

## Career Pathways Profile for Grade 10 Administrators

Name: \_\_\_\_\_

Department: \_\_\_\_\_

Line manager or equivalent: \_\_\_\_\_

Current role & grade: \_\_\_\_\_

Role & grade being assessed against  
(if different from above): \_\_\_\_\_

Date: \_\_\_\_\_

Step 1:  
Use Column 1 on the table below to assess whether you:

- **Meet** these skills and attributes levels
- **Exceed** these skills and attributes levels
- Need to **Develop** these skills and/or attributes

Step 2:  
Ask your line manager or equivalent to:

- Assess you in the same way
- Complete Column 2 on the table below

Step 3:  
Meet your line manager or equivalent to:

- Discuss and agree an assessment in Column 3
- Discuss any areas for development you have identified and note in Column 4



### Section A: SKILLS

Skill area	Skills	1 - M/E/D	2 – M/E/D	3 - Agreed assessment M/E/D	4 - Agreed development needs
<b>Resource Management (people/finance)</b>					
<i>Resource allocation and budgeting</i>	Manage financial and people resource allocation and monitoring processes.				
<i>Financial regulations</i>	Oversee compliance with financial regulations and best practice and contribute to the update of financial regulations and central practices.				
<i>Financial procedures</i>	Recommend and implement updates to local financial procedures.				
<i>Financial planning</i>	Deliver strategic financial planning advice.				
<i>Business cases</i>	Prepare and manage the delivery of complex business cases, funding applications and tenders.				
<b>HR Operations</b>					
<i>Issues and processes</i>	Oversee management of HR-related issues and processes and promote best practice in line with University policy and legislation.				
<i>Discipline and grievance</i>	Participate actively in University grievance, disciplinary, grading and appeal processes and Employment Tribunals.				
<i>Recruitment</i>	Chair local selection panels and participate in University appointment panels.				
<i>Legislation and best practice</i>	Use knowledge of policy and legislation to develop compliant local procedures.				
	Advise and guide on specialist employment related issues.				
<i>Workforce planning</i>	Deliver strategic inclusive workforce planning.				

#### NOTES:

1. We acknowledge that due to the diversity of environments across the University, the application of skills and attributes may vary depending on the grade and scope of the role.
2. It is possible that a particular role will not require all of the skills identified at the relevant grade.
3. The possession of, or requirement for, some skill areas at a higher grade will not equate to a requirement for a role to be regraded as grading depends on a much wider range of factors.

Skill area	Skills	1 - M/E/D	2 – M/E/D	3 - Agreed assessment M/E/D	4 - Agreed development needs
<b>Research Administration</b>					
<i>Funding applications</i>	Review and co-ordinate submission of funding applications and responses to national research review exercises.				
<i>Co-ordinate administrative support</i>	Co-ordinate and manage administrative support for research applications.				
<i>Compliance with ethical guidelines</i>	Develop and implement administrative strategies, processes and guidelines to ensure that research activity is compliant with ethical guidelines and relevant legislation.				
<i>Contract negotiation</i>	Negotiate contracts with funders with respect to IPR and fEC.				
<i>Multiple institutions</i>	Co-ordinate applications across multiple institutions.				
<b>Teaching and Learning Support</b>					
<i>Materials and curriculum development</i>	Oversee all aspects of local teaching and learning support in relation to curriculum delivery.  Contribute to curriculum development and design as required.				
<i>Quality assurance</i>	Oversee implementation of quality assurance mechanisms.				
<i>Balance of teaching</i>	Advise and guide on balance and spread of teaching.				
<b>Facilities Management</b>					
<i>Maintenance</i>	Oversee maintenance and management of multiple facilities and large scale maintenance and refurbishment programmes.				
<i>Estate management strategy</i>	Oversee or lead on University level estate planning and development and contribute to estate management issues and development plans at local level.				
<i>Health, safety and security</i>	Manage all matters arising from health, safety and security issues.				
<b>Committee Skills</b>					
<i>Service and chair</i>	Service, participate in and chair committees and groups at University level.				
<i>Advise and brief</i>	Deliver expert advice, guidance and briefings to senior University members on issues relevant to committee business.				
<i>Oversee outputs</i>	Oversee the focus and outputs of local and University committees to ensure that appropriate priorities and objectives are met.				
<b>Analysis and Investigation</b>					
<i>Gather data</i>	Identify the appropriate method of analysis or investigation.				
<i>Analyse</i>	Conduct complex analysis and investigation of data, including for benchmarking purposes, and source additional information when required.				
<i>Review and report</i>	Monitor, review and report on analysis.				
<b>Policy, Process and Systems</b>					
<i>Policy/systems development</i>	Initiate and manage development and implementation of new and existing policy and processes at local level.				
<i>Policy advice</i>	Provide strategic advice and guidance at senior level on University issues to shape University policy, processes and systems.				

