

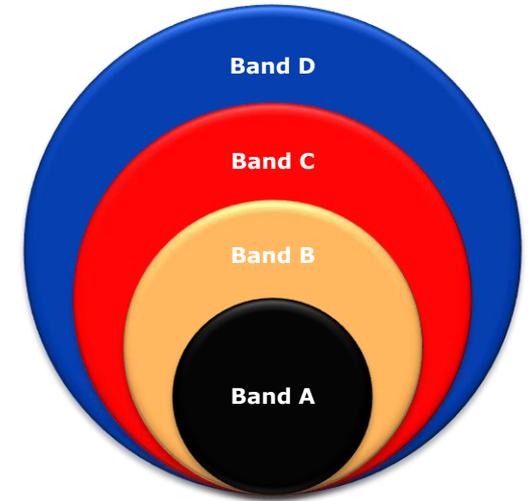
University of London Competency Model

Consolidated
August 2018

Competency Model

What is a competency:

- A competency is a behaviour specifically chosen because of its ability to differentiate performance and define success
- The model articulates underlying characteristics that staff in all roles across the University are required to demonstrate and are used for selection, development and performance management
- Competency bands are inclusive, broader band competencies subsume narrower band competencies



Why have we developed a competency model:

- To enable people to focus on the “how” (attitudes and behaviours) of their role and not just the “what” (job content as per job description)
- To provide a common framework for effective performance
- To provide a common language to improve performance and develop
- To provide criteria that are observable and measurable and so make the appraisal process more objective

Competency Model

The process

- A set of competencies was initially selected by University of London employees alongside the Hay Group following 60 years of research into behaviour that predicts effective performance

The model

All staff:

- Proactivity and planning
- Organisational commitment
- Resilience
- Problem solving and decision making
- Creativity and innovation
- Striving for excellence
- Self-development and commitment to learning
- Adapting to change
- Working collaboratively with others
- Customer/stakeholder focus
- Interpersonal understanding
- Leadership
- Managing resources
- Performance management
- Commercial awareness

The School of Advanced Study specific:

- Academic community focus

Worldwide specific:

- International engagement

Proactivity and planning

University of London staff take the initiative to identify opportunities and/or solve problems. This involves taking personal accountability to deal with issues that arise reactively as well as being pro-active and using strategic thinking to deliver results and/or avoid issues in the long term.

Band A	Band B	Band C	Band D
<p>Takes personal accountability to achieve own goals, tasks and objectives</p> <p>Responds to short-term opportunities</p> <p>Reacts positively to present problems, including overcoming obstacles</p> <p>Breaks down problems into a simple list of tasks or activities in order to plan what needs to be done</p> <p>Works through tasks methodically</p>	<p>Looks ahead in the short term (3-months)</p> <p>Anticipates and takes action to avoid an approaching problem that might interfere with effective delivery</p> <p>Makes the most of forthcoming opportunities to realise incremental improvements</p> <p>Prioritises activities in line with team and organisational priorities</p>	<p>Anticipates and takes planned action to create an opportunity and/or avoid a future crisis, looking ahead to the mid term (4-12 months)</p> <p>Puts steps in place to address or resolve looming issues that threaten current plans, with a mid term horizon</p> <p>Takes timely action to improve service performance in the medium term or to correct an ongoing or recurring issue</p> <p>Breaks work down into milestones with clear timeframes and sequencing recognising inter-relationships between elements</p>	<p>Anticipates and takes action to create an opportunity or avoid future crisis, looking over a year ahead</p> <p>Taking a strategic view, identifies future opportunities and puts in place sustained initiatives to realise them</p> <p>Proactively seeks to identify strategic opportunities to develop and enhance service delivery in the longer term</p> <p>Adapts and/or develops strategy in light of changing circumstances to maintain momentum and direction for a future goal</p>

Organisational commitment

University of London staff are committed to the organisation, proud to belong to the organisation and willing to champion and defend it. They support the organisation's vision and act for the good of the overall organisation and the communities it serves.

