li>Proactively looks for hazards</li> </ul>	<ul style="list-style-type: none"> <li>Suggest new regulations and procedures</li> <li>Changes acts and conditions</li> <li>Proactively looks for hidden hazards or hazards that can cause issues in the long-term</li> <li>Makes resources available for health and safety monitoring, recoding, educating, maintenance, and improvement</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that regulations, conditions and procedures protect all UCT community members</li> <li>Enforces health and safety monitoring, recoding, educating, maintenance, and improvement</li> </ul>

### Negative indicators

- Fails to follow regulations and procedures
- Fails to report unsafe acts or conditions

## Strategic leadership



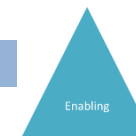
Creates and achieves a desired future state (vision) through influence on university values, individual and group goals, reinforcements and systems. Secures information and identifies key issues and relationships relevant to achieving long range goals or visions.

Level 1	Level 2	Level 3	Level 4
NA- Select Individual Leadership	NA- Select Individual Leadership	NA- Select Individual Leadership	<ul style="list-style-type: none"> <li>• Creates a compelling vision of and strategy for UCT and its future that directs and inspires the university</li> <li>• Identifies changes to UCT mission and vision if and when required</li> <li>• Translates a vision for change into concrete specifics that enable others implementing it</li> <li>• Designs, develops and implements plans and actions to realize the University's goals within own faculty/department</li> <li>• Aligns the faculty's /department's goals with the University's strategic direction</li> <li>• Communicates the overarching goals and objectives of own area of responsibility, and puts this into wider university context</li> <li>• Is able to articulate strategy to a wider audience</li> </ul>

### Negative indicators

- Has ideas but does not implement them
- Has ideas but does not know how to implement them
- Is unable to envision a future state of the university that is different to the current one
- Takes action to the detriment of the university's strategy
- Does not take accountability for delivery of strategy
- Puts personal agenda first which may be to the detriment of the university's strategy

## Stress tolerance



Maintains focus, control, stable performance and composure under pressure or opposition (such as time pressure or position ambiguity). Handles stress in a manner that is acceptable to others and to the university.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Keeps functioning effectively during periods of on-going low intensity stress</li> <li>Maintains focus during situations involving limited stress</li> <li>Refrains from impulsive behaviour</li> <li>Remains focused on task despite distractions</li> <li>Keeps own emotions from interfering with stressful situations</li> <li>Seeks to balance work responsibilities and personal life responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Maintains composure when dealing with short but intense stressful situations</li> <li>Displays a professional manner by tone of voice, attitude or comment when in stressful situations</li> <li>Does not become defensive when faced with criticism</li> <li>Stays calm in the face of others' anger or lack of control or when faced with complaints</li> <li>Adjusts to temporary peaks in stress levels</li> <li>Understands personal stress triggers and takes steps to limit their impact.</li> <li>Keeps issues and situations in perspective and reacts appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Maintains composure in highly stressful and difficult situations</li> <li>Adapts to prolonged stress by modifying work methods</li> <li>Redirects own or own team's efforts in response to changed circumstances to ensure effective problem solving</li> <li>Confronts the issue, not the person</li> <li>Maintains sound judgment and decision making despite on-going stressful situations</li> <li>Controls strong emotions or other stressful responses and takes action to respond constructively to the source of the problem</li> <li>Recognises personal limits for workload and negotiates adjustments to minimise the effects of stress, while still ensuring appropriate levels of productivity</li> </ul>	<ul style="list-style-type: none"> <li>Develops and applies stress reduction strategies to cope with long exposure to stressful situations</li> <li>Stays calm and focused under extremely stressful circumstances</li> <li>Makes thoughtful decisions evaluating the situation objectively even under severe stress</li> <li>Takes specific action to mediate between conflicting individuals or parties</li> <li>Demonstrates behaviours that help others remain calm, focused and energised during periods of extreme stress</li> <li>Maintains composure and shows self-control in the face of significant challenges</li> <li>Suspends judgment and thinks before acting</li> <li>Identifies and consistently models ways of releasing or limiting stress</li> </ul>

### Negative indicators

- Reacts inappropriately to stressful situations – becomes unprofessional, unfocussed, paralysed, inappropriately emotional or impulsive
- Is unable to look after self and health while under stress
- Is unable to make considered decisions under stress
- Is unable to meet client/student needs while under stress
- Stress impacts on others in work teams
- Is unable to amend work style or direction to react to situation
- Blames others for own situation – victim mentality
- Morale or efficiency drops notably during periods of stress



