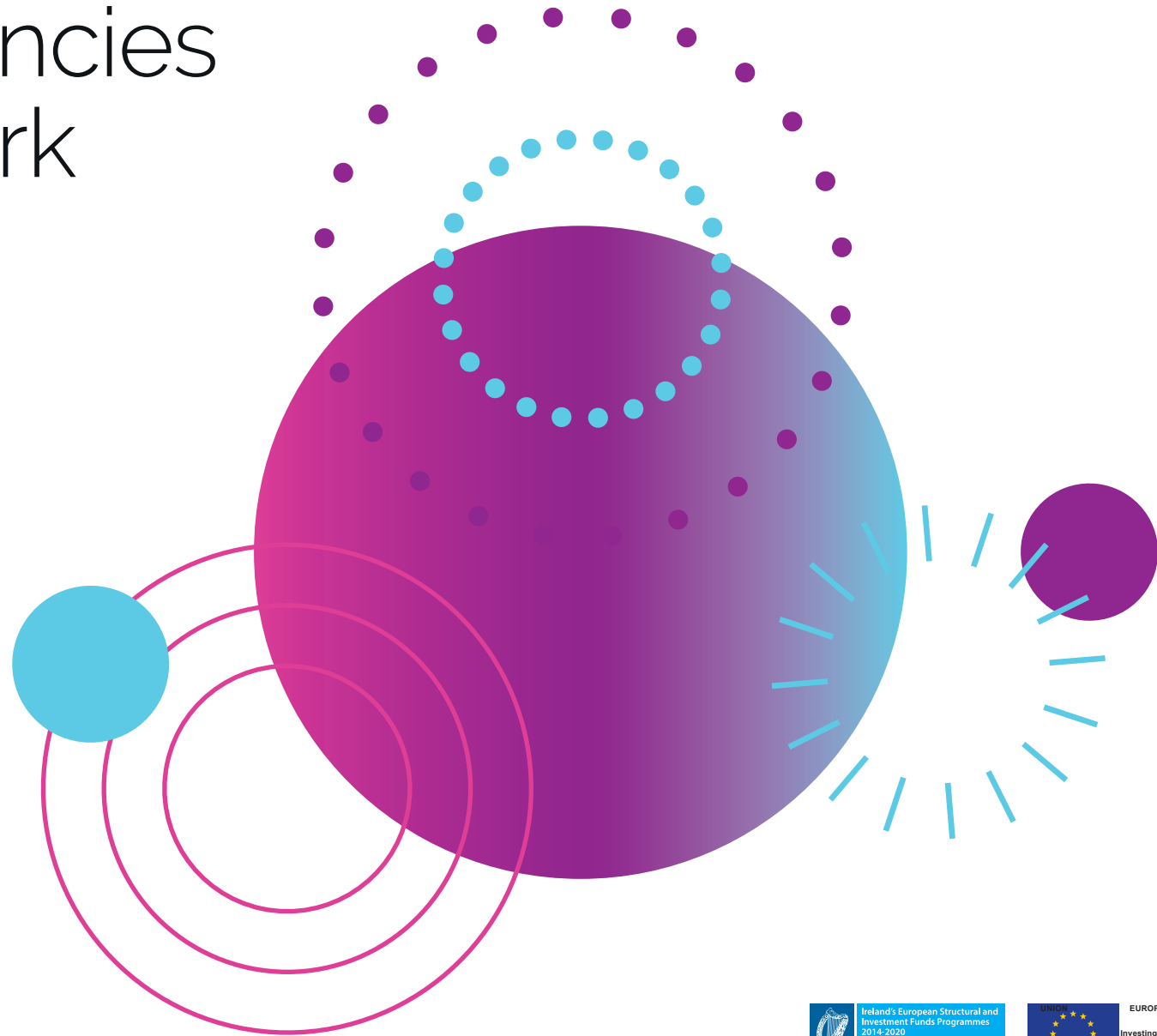
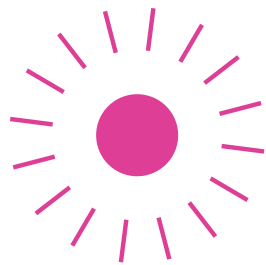


Competencies Framework

December 2020



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

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

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