Band A	Band B	Band C	Band D
<p>Understands the ways things are done in the organisation, and does what is expected (for example by following required policies and procedures)</p> <p>Understands the contribution and impact of their role locally and on the organisation as a whole</p>	<p>Sees the bigger picture and accepts what the organisation sees as important</p> <p>Demonstrates commitment to the organisation</p> <p>Presents the organisation in a positive light by promoting and defending the organisation's reputation both internally and externally</p>	<p>Acts to support the organisation's vision, mission, strategy and values</p> <p>Makes choices and sets priorities that meet the organisation's needs and support the organisation's mission</p> <p>Cooperates with others to achieve objectives in the larger organisation</p>	<p>Stands by decisions that benefit the larger organisation, and maintains a corporate stance, even if those decisions are unpopular and could compromise divisional plans</p> <p>Challenges others appropriately to ensure the focus remains on the overall needs of the organisation in line with agreed goals and priorities</p>

Resilience

University of London staff show reliability and resilience. They adapt behaviour appropriately and stay focused on a course of action or need for results in the face of challenges. They remain calm and confident, respond decisively in difficult situations and have the confidence to see decisions through.

Band A	Band B	Band C	Band D
<p>Identifies when own emotions are affecting performance</p> <p>Is aware of own strengths and weaknesses</p> <p>Is prepared to admit their own mistakes</p> <p>Remains calm under pressure</p> <p>Effectively self-motivates</p>	<p>Focuses on solutions and manages pressure</p> <p>Staying calm in response to other people's emotional displays (such as anger, grief, etc.)</p> <p>Understanding the impact of own emotional state on others around them</p> <p>Is aware of the causes of stress and proactively mitigates these</p> <p>Thinks clearly and effectively under pressure</p> <p>Does not take criticism personally</p>	<p>Successfully managing or changing other people's emotional responses or states (for example calming down angry or upset people)</p> <p>Responding positively and constructively to challenge and confrontation by others</p> <p>Copes with ambiguity and deals with uncertainty and frustration</p> <p>Supports others to maintain focus on priority tasks and deliver results</p> <p>Focuses on issues that can be influenced (rather than those that cannot) and proactively takes control of event</p>	<p>Thinks clearly and stays focussed under pressure</p> <p>Maintains a range and variety of support structures for themselves and others</p> <p>Consistently shows confidence in own capabilities</p> <p>Resists pressure to make quick decisions where full consideration is needed</p> <p>Remains focused and in control of situations at all times</p> <p>Motivates self and others to deliver long-term results</p> <p>Consistently creates successes from difficulties</p>

Problem solving and decision making

University of London staff take a methodical and analytical approach to problem solving, planning and decision making breaking down problems systematically in order to understand components and implications, set priorities on a rational basis and identify causal relationships. This ensures that people make reasoned decisions within the broader context of the University

Band A	Band B	Band C	Band D
<p>Acts quickly and decisively as the situation requires</p> <p>Identifies problems and acts on opportunities as they arise</p>	<p>Considers cause and effect</p> <p>Recognises straightforward relationships between different elements of a situation e.g. A leads to B. Applies this understanding to solve problems or plan systematically</p> <p>Makes decisions through consideration of pros and cons and the team and organisational priorities</p>	<p>Sees multiple relationships</p> <p>Analyses the relationships among several parts of a problem or situation (seeing multiple causal links) before making a decision on the way forward</p> <p>Anticipates obstacles and thinks ahead; considers the next steps in complex situations</p>	<p>Makes decisions that others consider risky, but has done the detailed thinking and has well considered planning to back it up. May use analytical techniques to help</p> <p>Evaluates risk effectively</p> <p>Conducts detailed and extensive analysis to arrive at solutions for problems others couldn't 'crack'</p> <p>Conducts an in-depth analysis of a complex situation, then details a comprehensive plan of action for others to follow</p>

Creativity and innovation

University of London staff identify opportunities, generate creative solutions to work situations and try different and novel ways to deal with organisational challenges and issues. They are able to generate and put into practice new ideas or approaches for academic, commercial or organisational benefit. It involves thinking through multiple and unique responses to a situation and focusing on continuous improvement.

