



YORK ST JOHN STUDENTS' UNION

COMPETENCY FRAMEWORK

Employee Name:

Role Title:

Line Manager:

Appraisal Date & Time:

VISION

“Enabling our students to have an exceptional experience”

VALUES

Representative | Fun | Supportive | Engaging | Inclusive

MISSION

“Through dynamic democratic representation, the Students’ Union seeks to continually enhance the lives of students at York St John University”

INTRODUCTION

What are competencies & how are they used?

A competency is an ability, skill, knowledge or trait that is needed for the successful performance of a job. It is often defined in terms of behaviours. Overall, competencies are a set of behaviours that an individual must possess in order to perform to the optimum level within that role.

When used properly, and in conjunction with other working practices and procedures, competencies can ensure fairness, openness and equality in the way we recruit staff, select people for training, identify clear development paths and promote people. We are introducing a new competency framework to support the Strategic Plan with an organisational approach to learning and development. It sets out how York St John Students Union members of staff are expected to work putting these competencies at the core of what they do.

The competency framework has been developed following extensive interviews with team members from all of the job levels. The York St John Student Union Appraisal is made up of eight competencies, split into three categories. Competencies are the skills, knowledge and values that lead to successful performance. For each competency, there is a description of what it means in practice and some examples of effective behaviours at all levels. Each level builds on the levels below, so a person being assessed at Level 3, will have to demonstrate competency at Level 1 and 2 as well.

The framework will be used for performance management, including for the annual appraisals each January and July, probationary reviews and one to ones.

BENEFITS OF USING A COMPETENCY FRAMEWORK

YSJSU is committed to being a successful and effective organisation and recognises the important role competencies play in helping to change the culture of the organisation, build capability and improve team and individual performance. The Competency Framework is a flexible tool which can be used to support a wide range of activities.

Some of the benefits of using the Competency Framework:

For the individuals:

- Enables individuals and their line managers to identify gaps and prioritise learning and development needs for current and future roles.
- Assists in meeting your key objectives by providing supporting behavioural evidence of how you met them.
- Provides greater opportunity to improve professional and personal standing by enhancing individual's ability to make informed career decisions.
- Supports the selection of people with the right skills and behaviours for the job/role.
- Provides clarity in the behaviours needed to complement key professional/ technical skills of post. And, therefore, improved professional and career development planning.
- Makes a significant contribution to continuous individual improvement.

For the organisation:

- Translates YSJSU vision, mission and values into easily understandable behaviours.
- Presents a basis for a common format, which is simple to understand and provides a consistent language across a large diverse organisation.
- Helps YSJSU to meet and exceed Investors in People standard by providing a clear framework for our recruitment, selection, development and review process.
- Provides the basis for measurable and standardised people processes across the organisation which enhances the employee experience by providing consistent people management processes.
- Gives opportunity to increase employability.
- Helps to better plan responses to changing and emerging needs and improve work force alignment around YSJSU.

And finally we simply believe, in line with the Chief Executive's vision, it is the right way to go to building a high people performance.

JOB LEVELS

York St John Student Unions' has been assigned Job Levels as follows:

Level 1 Job (Permanent Staff and Sabbatical Officers)

Finance Administrator
Human Resource Administrator
Bar & Events Coordinator
Facilities Coordinator
Marketing & Communication Coordinator
Representation & Democracy Coordinator
Student Engagement Coordinator
Sports Coordinator
Sports Participation Coordinator
Sabbatical Officers

Level 2 Jobs (Managers)

