

**Students'  
Union**  
Bath Spa

# **Competencies & Values Framework**

## Competencies and Values Framework

### Introduction

The Students' Union core competencies and values framework has been designed to clearly outline the behaviours that we expect of all staff to ensure that the Union achieves its ambitions.

The framework seeks to embed our core organisation values in to the daily work of all staff. Our values are:

- **Students are at the heart** of everything we do.
- We have **many voices but we are one Union**: we achieve great things together.
- We are **creative, innovative and responsive** to the changing needs of students.
- We take pride in delivering **high quality services, opportunities and value for money**.
- **Trust, sustainability and accountability** are at the heart of how we work.

**The following competencies are common for all staff, officers and trustees:**

- Ambitious, passionate, dedicated, committed & motivated
- Team orientated: equally valued and respectful of colleagues
- Professional & takes responsibility
- Empowering, willing and available to help and support

**Additional competencies for managers and leaders**

- Effective planning and delivery of work
- Motivational leadership

The framework will be used in a variety of processes, including the recruitment, induction and probationary reviews for new staff and staff development reviews.

It provides staff with a framework to reflect upon their own performance. It is also a tool for managers to measure effective behaviour and to recognise consistent and outstanding performance. Using the framework enables everyone to clearly assess performance and identify areas for improvement.

The Union expects all staff to demonstrate effective behaviour in all aspects of their performance.

## Competencies common to all staff, officers and trustees

### Ambitious, passionate, dedicated, committed & motivated

#### Outstanding performance

- Continually seeks ways to improve operations and activities throughout the organisation and share learning with colleagues
- Has shared their learning or expertise outside the organisation
- Is regularly approached as a source of knowledge and advice

#### Effective behaviour

- Continually seeks ways to improve operations and activities in their area of responsibility
- Can demonstrate they have sought out best practice or developed innovative solutions
- Can demonstrate how they have used insight and feedback to improve standards or develop activities or systems to improve satisfaction with the Union
- Supports change, readily adopting new ways of working when agreed
- Makes things happen on time for students
- Builds effective relationships with colleagues, students, the University and wider community

#### Unacceptable behaviour and areas for development

- Takes a 'one size fits all' approach
- Continues to do things in the same way, particularly uses time pressures as an excuse not to think about things differently
- Sets unrealistic or unambitious goals
- Resistant to changes in working practices or ideas for change

## Team orientated: equally valued and respectful of colleagues

### Outstanding performance

- Is a positive role model for others by demonstrating core behaviours and values to others
- Promotes and demonstrates positive team working across the whole organisation
- Proactively supports others, especially in pressured situations
- Works to break down barriers and achieve synergies

### Effective behaviour

- Works collaboratively with others to meet the needs of the Union and deliver our objectives and priorities
- Builds productive and co-operative relationships with staff, students and partners
- Displays respect, diplomacy and thoughtfulness in everyday interactions, supporting a harmonious working environment
- Supports others by providing constructive feedback when needed and being willing to receive constructive criticism from colleagues
- Equally values all staff, student and partner contributions to the organisation
- Listens to others and is able to take on new ideas and challenge their own thinking

### Unacceptable behaviour and areas for development

- Dismisses different opinions
- Does not consider the impact of their behaviour or actions
- Gossips about colleagues
- Holds on to information
- Fails to impart knowledge or skills to others
- Has limited knowledge about what is happening beyond their team / department
- Unwilling to alter personal priorities or working methods to support colleagues

## Professional & takes responsibility

### Outstanding performance

- Maintains an awareness and insight in to the wider context in which the Union operates, in both the HEI sector and wider community
- Recognises the different perspectives and conflicting priorities that can arise and proactively seeks to promote joint working across the Union
- Recognises the democratic environment in which we work and is an ambassador for our mission, vision and values

### Effective behaviour

- Acts ethically and honestly at all times
- Accepts responsibility for own actions and decisions
- Challenges behaviours that undermine the Unions commitment to equality, diversity and integrity
- Continually seeks ways to enhance their own knowledge and professional development
- Encourages cross-organisation working to improve efficiency
- Can speak confidently about activities they have been involved with
- Is aware of the priorities and needs of stakeholders and partners and builds effective working relationships
- Understands how their role relates and contributes to the achievement of the Union's priorities

### Unacceptable behaviour and areas for development

- Ignores or is uninterested in their own development or that of others
- Does not develop and is 'stuck in a rut'
- Does not engage with or pays lip service to SDR process
- Focusses on blame and excuses rather than solutions
- Cannot demonstrate how they have contributed or will contribute to the organisations achievements and priorities

## Empowering, willing and available to help and support

### Outstanding performance

- Aware of and willingly shares best practice, whether internally or externally
- Continually focused on student experience

### Effective behaviour

- Can demonstrate how they have supported student leaders to achieve success
- Builds empathy and rapport with students, colleagues and partners
- Invites feedback from students, colleagues and partners
- Prepares for changes ahead
- Can demonstrate where they have taken on responsibility outside the confines of their role to help colleagues or to deliver key priority for the organisation

### Unacceptable behaviour and areas for development

- Unaware of / ignores feedback from students and colleagues
- Lacks awareness of our vision, mission and values
- Constantly reactive rather than proactive
- Does not consider the impact on others when planning changes

## Additional competencies for managers and leaders

### Effective planning and delivery of work

#### Outstanding performance

- Proactively plans the work of the team and allocation of resources
- Contributes to the Union strategic planning process
- Fosters an environment where innovation and creativity can thrive
- Establishes clear outcomes, outputs and measures to underpin an environment of continual improvement

#### Effective behaviour

- Uses accurate, up to date information and good practice when planning service provision or evaluating impact of their work / department
- Sets clear targets and standards for their team and proactively addresses areas of underperformance in self and their team
- Prioritises and manages own work to deliver agreed objectives on time and to the expected standard whilst remaining mindful of overall Union priorities
- Delivers on commitments to colleagues, students and partners
- Is aware of risk and proactively seeks to take action to minimise or mitigate against risks identified
- Takes an unbiased view point and acts fairly to all staff, students and colleagues
- Delegates effectively

#### Unacceptable behaviour and areas for development

- Micromanages
- Works in a unstructured way which prevents effective cross departmental working
- Does not plan, prioritise and manage workload well – for self or team
- Concentrates on tasks they enjoy at the expense of others
- Prejudges a viewpoint or activity without sufficient evidence

## Motivational leadership

### Outstanding performance

- Recognises and praises others' good performance and achievements
- Provides clear, long term strategic direction
- Generates and shares ideas and insight and encourages a culture of critical thinking
- Support others to realise their potential and develop their professional expertise and interests
- Creates a culture of innovation, creativity and continual improvement in others

### Effective behaviour

- Effectively manages performance
- Creates a team spirit where ambition is encouraged and achievement celebrated
- Encourages active learning and talent development to support organisational goals
- Can demonstrate confidently where they have shown energy, enthusiasm and a 'can-do' attitude
- Visibly and quickly deals with inappropriate behaviour, harassment or unfair behaviour towards others
- Regularly reviews and communicates progress against organisational targets

### Unacceptable behaviour and areas for development

- Fails to delegate effectively
- Does not recognise good performance
- Fails to address under performance
- Instils a blame culture
- Develops plans in isolation without clear targets and agreed outcomes
- Is subjective in thought and deed