Band A	Band B	Band C	Band D
<p>Is open to new ideas</p> <p>Shifts focus and activities in response to changing priorities or situations</p> <p>Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence</p>	<p>Seeks improvement</p> <p>Appropriately questions and challenges “the way things have always been done” by engaging in active and meaningful dialogue</p> <p>Keeps up to speed with and adopts established practices, ideas or developments elsewhere and adapts them to meet their current situation and improve the way things are done locally</p> <p>Is open to creative suggestions and ideas from others</p>	<p>Keeps up to speed with what’s going on in the external environment on an ongoing basis and sees where ideas or issues can be adapted, applied or exploited</p> <p>Generates or finds unusual or different (but effective) solutions to problems or opportunities</p> <p>Suggests alternatives and generates new ideas for projects and programmes</p> <p>May use creative analogies, pictures or metaphors to explain things</p>	<p>Creates new approaches</p> <p>Generates breakthrough ideas, fresh perspectives and new opportunities</p> <p>Visualises opportunities and shows how they can be put into practice</p> <p>Takes appropriate risks and is prepared to try out new and unusual ideas</p> <p>Improves performance by doing things that may be unique, leading-edge or new to the University</p>

Striving for excellence

University of London staff focus on delivering excellence and seek to be 'top of the field'. This involves a tenacious focus on delivering results to support the University of London in achieving its objectives. At the highest levels this involves entrepreneurial thinking and the taking of balanced risks to deliver significant improvements.

Band A	Band B	Band C	Band D
<p>Takes responsibility for delivering personal objectives</p> <p>Focuses energy on agreed priorities</p> <p>Keeps track of progress measured against goals and targets</p> <p>Takes pride in doing the job well</p>	<p>Makes specific changes in the system or in their own work methods to improve performance</p> <p>Examples may include doing something better, faster, at lower cost, more efficiently, or improving quality, customer satisfaction, morale, revenues, without setting any specific goal</p> <p>Sees mistakes as learning opportunities and uses them to implement better ways of doing things</p>	<p>Sets and works to meet stretching goals. "Stretching" means it is a definite stretch, but not unrealistic or impossible</p> <p>Refers to specific measures of baseline performance compared with better performance at a later point in time</p> <p>Setting out to achieve a unique standard; innovation</p>	<p>Makes decisions, sets priorities, or sets goals on the basis of calculated resources required and outcomes delivered</p> <p>Analyses approaches and situations with a focus on what will achieve desired organizational outcomes or commercial targets</p> <p>Commits significant resources and/or time (in the face of uncertainty) to take calculated risks to deliver significant benefits</p> <p>Creates the environment for others to strive for excellence</p>

Self development and commitment to learning

University of London staff are committed to learning and development. They ensure they keep up to speed with developments in their work area/profession; learn from experience; actively pursue learning opportunities; seek feedback; welcome unsolicited feedback and modify their behaviour in light of feedback to continually deepen and strengthen their knowledge/skills/expertise for the benefit of the organisation.

Band A	Band B	Band C	Band D
<p>Shows willingness to learn</p> <p>Learns from successes and mistakes</p> <p>Acts on feedback and makes changes to improve their performance</p> <p>Asks for help when they need it and draws on expertise and knowledge of others</p> <p>Keeps up-to-date with changes in relevant practice/policy/procedures/legislation</p>	<p>Takes action to develop themselves</p> <p>Actively solicits feedback on their performance</p> <p>Accurately assesses strengths and development needs through introspection and outside feedback</p> <p>Works to improve in developmental areas</p> <p>Keeps up to date on developments in best practice within area</p>	<p>Is committed to continuous self-development</p> <p>Reflects on experience and applies learning to present situations; continuously asks, "how can I do this better?" in order to develop self and improve performance</p> <p>Seeks out opportunities for constructive challenge of their work on an ongoing basis (for example by peer review)</p> <p>May pursue or actively maintain relevant professional membership</p>	<p>Expands and uses professional knowledge</p> <p>Seeks to develop new areas of expertise and knowledge to improve skills and to broaden own horizons in line with organisational needs</p> <p>Keeps up-to-date with cutting edge knowledge in the field and pursues expert knowledge</p>