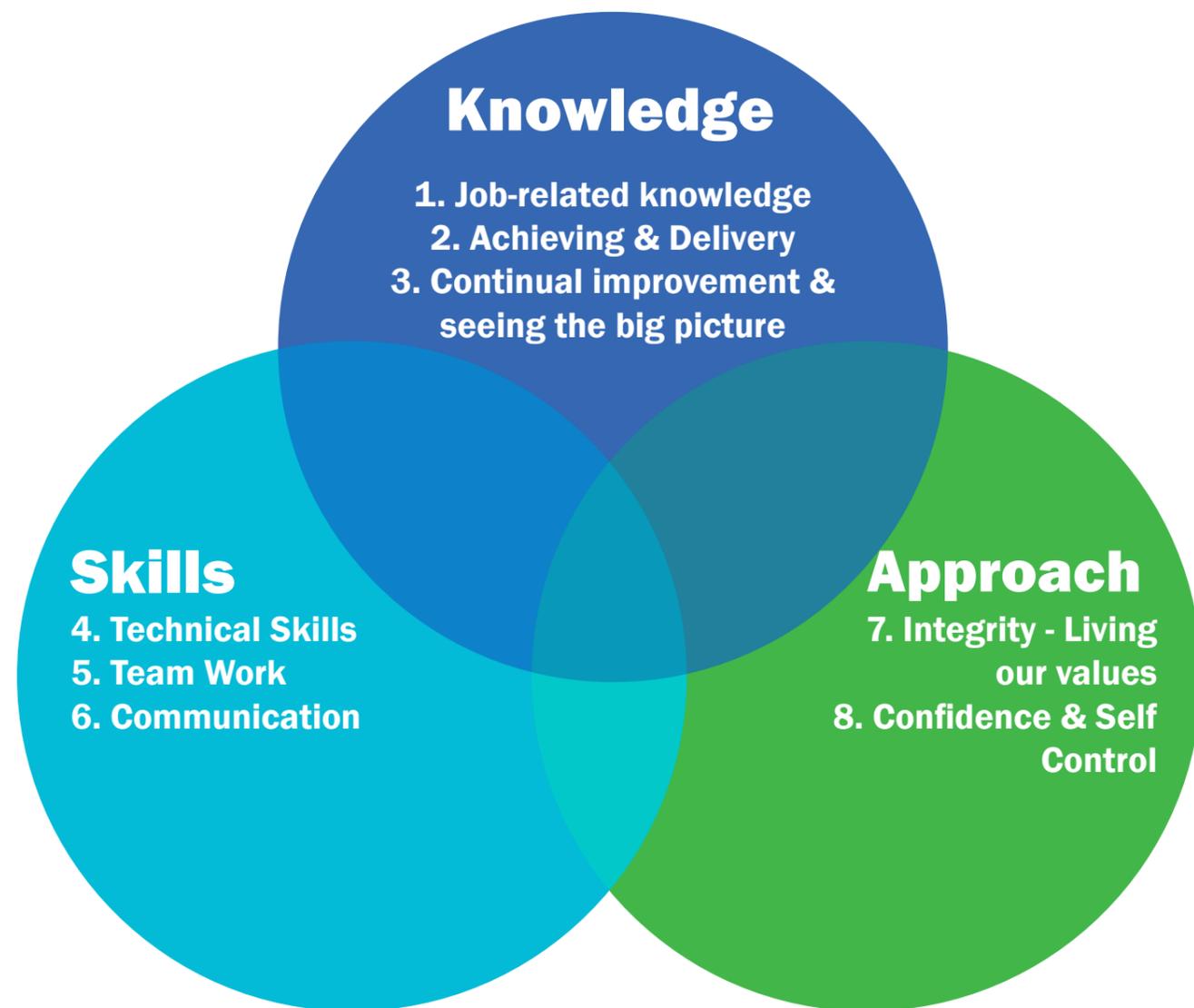
Sports & Activities Manager
Operations & Events Manager

Level 3 Jobs (Senior Management)

Finance & Resources Manager
Membership Engagement Manager
Chief Executive

THE COMPETENCY FRAMEWORK

HOW TO COMPLETE THE APPRAISAL



1. The line manager should book the appraisal to take place during January and July. The employee should be given the date at least two weeks in advance. The meeting should last between one and three hours depending on the level of the employee's job.

2. Both the line manager and employee should prepare for the appraisal. This will involve each reading the assessment criteria and making an initial judgement about the level of performance over the last year. Also refer to performance objectives from last year and set throughout the year during one to ones.