Skill area	Skills	1 - M/E/D	2 – M/E/D	3 - Agreed assessment M/E/D	4 - Agreed development needs
<b>Training, Facilitation and Presentation</b>					
<i>Briefings and presentations</i>	Deliver and facilitate presentations, briefings, training sessions and events to a diverse audience both internal and external to the University.				
<b>Customer Service and Public Relations</b>					
<i>Identify publicity opportunities</i>	Identify national and international marketing and publicity opportunities.				
<i>Publicity materials</i>	Contribute to University level publicity material and events.				
<i>Publicity activity</i>	Proactively publicise the work of the University via contribution to open programmes and collaborative projects.				
<i>Review of service</i>	Recognise and respond to the changing requirements of the University and external clients, and adapt the level and nature of service accordingly.				
<b>IT</b>					
<i>Software skills</i>	Competently use Microsoft Office, web-based database systems and specialist software, e.g. CHRIS, pFACT, Microsoft Project.				
<i>Database skills</i>	Contribute to the design and management of specialist databases and systems, e.g. CamSIS.				
<b>Organisation and Time Management</b>					
<i>Prioritising</i>	Prioritise own work and that of wider team, taking account of diverse and conflicting organisational needs; delegate effectively.				
<i>Improving organisational systems</i>	Manage the strategic development and implementation of new structures and systems for effective use of resources.				
<b>Project Management</b>					
<i>Project leadership</i>	Identify, lead and oversee large-scale projects, (e.g. at a level of up to £1m involving multiple stakeholders.)				

**Section B: ATTRIBUTES**

Attribute	Positive Indicators	1 – M/E/D	2 – M/E/D	3 - Agreed assessment M/E/D	4 - Agreed development needs
<b>Communication</b>	<p><b>B: Communicates effectively and appropriately with senior management, external partners and with people at all levels across the University and outside the University in the wider community</b></p> <p>Explains complex issues, in a way that is easy to understand.</p> <p>Works collaboratively with senior management to ensure that consistent messages are cascaded appropriately.</p> <p>Prepares communications for and on behalf of senior members of the University.</p> <p>Produces well-structured reports and written summaries.</p> <p>Ensures that important messages are being communicated and understood within the University and outside the University as appropriate.</p> <p>Communicates fluently and persuasively as required.</p> <p>Delivers difficult messages sensitively.</p>				
<b>Relationship Building</b>	<p><b>A: Builds and manages mutually beneficial partnerships and networks, both internally and externally, to create opportunities for the University. Works effectively with senior management colleagues and seeks opportunities for enhancing the effectiveness of teams.</b></p> <p>Builds and maintains close working relationships with senior members of the University to act in the interests of the University as a whole</p> <p>Engages stakeholders and agrees appropriate action plans.</p> <p>Anticipates and identifies ways in which the University can collaborate with partners to address current and future challenges, providing the structures and processes to enable this.</p> <p>Maintains and draws upon a network of contacts in influential or specialist positions.</p> <p>Provides active support to own management team, ensuring that they have the information they need to make decisions.</p> <p>Identifies overlaps of activity within the University and opportunities for synergies across institutions.</p> <p>Focuses team building on achieving high performance.</p> <p>Actively engages and supports teams within own area of responsibility.</p>				
<b>Valuing Diversity</b>	<p><b>All: Considers and respects the ideas, circumstances and feelings of others. Treats everyone with fairness and respect, adhering to the principles of diversity and inclusion.</b></p> <p>Promotes an inclusive environment which values equality of opportunity and diversity</p> <p>Role models the highest standards of behaviour.</p> <p>Challenges or reports inappropriate attitudes, language and behaviour that is abusive, aggressive or discriminatory</p> <p>Acknowledges and respects a broad range of social and cultural customs, beliefs and values within the law</p> <p>Demonstrates mutual respect tolerance and integrity</p> <p>Listens to and respects others' views and opinions</p>				