Adapting to change

University of London staff adapt their style to fit the needs of the situation or change their tactics to fit the circumstances in order to meet the objectives of the team, department and/or University. They are receptive to new ideas and see change as a necessity to maintain and enhance effectiveness.

Band A	Band B	Band C	Band D
<p>Understands and accepts the need to change the way things are done to improve services on a continuous basis</p> <p>Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence</p> <p>Maintains effectiveness in variety of work situations working with different colleagues, customers and contacts</p> <p>Willingly undertakes tasks commensurate to the role but which are outside of the usual day-to-day duties.</p>	<p>Is flexible and adaptable</p> <p>Receptive to change and adapts own ways of working as appropriate, seeking support if necessary</p> <p>Alters normal procedures to fit a specific situation to get a job done and/or meet organisational goals</p> <p>Views change as an opportunity to improve and develop work</p> <p>Works effectively in an uncertain environment</p> <p>Suggests improvements to processes and solutions aimed at resolving problems</p>	<p>Continuously seeks out opportunities for improving services and suggests more effective ways of working</p> <p>Applies sound principles to manage and implement organisational change in area of responsibility</p> <p>Identifies current issues and trends and their potential impact upon current and future work</p> <p>Explains why changes are necessary, communicates change in a positive manner</p>	<p>Drives continuous improvement, leads and embeds change programmes through clarity of purpose, effective communication and project planning</p> <p>Sets the context, communicates, motivates and encourages staff to achieve higher levels of performance</p> <p>Makes organisational changes to meet strategic needs</p> <p>Scans the wider external environment to seek opportunities to develop the University</p>

Working collaboratively with others

University of London staff work cooperatively across the teams, departments, and the whole organisation. They are open to different perspectives and build and encourage working relationships across boundaries, regardless of personal preferences, both within the University and with its partners.

Band A	Band B	Band C	Band D
<p>Cooperates, supports colleagues, is a good team player and does their share of the work</p> <p>Treats everyone with respect</p> <p>Keeps colleagues and team members informed and up-to-date about what is happening in the group</p> <p>Shares all relevant or useful information</p>	<p>Seeks out input from others</p> <p>Genuinely values others' input and expertise</p> <p>Displays willingness to learn from others, including peers and any direct reports</p> <p>Solicits ideas and opinions to help form specific decisions or plans</p>	<p>Acts to promote good working relationships or partnerships regardless of personal preferences</p> <p>Publicly credits colleagues and team members who have performed well</p> <p>Encourages and empowers others, making them feel involved and valued</p> <p>Encourages or facilitates beneficial resolutions to conflicts</p>	<p>Creates long-term partnerships internally and externally</p> <p>Proactively develops and promotes synergies and strategic long-term relationships across the organisation and beyond with an understanding of the benefits of such for the organisation</p> <p>Actively seeks win-win outcomes even if there is a personal short-term cost, loss for self, or immediate team</p> <p>Creates the conditions for collaboration for others</p>

Stakeholder focus

University of London staff put the stakeholder at the heart of everything they do. They focus their efforts on proactively working with all customers and stakeholders taking time to understand their context and needs in order to meet these. This includes the monitoring of stakeholder satisfaction.