## Teamwork / collaboration

Core

Works effectively with team/work groups or those outside formal line of authority to accomplish goals. Actively participates as a member of a team; takes action that respects the needs and contributions of others; contributes to and accepts the consensus, subordinating own needs to those of the team; develops and builds cohesive team relations to produce required outputs; possesses knowledge and understanding of peer's work.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Contributes willingly towards the accomplishment of own and team goals, doing his or her share of the work</li> <li>Demonstrates respect for the opinions and ideas of others</li> <li>Does not remain silent or withhold differing opinions in team settings</li> <li>Is willing to accept compromises to progress toward the achievement of group goals</li> <li>Follows through on commitments made to other team members</li> <li>Keeps people informed and up to date</li> </ul>	<ul style="list-style-type: none"> <li>Solicits the input of team members and encourages their participation</li> <li>Ensures participation of others who are affected by plans or actions</li> <li>Puts team's agenda and the good of the whole ahead of personal needs</li> <li>Finds areas of agreements when working with conflicting individuals or groups</li> <li>Supports and acts in accordance with final group decisions even if such decisions may not reflect entirely one's own opinion</li> <li>Helps others to solve work problems and achieve team objectives</li> </ul>	<ul style="list-style-type: none"> <li>Establishes goals for the team that are aligned to the university's strategy and mission</li> <li>Builds support, enthusiasm and energises people to work together for the accomplishment of team goals</li> <li>Uses the agenda and perspectives of others to establish mutually beneficial objectives</li> <li>Takes responsibility for the accomplishment of team goals</li> <li>Removes obstacles to team success</li> <li>Gives recognition and credit to people who have contributed to team success</li> <li>Keeps the university's overall priorities at the top of own team's priorities</li> <li>Takes specific steps to keep morale and levels of performance high during times of intense work pressure</li> </ul>	<p><i>NA- Select Building Partnerships</i></p>

### Negative indicators

- Will not work towards the team goal
- Puts own needs above team's needs
- Does not follow agreed team protocols
- Reacts negatively to others' suggestions and requests
- Unaware of the impact of own behaviour on others
- Has no understanding of or does not support team members working on the same or related work objectives
- Undermines or sabotages team work
- Prefers to work alone or in isolation
- Does not share information with others
- Contributes to unsubstantiated rumours, comments and opinions

## University awareness

Core

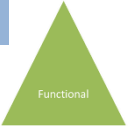
Has and uses knowledge of formal and informal systems, situations, procedures and culture inside the university to identify potential problems and opportunities. Perceives the impact and implications of decisions on other components of the university; has and uses knowledge of the university context to identify potential problems and opportunities.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Takes responsibility for completing the position at hand</li> <li>• Complies with the rules and regulations of the position</li> <li>• Understands the university's values, strategic goals and objectives</li> <li>• Knows how their individual position contributes to achieving the university's strategic c goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how they contribute to achieving the university's strategic goals and objectives.</li> <li>• Understands how legislative, regulatory, compliance, policies and procedures impact in their work area</li> <li>• Demonstrates responsibility for completing the position at hand</li> <li>• Engages effectively with appropriate colleagues/experts and provides them with required information</li> <li>• Understands how their department or unit contributes to the university's strategic goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Practically implements the university's values</li> <li>• Understands the environment in which the university operates</li> <li>• Anticipates and manages risk and threats to the university</li> <li>• Understands government processes, public accountability, and other stakeholder roles</li> </ul>	<ul style="list-style-type: none"> <li>• Actively engages with the development of the university's strategic goals and direction aligned with the legislative, regulatory and political environment</li> <li>• Develops strategic implementation plans using evidence based leading practice</li> <li>• Politically aware and can identify key players</li> </ul>

### Negative indicators

- Is unaware of the rules and regulations of the position
- Is unaware of the university's values, strategic goals and objectives
- Is unaware of the department/unit's values, goals and objectives
- Cannot make a link between their individual position and the goals and objectives of the university
- Is ignorant of the university's formal and informal systems, situations, procedures and culture
- Makes and implements decisions that have a negative impact on other components of the university

## Written communication



Expressing ideas, thoughts, and concepts clearly in writing. Documents have correct and appropriate organization, structure, and format; uses correct and appropriate grammar, language, terminology, tone and style; uses a variety of communication modes appropriate to the situation.