3. Your line manager may also discuss with you the Employee Peer review form - an optional tool to gather 360 degree feedback on your performance

4. The employee should send the line manager the Pre-Appaisal questionnaire (pages 8-9) and employee assessment (pages 10-24) plus employee comments on their review of achievement (page 25), with their thoughts at least one week before the appraisal.

5. The meeting should be held in a quiet room and conducted in an informal manner so that a full and frank exchange of views can take place. The employee and manager should work through each point and discuss their initial assessments. There should be both positive feedback and a discussion around areas for development. The discussion should be as objective as possible and there should be no unexpected criticisms. Clear reasons and examples should be given for any decisions.

6. The manager will decide on the scoring given for each competency, following the discussion

- Inconsistent – half, or less than half of the listed indicators are demonstrated consistently
- Improving – over half of the listed indicators are

demonstrated consistently

- Successful – almost all of the listed indicators are demonstrated consistently to a good level
- Exceptional – Almost all of the listed indicators are demonstrated consistently to an exceptional level and the rest are demonstrated to a good level

7. SMART development objectives and SMART business objectives should then be agreed. Both employee and manager will sign a commitment to working towards these objectives.

SMART is an acronym, giving criteria to guide in the setting of objectives, for example in performance management. The letters S means specific, M – measurable, A – assignable, R – realistic, T – time – related.

8. It is recommended that the line manager takes this opportunity to review the employee's Job Description, following the appraisal. Duties do change slightly over time and this should be recognised.

PRE-APPRAISAL QUESTIONNAIRE

This should be completed by the employee prior to the annual appraisal meeting. The aim is to understand career ambitions, training and development needs and to consider personal development objectives.

1. What are your strengths:

2. What do you want to get from your work:

3. What areas would you like to improve:

4. Which interests or talents would you like to develop:

5. Please share suggestions of improvements that could be made to the YSJSU:

6. What skills or experience would allow you to feel more confident at work:

Thank you!

Please now complete the employee assessment section of the nine competencies and the review of assessment employee comments on page 26, then return this booklet to your line manager ahead of your appraisal meeting.

KNOWLEDGE

1. Job Related Knowledge

In order to be effective, employees firstly need a level of job related knowledge. This can come from experience or education and refers to an individual understanding of job related activities; this should include personnel management where staff acts as a line manager.

Level 1 (Permanent Staff and Sabbatical Officers)

- Holds all of the essential qualification in Person Specification
- Knows what equipment and technology is useful
- Has built up experience in role and can deal with a wide range of situations or queries with minimal supervision
- Has a level of expertise in their specific field and can assist line manager with queries
- Has good knowledge of departmental processes and external factors such as relevant regulations
- Knows where to find information externally when further research is needed
- Can use expert knowledge to develop processes and offer recommendation on larger changes

- Knows about changes that will affect the role and department over the next 6 to 12 months
- Understand budgets and financial management
- Understand charity regulations as they affect their department
- Has a working knowledge of management and leadership theories

Level 2 (Managers)

- Knows about changes that will affect the role over the coming months
- Has a basic level of working knowledge of management and leadership theories
- Has a level of expertise across their discipline
- Understand why things are done a certain way and can train others

Level 3 (Senior Management)

- Knows whether operational plans will deliver financial or other performance related results and can explain why
- Understand departmental processes and ensure they are followed with the team

Employee Assessment - Performance over the last year

Inconsistent

Improving

Successful

Exceptional

Comments:

Manager Assessment - Performance over the last year

Inconsistent

Improving

Successful

Exceptional

Comments:

Agreed future targeted performance

Inconsistent

Improving

Successful

Exceptional

Comments:

KNOWLEDGE

2. Achieving & Delivery

The ability to demonstrate understanding of and commitment to the organisation and its vision and values. It is about working with consistency, integrity and accountability. Policy and planning roles set the context for effective delivery and reflect these values.