Band A	Band B	Band C	Band D
<p>Responds appropriately, is polite and professional at all times</p> <p>Is responsive to stakeholders and follows through on enquiries, requests and complaints</p> <p>Maintains clear communication with stakeholders, keeping them up to date and managing their expectations</p>	<p>Understands the stakeholder context and builds rapport with the stakeholder</p> <p>Has a proactive, can do attitude, taking personal responsibility for correcting problems or resolving issues</p> <p>Acts on feedback and makes concrete attempts to make things better for the stakeholder</p> <p>Goes beyond what is expected of them to make the stakeholder happy</p>	<p>Seeks out information about the underlying needs of the stakeholder, beyond those expressed initially</p> <p>Tailors services to meet the differing needs of stakeholders</p> <p>Builds long term relationships and has in place ongoing means to gain and maintain an up-to-date understanding of stakeholder needs</p> <p>Takes action to pre-empt stakeholder needs where appropriate</p>	<p>Creates a collaborative relationship with the stakeholder, becoming a trusted advisor</p> <p>Builds an independent opinion on stakeholders needs, problems, or opportunities and possibilities for implementation</p> <p>Re-shapes services in line with stakeholder needs to deliver significant improvements</p>

Interpersonal understanding

University of London staff have the ability to interact effectively with other individuals and groups and are sensitive to cultural and personal differences. They are able to accurately listen, understand and respond appropriately and effectively. This awareness and responsiveness to others leads to higher levels of trust and commitment.

Band A	Band B	Band C	Band D
<p>Is approachable and receptive to the views and input of others</p> <p>Listens to others, whether individuals or groups respectfully, refrains from interrupting</p>	<p>Demonstrates objective and active listening</p> <p>Reflects people's concerns, responding to them by altering their own behaviour in a helpful responsive manner</p> <p>Takes action to ensure that others feel they have been heard, for example reflecting back or summarising what they have said</p> <p>Is able to understand clues to other people's feelings and emotions and respond to them with sensitivity</p>	<p>Effectively elicits information</p> <p>Makes use of open and clarifying questions to encourage the individual to share information and express their concerns</p> <p>Seeks out the facts and pertinent information with objectivity, before drawing conclusions or suggesting actions</p> <p>Demonstrates empathy and understanding whilst, at the same time, retaining an objective and non judgemental perspective</p> <p>Picks up on verbal and non verbal cues and uses these to guide the discussions</p>	<p>Accurately assesses the underlying root causes and concerns for individual or group behaviour patterns and dynamics</p> <p>Uses this understanding to plan an effective approach, tailor their response and resolve conflict.</p>

Leadership

University of London leaders create a positive working climate with a focus on developing and motivating others to deliver results in line with the University's goals. They have a clear sense of direction and can inspire and engage others with their personal conviction, vision and actions. They are visible, accessible exemplars who model the University of London's values.

Band A	Band B	Band C	Band D
<p>Provides clarity about goals, tasks and expectations.</p> <p>Openly explains the reasons for decisions</p> <p>Provides the resources/authority needed to allow others to get the job done</p> <p>Takes responsibility for own actions and decisions</p> <p>Meets commitments and keeps promises</p>	<p>Creates the conditions that enable others to perform at their best (for example by setting clear direction, providing appropriate structure, getting the right people in the right roles, taking action to build team commitment, and giving praise)</p> <p>Gets others' input for the purposes of promoting the effectiveness of the team/department/organisation or process</p> <p>Provides needed support and development for both individuals and groups</p> <p>Acts with professional integrity at all times and is honest in all aspects of work</p>	<p>Establishes norms for group behaviour and challenges when people break them</p> <p>Sets a good example by personally modelling desired behaviour</p> <p>Takes action to ensure that others support the organisational/department mission, goals, and policy</p> <p>Builds trust</p> <p>Shows integrity, fairness and consistency in relation to the team/individuals they manage</p>	<p>Communicates a compelling vision</p> <p>Inspires confidence in their leadership and the organisation</p> <p>Generates commitment to the organisation's or department's mission</p> <p>Uses understanding of what motivates others to build lasting commitment</p> <p>Makes decisions based upon ethical considerations and organisational integrity</p> <p>Act as visible, accessible exemplars who model the organisation's values.</p>

Managing resources

University of London staff make effective use of available resources including people, information, networks and budgets. They are aware of the financial and commercial aspects of the organisation and act to ensure that short, medium and longer term strategies and objectives, such as those described in departmental and strategic plans are adequately resourced and managed in terms of finance, people, skills, equipment and buildings.