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Keeps written material concise and relevant</li> <li>Writes concisely, using correct syntax, grammar, punctuation and spelling</li> <li>Uses appropriate style, register and tone</li> <li>Completes all written materials according to procedures and standards</li> </ul>	<ul style="list-style-type: none"> <li>Organises moderately complex written work that is clear and easy to follow</li> <li>Writes in a manner that expresses the intention and achieves desired results</li> <li>Uses vocabulary and sentence structure that is appropriate to the context and the audience</li> <li>Develops and uses graphics, as appropriate, to convey content</li> </ul>	<ul style="list-style-type: none"> <li>Skilfully organises complex written work, e.g. technical documentation, executive presentations, etc., in a concise and appropriate format and style</li> <li>Effectively translates ideas, thoughts and concepts into text and graphics</li> <li>Coaches others on how to develop effective writing skills and how to effectively organise complex written materials</li> </ul>	<ul style="list-style-type: none"> <li>Is proficient in the development and production of complex, written materials</li> <li>Works with internal and external experts to further develop documentation standards and tools</li> </ul>

### Negative indicators

- Is verbose, disjointed or disorganised in his/her writing, confusing or boring the reader
- Uses incorrect correct syntax, grammar, punctuation and spelling
- Uses inappropriate style, register and tone
- Does not follow procedures and standards
- Is discourteous/offensive or uses threatening language/swearing
- Withholds or provides inaccurate or misleading information
- Avoids difficult or unpopular communication
- Uses inappropriate communication modes (e.g. email instead of formal letters)
- Does not demonstrate an understanding of the needs of the audience
- Uses language or terms that excludes others

# Appendix A: Recording your choices

# Recording your choices

	Competency	Required	Level			
			1	2	3	4
	Adaptability/ flexibility ( <i>Do not select if you select Facilitating Change</i> )					
	Analytical thinking / Problem solving					
	Building interpersonal relationships					
	Building partnerships ( <i>Do not select if you select Teamwork/Collaboration</i> )					
	Client/student service and support					
	Coaching / Developing Others ( <i>Do not select if you select People Management</i> )					
	Communication					
	Conceptual thinking					
	Continuous learning					
	Creativity and innovation					
	Decision-making/ Judgement					
	Energy					
	Facilitating change					
	Follow up					
	Formal presentation					
	Impact/Influence					
	Individual leadership ( <i>Do not select if you select Strategic Leadership</i> )					
	Information management					
	Initiating action / initiative					
	Managing conflict					
	Meeting facilitation / leadership / participation					
	Negotiation					
	People management					
	Persuasiveness / sales ability					
	Planning and organizing / work management ( <i>Do not select if you select resource management</i> )					
	Professional knowledge and skill					
	Quality commitment/ work standards ( <i>Do not select if you select Resource Management</i> )					
	Research support skills					
	Resilience / tenacity					
	Resource management ( <i>Do not select if you select Planning and Organizing / Work Management</i> )					
	Results focus					
	Risk taking					
	Safety awareness					
	Strategic leadership ( <i>Do not select if you select Individual Leadership</i> )					
	Stress tolerance					
	Teamwork / collaboration ( <i>Do not select if you select building partnerships</i> )					
	University awareness					
	Written communication					

# Appendix B: UCT levels of work

# UCT Levels of Work

Level	Level of work			Executive	Academic						PASS					Innovation Orientated Research
	UCT level	DOL EE level	Peromnes level		Academic Manager	Standard Academic	Research Academic	Teaching Academic	Clinical Teaching Academic	Clinical Academic	Admin Support	Managers	Operational Support	Specialist Support	Scientific Technical Support	
1	Operational	Unskilled and defined decision making	Very low skilled								PC1		PC1			
		Semi-skilled and discretionary decision making	Lower-level skilled / clerical								PC2-5		PC2-5			
			Supervisors and high-level skilled/clerical								PC6-7		PC6-7			
2	Tactical Lower	Skilled, Technical and Academically Qualified Employees: Junior Management, Supervisors, Foremen, Superintendents	Middle management, superintendents, and lower level specialists												Tech/ Sci Officer	PC8
				Assistant Lecturer	Junior Research Fellow							PC9		PC9	Senior Tech/ Sci Officer	PC9
				Lecturer	Research Officer	Lecturer	Clinical Educator	Lecturer			PC10		PC10	Chief Tech / Sci Officer	PC10	
3	Tactical Higher	Professionally qualified and experienced specialists and mid-management	Senior management and very senior specialists												Principal Tech / Sci Officer	PC11
					Senior Lecturer	Senior Research Officer	Senior Lecturer	Senior Clinical Educator	Senior Lecturer			PC11		PC11	Principal Tech / Sci Officer	PC11
					HOD	Associate Professor	Chief Research Officer			Associate Professor			PC12		PC12	Principal Tech/ Sci Officer
4	Strategic	Senior Management	Other top management and very senior specialists													
					HOD	Professor	Principal Research Officer			Professor			PC13(5)		PC13(5)	
		Top Management	Most senior executives	PC13(4) / Deputy Dean / Senior Director							PC13(4)		PC13(4)			
				PC13PG3 Registrar / Dean / ED												
				PC13(2) DVC												
				PC13(1) VC												