Level 1 (Permanent Staff and Sabbatical Officers)

- Understands the business of the organisation including its vision and values
- Complies with policies, systems and procedures
- Demonstrates the organisation's values in being open and honest with customers and others
- Is committed to the organisation's standards
- Acts professionally at all times
- Wants to do the job well and is motivated, wants to do things well and consistently delivers to best of their ability
- Learns from experience and is keen to improve own skills to do the job effectively
- Can explain why they perform their duties and how this meets the needs of the organisation
- Is flexible to meet needs of students and the organisations
- Understands and actively promotes the organisation's standards and ethics to colleagues and others outside organisation

Level 2 (Managers)

- Contributes to the preparation of the strategic plan
- Recognises and rewards good performance and tackles poor performance
- Ensures that relevant risk management actions are taken
- Deals with varied situation with limited guidance
- Makes incremental improvements to performance
- Looks for ways to change work methods to improve performance: asks "how can this be done

better?"

- Works to improve against own past performance

Level 3 (Senior Management)

- Promotes organisation loyalty and commitment in team
- Reviews policy to ensure effectiveness, relevance to corporate goals, values and the need for change
- Reviews vision and values of organisation to ensure continued relevance into the future
- Defines a balanced set of targets and measures aligned with delivery plans
- Sets the agenda for creating policies that are consistent with the principles and mechanism of accountability
- Sets and works to meet goals
- Looks beyond past results to set challenging but realistic goals for performance improvement for self or team

Employee Assessment - Performance over the last year

Inconsistent

Improving

Successful

Exceptional

Comments:

Manager Assessment - Performance over the last year

Inconsistent

Improving

Successful

Exceptional

Comments:

Agreed future targeted performance

Inconsistent

Improving

Successful

Exceptional

Comments:

KNOWLEDGE

3. Continual Improvement and Seeing the Bigger Picture

Continually looks to improve their skills, knowledge and the way they work. Is able to set and meet challenging goals, creating own measures and consistently seeks way of improving performance.

Level 1 (Permanent Staff and Sabbatical Officers)

- Makes suggestion for improvement to current working methods, show a willingness to learn
- Identifies mistakes and takes constructive action to ensure lessons are learned
- Understands the contribution of their role to YSJSU and what is required of them in their role
- Sees the bigger picture and works towards YSJSU's strategic plan
- Understand the importance of YSJSU's reputation and work to enhance it
- Keeps own skills up to date and develops a depth or breadth of knowledge in particular area through learning

Level 2 (Managers)

- Coaches and develops individuals
- Supports YSJSU's vision; set priorities and makes decision to support mission
- Looks to improve efficiency and quality of service of own area via input to procedures and processes
- Revises or develops procedure and policy and contributes to their successful implementation
- Motivates others to improve and develop their performance
- Creates an environment which allows people to improve the way they work
- Stands by decisions that benefit YSJSU, even when they are unpopular or compromise their department's goals

Level 3 (Senior Managers)

- Keeps up to date with developments in own fields and keeps abreast of issues internally and externally
- Creates an environment where staff, students, suppliers and partners work to improve the way things are done
- Has a view about the long term future of YSJSU
- Aligns use of resources with YSJSU's goals
- Utilises the organisation's democratic structures to inform decision making

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Inconsistent

Improving

Successful

Exceptional

Comments:

Manager Assessment - Performance over the last year

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Successful

Exceptional

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Agreed future targeted performance

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Successful

Exceptional

Comments:

SKILLS

4. Technical Skills

As well as having knowledge, members of staff need to be skilled in using it. This can take practice.