Band A	Band B	Band C	Band D
<p>Takes personal accountability for resources</p> <p>Understands and meets set procedural requirements in managing resources</p> <p>Challenges waste, inefficiency and poor service to maintain and improve value for money</p> <p>Recognises that time is a cost and adjusts behaviour accordingly</p> <p>Considers cost-benefit implications for decisions</p> <p>Is willing to share resources where appropriate</p>	<p>Continuously manages and monitors resources (inc. IT, human, financial, property)</p> <p>Analyses financial performance for their area within agreed budget and takes action to address any issues</p> <p>Ensures team operates within financial and other legislative regulations and procedures</p> <p>Liaises outside immediate work area to maximise use of resources within the University</p> <p>Develops and adjusts plans in line with available resources</p>	<p>Identifies short/medium term strategies to maximise resource and increase available funds; makes recommendations for securing value for money</p> <p>Anticipates future resources based on realistic analyses of trends and developments</p> <p>Identifies ways to use resources of all types flexibly and innovatively to maximise University benefit</p> <p>Makes decisions or recommendations that consistently deliver value for money and reflect the strategic direction and values of the University</p>	<p>Implements longer term strategies and financial targets that deliver continuous improvements, value for money and the best possible outcome for the University</p> <p>Challenges areas of spend above benchmark levels and investigates to determine whether justified and appropriate</p> <p>Aligns resources, priorities and plans at organisation wide and partnership level</p> <p>Provides opportunities to key stakeholders to contribute to developing financial strategies</p>

Performance management

University of London managers give others clarity regarding targets, standards and performance expectations and provide the resources and support others need to deliver. They monitor performance and take appropriate action to tackle poor performance whilst taking accountability for delivering results themselves.

Band A	Band B	Band C	Band D
<p>Delegates routine tasks with clarity, demonstrating trust in their colleagues' ability to accomplish tasks to acceptable levels of performance</p> <p>Tells people what they need to do, making expectations and requirements clear</p> <p>Where appropriate gives instructions and/or on-the-job demonstrations of what needs to be done</p> <p>Asks questions or uses other methods to ensure others have understood</p>	<p>Sets clear standards and parameters for others' behaviour. Says 'no' to unreasonable requests</p> <p>Assesses individual's work results against expectations and provides constructive feedback as necessary</p> <p>Makes it clear where performance does not meet standards and provides necessary support to improve performance</p> <p>Ensures there are processes in place to support individuals in achieving standards and learning from their mistakes</p>	<p>Takes action swiftly against continuing poor performance using appropriate processes</p> <p>Challenges and confronts conflict, especially when this is impacting on service delivery and standards and contributes to brokering agreements</p> <p>Provides constructive challenge to peers/ partners in order to ensure results are delivered</p> <p>Arranges appropriate and helpful assignments, formal training, coaching or other experiences to foster a person's learning and development</p>	<p>Introduces new/different or higher standards of performance</p> <p>Expects high performance not only of their own staff but of everyone they work with across the organisation</p> <p>Build systems that facilitate high performance in others</p>

Commercial awareness

University of London staff understand both their organisation's and their customers' needs. They utilise existing products, services, and customer relationships in order to create new products, services and relationships that generate revenue and provide new commercial opportunities.