Attribute	Positive Indicators	1 – M/E/D	2 – M/E/D	3 - Agreed assessment M/E/D	4 - Agreed development needs
<b>Achieving Results</b>	<p><b>A: Demonstrates a willingness to take difficult strategic decisions and an ability to resolve complex problems. Provides direction on how to manage conflicting priorities and tensions.</b></p> <p>Makes decisions by logically evaluating all relevant factors and applying a range of analytical techniques</p> <p>Gathers information and ideas from external sources to benefit the University</p> <p>Considers the impact on the University as a whole when taking difficult decisions</p> <p>Sets stretching performance standards and measures which align with strategic objectives</p> <p>Creates a performance culture in which activity is continuously reviewed and improved</p> <p>Takes ownership for the work within the institution to deliver on time, within budget and agreed quality standards</p> <p>Provides assurance to the most senior members of the University on performance and achievement against the University's priorities</p> <p>Analyses financial and statistical data to identify the University's strategic progress and priorities.</p> <p>Considers complex or conflicting data and different perspectives before making a decision on the way forward.</p> <p>Makes and sees through sensitive, unpopular or controversial decisions</p> <p>Takes calculated risks and develops an approach for mitigating risk</p>				
	<p><b>B: Takes a strategic view and creates long-term plans for the institution/area of responsibility. Promotes a shared vision for the University</b></p> <p>Shows an awareness of political, economic and legislative trends and their effect on the University.</p> <p>Creates a vision for the future which supports the aims and objectives of the University.</p> <p>Formulates plans which translate strategy into action.</p> <p>Thinks beyond own specialist area or function, understanding the impact of actions on other areas of the University.</p> <p>Works to influence the University's strategy, direction and culture to increase effectiveness for the future.</p> <p>Considers long-term issues, even when having to respond to changing circumstances</p>				

Attribute	Positive Indicators	1 – M/E/D	2 – M/E/D	3 - Agreed assessment M/E/D	4 - Agreed development needs
People Development	<p><b>B: Encourages and facilitates the learning and development of others. Demonstrates enhancement of individual and team potential through giving clear direction, guidance and feedback on performance.</b> <i>N.B. Some elements of the positive indicators may not apply to roles that do not have line management responsibility.</i></p>				
	<p>Demonstrates understanding of the talents, capabilities and needs of staff and matches these to development opportunities.</p> <p>Provides opportunities for staff to learn and progress their careers, providing advice and guidance where appropriate.</p> <p>Creates an environment where staff are clear on what is expected of them and are motivated to achieve results.</p> <p>Fairly and accurately assesses performance using the Staff Review and Development Scheme, giving constructive and developmental feedback.</p> <p>Manages performance shortfalls in a timely and supportive manner.</p> <p>Helps people identify and develop their strengths and development needs.</p> <p>Shares knowledge with staff and creates opportunities for coaching and mentoring.</p> <p>Encourages staff to see the development opportunities in everyday activities and manages their development expectations.</p> <p>Supports and encourages use of the services of Personal and Professional Development.</p>				
Negotiating and Influencing	<p><b>B: Negotiates and influences at senior management level using persuasive arguments. Identifies clear aims in negotiations and achieves satisfactory outcomes.</b></p>				
	<p>Successfully persuades and influences at senior management level through building support amongst colleagues and considers the reactions of stakeholders.</p> <p>Negotiates satisfactory solutions on broad or complicated issues with stakeholders.</p> <p>Gains support before presenting proposals.</p> <p>Involves people who have positive attitudes to help secure the commitment of others.</p> <p>Prepares ideal, realistic and fallback positions.</p> <p>Anticipates possible issues, objections and consequences</p>				
Innovation and Change	<p><b>B: Supports, promotes and implements change. Encourages the adoption of new methods and overcomes barriers to acceptance.</b> <i>N.B. Some elements of the positive indicators may not apply to roles that do not have line management responsibility.</i></p>				
	<p>Explores new and innovative ways of working and drives innovation within own area.</p> <p>Introduces new ways of working and overcomes resistance through involving people and demonstrating the benefits.</p> <p>Encourages staff to identify improvements to systems and services and to take these forward.</p> <p>Communicates the desire for the institution to succeed through original thinking.</p> <p>Draws on networks to identify new methods and techniques.</p> <p>Identifies people with the ability to accept change and supports those who find it difficult to adapt.</p> <p>Demonstrates understanding of people's fear of change</p>				