Level 1 (Permanent Staff and Sabbatical Officers)

- Can use all equipment required to perform the role effectively and efficiently
- Is productive and accurate in their output
- Can use all relevant computer programs used with the role effectively and efficiently
- Recognises time as a cost and adjusts behaviour accordingly, seeing efficiency
- Works with H&S regulations at all times
- Develops the use of equipment and software to drive forward efficiency

Level 2 (Managers)

- Can use equipment and software to an expert level
- Seeks better equipment and software
- Liaises with people outside of YSJSU to understand how to maximise resources
- Is a point of contact for complex queries
- Can train others in use of equipment and software

Level 3 (Senior Management)

- Can apply management training to real life situations
- In – depth understanding of skills required across the departments
- Can manage large projects
- Able to use complex management techniques and models to real life situations

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Inconsistent

Improving

Successful

Exceptional

Comments:

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Improving

Successful

Exceptional

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Improving

Successful

Exceptional

Comments:

SKILLS

5. Team Work

Uses interpersonal skills to work cooperatively with colleagues, internal and external partners, and working proactively across communities and organisational boundaries, sharing information, new knowledge, innovation and ideas and takes responsibility to build and maintain, positively, relationships and values the opinion of others.

Level 1 (Permanent Staff and Sabbatical Officers)

- Keep managers up to date about work progress
- Puts forward views in clear, constructive manner
- Puts team decisions above personal interests
- Makes commitments and keeps promises
- Builds relationships with, and seeks input from others
- Participates in team learning and sharing best practice
- Understand what others need to know and keep them informed
- Networks effectively both internally and externally, building good relationships
- Promotes good working relationships and partnerships
- Sets high standards
- Corrects mistakes and takes action to ensure they do not reoccur
- Is a good team player, recognises when help is needed and willingly offers support

Level 2 (Managers)

- Manages expectations and keeps them and customers up to date
- Ensures the health, safety and welfare of themselves and others through compliance with appropriate policies
- Manages conflict between team members and between teams, facilitating resolution
- Supports the learning needs for junior staff through providing "on the job support"
- Encourages high standards in others, acts as a

role model to others

- Talks to others about the need for high standards and quality

Level 3 (Senior Management)

- Encourages and empowers the team
- Performance manages team effectively
- Manages team's time to meet deadlines
- Encourages career development and progression as a means of ensuring individuals, team and organisation flexibility
- Breaks down barriers that get in the way of effective team working and challenges others to do the same
- Develops and manages a clear and simple transparent performance framework
- Motivates through inspirational communication
- Addresses conflict or issues with the team in a timely, positive and confidential manner
- Creates new opportunities for individuals to work together
- Monitors the standards of others
- Seeks feedback from customers and colleagues to ensure quality standards are being maintained
- Uses a range of techniques to keep projects or activities on track

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Comments:

SKILLS

6. Communication

Vary the way they communicate information ensuring their message is understood. Demonstrates an understanding of the views of others and communicates in a realistic and practical manner, using appropriate language. Listen attentively to views and issues of others. Selects appropriate methods of communication for each situation. Conveys and receives information effectively and builds positive working relationship.

Level 1 (Permanent Staff and Sabbatical Officers)

- Is able to exchange basic information in a courteous and effective manner to peers, line managers and customers
- Actively listens to people
- Speaks clearly and concisely
- Uses jargon free language
- Considers structure and meaning when producing written communications
- Makes presentations which influence and have positive impact on audiences
- Focuses on improving YSJSU wide communication, sets up processes to improve information flow at YSJSU

Level 2 (Managers)

- Is able to exchange detailed and more complex information to a broader range of staff
- Engages with partners/ stakeholders to understand needs and aspirations
- Clarifies important messages using appropriate language
- Meets regularly with partners/ customers and staff to understand local needs
- Ability to present effectively
- Communicates in an accurate and timely manner, ensures the timing of communication is effective

Level 3 (Senior Management)

- Negotiates to reconcile individual competing priorities
- Communicates the organisation's priorities
- Produces formal communications for external bodies
- Summarises complex information in an effective manner
- Varies language and content to ensure understanding of audience
- Facilitates understanding by explanation and example
- Highlights key points for summary from details and complex documents
- Can influence and negotiate at a high level
- Communicates in an engaging and proactive manner, shows a genuine interest in other people's view
- Is always approachable and receptive

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Comments:

APPROACH

8. Integrity - Living Our Values

This is about acting in a way that is consistent with what one says our values and the expectations of both the YSJSU and the University are. It is a required demonstration of commitment to openness and ethical values. It includes taking time to respect and understand others and be transparent and honest in all dealings with people internal and external to the YSJSU.