Band A	Band B	Band C	Band D
<p>Maintains regular contact with customers</p> <p>Actively works to minimise costs of activities and maximise any revenue that can be derived</p> <p>Understands the 'bottom line' in all products and services</p> <p>Communicates activities and projects with commercial potential to relevant colleagues</p> <p>Collaborates with colleagues by cross-selling relevant products and services or sharing resources for marketing and delivery</p>	<p>Concentrates on delivering results which bring the clearest commercial benefit</p> <p>Understands the key financial drivers for all stakeholders, internal and external, and looks for cost effective solutions.</p> <p>Has an understanding of the wider business context their organisation operates in</p> <p>Understands and applies pricing structures appropriate to the market</p> <p>Suggests new products or services that generate new revenue or commercial opportunities</p>	<p>Builds long term partnerships with customers that go beyond immediate commercial advantage</p> <p>Is sensitive to changing market conditions and leads appropriate changes in products and services</p> <p>Identifies weaknesses in competitor offerings and positions our own products and services accordingly to gain commercial advantage</p> <p>Uses their market understanding to create new products and services and expand market share</p>	<p>Constantly takes into account the long term needs of the business (18 months+) and identifies risks and opportunities which will arise</p> <p>Anticipates trends (social, economic, political, technological, environmental and regulatory) that potentially impact the business and acts on them</p> <p>Creates strategically positioned new directions for businesses in response to trends</p> <p>Takes calculated risks in order to achieve significant business gains</p>

School of Advanced Study specific: Academic community focus

School of Advanced Study staff put the members of the academic community (whoever they may be) at the heart of everything they do. They focus their efforts on proactively working with members in order to understand their context and discover and meet their needs. This includes the monitoring of stakeholder satisfaction in order to ensure that needs are met.

Band A	Band B	Band C	Band D
<p>Responds appropriately, is polite and professional at all times</p> <p>Is responsive to and follows through on inquiries, requests and complaints from members of the academic community</p> <p>Maintains clear communication, keeping stakeholders up to date and managing their expectations</p>	<p>Understands the stakeholder context and builds rapport with members of the academic community</p> <p>Has a proactive, can do attitude, taking personal responsibility for correcting problems or resolving issues</p> <p>Acts on feedback and makes concrete attempts to make things better</p> <p>Goes beyond what is expected of them to make stakeholders happy</p>	<p>Seeks out information about the underlying needs of the stakeholders, beyond those expressed initially</p> <p>Tailors services to meet the differing needs of members of the academic community</p> <p>Builds long term relationships and has in place ongoing means to gain and maintain an up-to-date understanding of stakeholder needs</p> <p>Takes action to pre-empt stakeholder needs where appropriate</p>	<p>Creates a collaborative relationship with members of the academic community, becoming a trusted advisor</p> <p>Builds an independent opinion on stakeholder needs, problems, or opportunities and possibilities for implementation</p> <p>Re-shapes offering in line with stakeholder needs to deliver significant improvements</p>

Worldwide specific: International engagement

University of London staff work successfully with stakeholders in a wide range of international settings. They are sensitive to cultural differences as well as national and regional structures communicating appropriately and effectively.

Band A	Band B	Band C	Band D
<p>Understands the practical implications of working with an international audience (i.e. time zones, seasons)</p> <p>Observes good practice guidelines when communicating across cultures and geographical areas (i.e. chooses level of formality appropriately)</p> <p>Uses appropriate and clear language in all communications</p>	<p>Understands the international environment</p> <p>Is sensitive to cultural differences and acts accordingly</p> <p>Works effectively with people and behaviours that are different while following the University's ethical guidelines</p> <p>Takes action to find out about different national and regional (educational) structures, expectations, and cultures</p>	<p>Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views</p> <p>Negotiates effectively with people from different cultural backgrounds</p> <p>Adapts policies and processes to maximise effectiveness within the international arena</p> <p>Creates guidelines for others to follow (i.e. on culturally sensitive or ethical conduct)</p> <p>Actively seeks out information and knowledge on other cultural and educational settings</p>	<p>Actively uses global understanding to identify strategic opportunities</p> <p>Builds systems that facilitate successful working in international environments</p> <p>Builds personal networks of relationships within international contexts</p> <p>Seeks to appropriately influence international and national educational policies in target markets</p>