Career Pathways Profile for Grade 5 Mechanical Workshop Technicians (non-supervisory)

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

<table>
<thead>
<tr>
<th>Skill area</th>
<th>Skills</th>
<th>1 - M/E/D</th>
<th>2 - M/E/D</th>
<th>3 - Agreed assessment M/E/D</th>
<th>4 - Agreed development needs</th>
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</thead>
<tbody>
<tr>
<td>IT</td>
<td>Use of CNC/CAD software – modify complex code</td>
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<td></td>
<td>Use Word, Excel to produce design brief/ costing</td>
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<td></td>
<td>Detailed design of (parts of) devices</td>
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<td>Organisational/ time management</td>
<td>For self, manage and organise a range of activities</td>
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<td></td>
<td>Exercise judgement in organising and prioritising workload.</td>
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<td>Forward planning skills</td>
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<tr>
<td>Training/facilitation</td>
<td>Training of junior staff and w/shop technicians in specific techniques</td>
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<tr>
<td>Analytical</td>
<td>Analysis/interpretation of test results to check devices made; recognise and rectify faults</td>
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<td>Project Management</td>
<td>Project manage small/short term projects over a period of a few days</td>
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<td>Budgeting/finance</td>
<td>Financial/resource management – identifies and implements opportunities for savings</td>
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<tr>
<td>Research</td>
<td>Research into use/s of materials/techniques using available manuals</td>
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<td>General Workshop</td>
<td>Use of hand tools</td>
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<td></td>
<td>Use of a wide range of w/shop machinery (inc precision measuring devices and CNC machines)</td>
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<td>Numeracy</td>
<td>High level of numeracy - able to carry out straightforward dimensional work, including areas, volumes, density, weight, pressure</td>
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<td>Manual handling</td>
<td>Manual handling</td>
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<tr>
<td>Driving</td>
<td>Current driving licence</td>
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NOTES:
1. We acknowledge that due to the diversity of environments across the University, the skills identified should be interpreted within the grade and scope of the role/post.
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 necessarily equate to a requirement for a role to be regraded.
### Section B: ATTRIBUTES

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Positive Indicators</th>
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<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>C: Communicates effectively and appropriately with a variety of stakeholders including external partners, teams, colleagues and contacts.</td>
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<td></td>
<td>Communicates clearly and concisely both orally and in written documents</td>
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<td>Recognises the need to adapt style and delivery according to the situation.</td>
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<td>Supports arguments and recommendations effectively.</td>
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<td>Ensures that important messages are communicated within the Institution.</td>
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<td>Shares information as appropriate and checks understanding.</td>
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<td>Ensures that communication has a clear purpose.</td>
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<td>Responds constructively and effectively to questions and comments.</td>
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<td><strong>Relationship Building</strong></td>
<td>C: Maintains working relationships with existing partners. Works effectively within a team or work group as appropriate.</td>
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<td>Seeks to understand the key priorities of stakeholders and gain their commitment through consultation and involvement</td>
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<td>Shows interest in team members and is aware of their needs and circumstances.</td>
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<td>Develops good relationships and cooperation within the team and with other colleagues</td>
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<td>Actively promotes the interest of the University within partnerships and networks</td>
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<td>Ensures that colleagues, students and internal and external contacts are satisfied with assistance that they receive.</td>
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<td>Actively seeks the ideas and suggestions of others</td>
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<td>Focuses on contribution to team performance and recognises that of others</td>
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<td><strong>Valuing Diversity</strong></td>
<td>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.</td>
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<td>Promotes an inclusive environment which values equality of opportunity and diversity</td>
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<td>Role models the highest standards of behaviour.</td>
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<td>Challenges or reports inappropriate attitudes, language and behaviour that is abusive, aggressive or discriminatory</td>
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<td>Acknowledges and respects a broad range of social and cultural customs, beliefs and values within the law</td>
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<td>Demonstrates mutual respect, tolerance and integrity.</td>
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<td>Listens to and respects others' views and opinions.</td>
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<tr>
<td>Attribute</td>
<td>Positive Indicators</td>
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</table>
| Achieving Results   | **C: Solves work-related problems effectively. Provides support and contributes to the performance of the institution. Manages own workload and, where applicable, the workload of others.**  
Systematically gathers information from a range of sources before reaching conclusions on necessary action.  
Checks consistency of information to ensure that it is correct and has not been misunderstood.  
Makes decisions using as much reliable information as possible.  
Conducts research to identify relevant facts that are not immediately available and gathers different versions of events to build a full picture.  
Identifies elements of a problem that can and cannot be changed.  
Refers to policies and procedures as necessary before taking action.  
Shows an ability to identify risk and consider its potential impact on the University.  
Is willing to take on responsibility to overcome obstacles and ensure delivery of targets.  
Takes responsibility for own performance and their contribution to team achievement. |
| Strategic Focus     | **D: Demonstrates awareness of the University's direction; understands and supports its mission**  
Understands and supports what the University is working to achieve.  
Understands what other areas of the University do and where to get information.  
Understands how own role contributes to the goals of the University.  
Thinks through the wider consequences of own actions.  
Co-operates with University policy and procedures  
Understands and supports what the University is working to achieve.  
Understands what other areas of the University do and where to get information. |
<table>
<thead>
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<th>Positive Indicators</th>
<th>1 – M/E/D</th>
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<tr>
<td><strong>People Development</strong></td>
<td>C: Demonstrates effective people management skills. Promotes and facilitates the development of others. N.B. Some elements of the positive indicators may not apply to roles that do not have line management responsibility.</td>
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<td>Encourages staff to learn and develop, giving them advice where necessary.</td>
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<td>Manages performance effectively using the Staff Review and Development Scheme.</td>
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<td>Assists staff in developing their skills through encouragement, motivation and support.</td>
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<td>Encourages staff to achieve and support the University’s aims.</td>
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<td>Makes sure people know what a task or responsibility involves and that they have the necessary abilities to carry it out.</td>
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<td>Identifies and addresses the training needs of staff.</td>
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<td>Involves staff in new areas of work and decision making to enhance their knowledge and skills.</td>
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<td>Supports and encourages use of the services of the Centre for Personal and Professional Development.</td>
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<td><strong>Negotiating and Influencing</strong></td>
<td>D: Persuades and influences colleagues through involvement and consultation</td>
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<td>Seeks, considers and understands alternative opinions.</td>
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<td>Shows willingness to accommodate the needs of others.</td>
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<td>Thinks through possible issues and raises these as appropriate.</td>
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<td>Clearly explains the reasons behind actions.</td>
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<tr>
<td><strong>Innovation and Change</strong></td>
<td>C: Develops and promotes new ways of working to improve performance within team and institution.</td>
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<td>Identifies areas of good practice and shares successes which may improve ways of working across the institution.</td>
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<td>Considers new approaches or solutions to problems and demonstrates taking these forward.</td>
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<td>Develops innovative techniques within own professional field.</td>
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<td>Keeps abreast of new developments and initiatives outside the University.</td>
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<td>Encourages colleagues to respond quickly and positively to change.</td>
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<td>Recognises potential barriers to change and ways in which these might be minimised.</td>
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