Level 1 (Permanent Staff and Sabbatical Officers)

- Is fair, consistent, open and honest in the treatment of others
- Delivers services that meet the organisational needs
- Ensures that YSJSU is here for people, being able to help and direct students
- Actively seeks the view of others
- Engages with YSJSU appropriately and respectfully
- Ensures students understand that they can influence what the YSJSU does
- Demonstrates positive values to the team, passing on own skills and knowledge where possible
- Working towards a welcoming environment
- Demonstrates respect and honesty
- Has respect for others' knowledge and/or experience and listens to their concerns/ issues

Level 2 (Managers)

- Champion values
- Speaks out and acts in an ethical way, even when it is hard to do so
- Confronts unethical actions of others
- Demonstrates a commitment to highest possible values
- Demonstrates work in effective and efficient manner, that brings self and external enjoyment
- Involves students, permanent staff and Sabbatical Officers in decision making
- Makes sure that students opinions are listened

to

Level 3 (Senior Management)

- Sets strategies to support students and other members in SU
- Is able to motivate others through building effective relationships and gaining their support for achieving outcomes
- Understands others' perspectives, takes pride in being trustworthy and in concern for others
- Actively seeks to continuously deliver enjoyable performance standards of self and team
- Leads aspects of team work, seeking and implementing improvement which leads to high team satisfaction

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Comments:

APPROACH

Confidence & Self Control

This is a belief in one's own capability to accomplish a task and select an effective approach to tasks or problems. This includes confidence in one's ability and is shown in increasingly challenging circumstances.

Level 1 (Permanent Staff and Sabbatical Officers)

- Presents self-confidently, appears confident in relation to the tasks of the job and ability to complete them
- Is confident working with others
- Makes changes to own systems to improve performance
- Solicits feedback on performance and uses this to assess strengths and weaknesses
- Takes action to develop self
- Keeps up to date with best practice within area of expertise

Level 2 (Managers)

- Acts independently, trusts own judgment
- Recognises when to act independently and when to seek advice
- Sets stretching personal goals and is committed to continuous self-development
- Compares performance to others, both inside and outside of YJSU

Level 3 (Senior Management)

- Sets personal priorities and development goals, taking into account resources required against outcomes to be delivered
- Seeks to develop new areas of expertise
- Expands and uses professional knowledge
- Models confidence and professionalism
- Looks for challenging new projects or new responsibilities
- Can deliver the bad as well as the good news effectively

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Comments:

REVIEW OF ACHIEVEMENTS

This will be discussed during appraisal

What major achievements have there been over the last appraisal period? This should include discussion around targeted performance set at your previous appraisal

Employee Comments:

Manager Comments:

DEVELOPMENT OBJECTIVES

Development objectives should be based on targeted performance improvements that have been identified throughout the appraisal. Up to three developments should be set.

Development Objective 1

Development Objective 2

Development Objective 3

How will these objectives be achieved? Are any development methods such as training needed

BUSINESS OBJECTIVES

Business objectives should be work-based projects that require competency at the appropriate level and work towards delivery of The Strategic Plan. Up to three business objectives should be set

Business Objective 1

Business Objective 2

Business Objective 3

How will these objectives be achieved? Are any development methods such as training needed

DECLARATION

Employee Declaration

I took part in the above appraisal and commit to the above objectives

Signature:

Date:

Manager Declaration

I have carried out the above appraisal and commit to the above objectives

Signature:

Date:

JOB DESCRIPTION REVIEW

At your appraisal your line manager will bring your Job Description and you will be invited to have an open conversation regarding it, and any amendments you feel may be appropriate. Please use the space below in your appraisal for any comments regarding your Job Description and overall staffing structure at YJSU.