

RItrain “Organisational Competency Framework”

This competency framework has been developed in partnership with Research Infrastructure leaders and is aimed to support the design and development of management education in this specific organisational context. Competencies are the skills, knowledge and behaviours that are required to lead organisations to successful performance.

The framework outlines several core competencies, which are grouped into 3 broad areas: Leading the organisation; Engagement within and beyond the organisation; Professional conduct. For each competency there is a description of what it means in practice and some examples of effective and ineffective behaviours.



The competencies are intended to be applied dynamically to all phases of the RI cycle – planning, construction, operation - with each phase building on the previous phase with different nuances i.e. a competency required at the operation phase connotes also the planning and construction phases as a matter of principle. Therefore, the framework provides guidance on what is needed urgently and what can wait until the next phase.

These descriptors of behaviour are not designed to be comprehensive, but provide a sense of what is expected from top leaders of Research Infrastructures.

Below is a detailed list of all the competencies with a description of knowledge base, skills and expected behaviours of each one.



RItrain competence profile v. 30 April 2016

This document is the outcome of an interactive workshop - [Addressing the skills gaps in research infrastructure management and leadership](http:///h) - organised by the [RItrain](http:///h) consortium. We thank all our speakers and participants for helping us to compile this draft. We would also like to offer special thanks to Veronique Percheron of the European Space Agency for sharing the [ESA Competency Framework](http:///h). Many of the behavioural competencies listed here are derived directly from this.

Make it clear that relevance to different phases is the result of workshop breakouts.

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| **Competence and definition** | **Indicative knowledge, skills and behaviours** | **Especially relevant to RI planning phase** | **Especially relevant to RI construction phase** | **Especially relevant to RI operation phase** |
| **Leading the organisation** | | | | |
| **Strategic vision and business context**  Ensures a long-term, strategic view is taken. Communicates the strategy, vision and how individual tasks fit with the broader context  (maps to ESA ‘Strategic vision and business context’) | Knowledge base   * Has an overview of the organisation and the research that it supports * Knows who the organisation’s stakeholders are * Is aware of activities that compete with those of the organisation * Understands and regularly reviews user needs   Skills base   * The charisma and influencing skills to foster a common vision among key stakeholders * Market research skills * Long-term business planning, including forecasting/anticipation of future goals * Backup planning * Risk analysis * Balancing different needs from different sources   Effective behaviours   * Willingly and openly communicates the overall strategy * Checks the strategy from a top-down perspective; reviews the vision against organisational objectives to ensure there is no contradiction * Takes action to translate the organisation’s vision into a clear operational strategy, cascades this into individual objectives and enables operational delivery of the strategy * Checks the strategy from a bottom-up perspective; recognises what impact the current tasks and projects may have on the vision and highlights this appropriately * Makes decisions that support and are aligned with the overall strategy * Demonstrates how tasks and projects fit in with the bigger picture and broader context * Monitors the implementation of strategy * Provides regular updates regarding strategy evolution * Encourages others to propose potential changes * Positively challenges how things have been done in the past at the right time and in the right environment * Maintains awareness of changes in the wider sector and recognises what changes are required to keep up to date or how to react to these * Reviews suggestions and decisions related to change to determine the best changes to implement * Acts as a conduit for communicating mandated change requirements and pushes for decisions from above related to change suggestions   Ineffective behaviours   * Takes actions or implements objectives that contradict the strategic vision * Focuses on the short-term, immediate priorities and is unable to understand and / or take account of the global context * Does not recognise how his/her section / division / department contributes to the overall strategy * Articulates the strategy without indicating links between this and the tasks being completed * Takes an approach that does not consider the future aims of the organisation | X | XX | XX |
| **Operational planning**  Establishes, implements and monitors a systematic course of action for self or others to ensure accomplishment of a specific objective. Plans ahead, anticipates and initiates change. Determines priorities and allocates time and resources effectively  (Maps to ESA ‘Planning and organisation’) | Knowledge base   * Relevant research landscape/business context, including transnational considerations * Strategic vision   Skills base   * Project management * Public procurement * Communication * Team building * Influencing * Diplomacy   Effective behaviours   * Follows a methodical course of action * Uses objectives as a basis for planning activities * Realistically estimates the time and resources required to accomplish tasks * Prioritises effectively when faced with limited resources or time pressure * Constantly monitors the accomplishment of objectives and adapts planning accordingly * Plans ahead, anticipates change; thinks it through from beginning to end * Willingly takes responsibility for the delivery of a result to ensure it is achieved * Regularly checks outcomes to ensure quality is maintained throughout delivery * Successfully navigates obstacles, setbacks and issues to move towards successful outcomes * Provides direction, SMART objectives and goals to others so that they understand what they are working towards. * Makes sure that roles, responsibilities and reporting lines are clear to each staff member * Delegates tasks to the appropriate individual or team * Plans out activities, tasks, workload and milestones within the section / division / department. * Accurately estimates the amount of time and resources needed to accomplish a task and matches tasks to skills * Reviews performance against objectives, provides feedback, rewards and discusses corrective actions * Quickly and proactively addresses individual issues of underperformance     Ineffective behaviours   * Is unable to keep to a plan * Makes plans that do not relate to objectives * Allocates resources poorly and manages time badly * Does not set priorities when dealing with limited resources or does not know how * Cannot cope with changes in requirements | XXX | XX | XXXX |
| **Ethical and legal compliance**  Complies with ethical and legal regulations at a local, national and international level as appropriate, and ensures that others are well-placed to do so. | Knowledge base   * Broad understanding of ethical and legal implications of research, and the responsibility of researchers and research infrastructures to work within ethical and legal constraints * Firm understanding of the organisation’s internal ethical and legal policies * Broad understanding of organisational responsibilities in the context of local, national and international legal frameworks * Basic understanding of intellectual property law, contractual law and copyright law   Skills base   * Is able to empathise with research subjects and other stakeholders * Can interpret both the letter and the spirit of ethical and legal policy * Applies risk assessment skills relevant to the interpretation of ethical and legal uncertainties   Effective behaviours   * Confronts potentially unethical behaviour or behaviour that is at odds with the organisation’s values; holds others accountable for supporting these values * Respects confidentiality: knows when and how to use confidential information without abusing the confidence of the source * Protects the organisation against litigation and financial risk by complying with legal frameworks and insisting that others do the same   Ineffective behaviours   * Does not respect confidentiality; uses confidential information inappropriately * Shows no loyalty to the organisation, its mission and values * Does not recognise or is not concerned with dilemmas involving |  | X | XX |
| **Financial management (include funding generation and budgetary control)**  Manages the generation and spending of organisational income effectively, demonstrating responsible use of public funds and compliance with organisational and legal processes | Knowledge base   * Has broad awareness and knowledge of key relevant funding sources and grant application procedures * Understands funding complexities and variety of sources for funding. Knows who potential funders of organisational activities are and is aware of their constraints * Good awareness of the financial/legal landscape as it applies to research infrastructures * Understands the importance of independent audits and the organisational processes necessary to comply with them * Understands institutional and national financial systems for supporting research.     Skills base   * Is expert skilled in the use of required financial management systems for audit tracking and budgetary planning? * Can interpret budgets produced by others * Budget planning and control skills   Effective behaviours   * Demonstrates integrity when making financial decisions * Allocates funds according to demonstrated need and monitors use of these funds to avoid significant under- or over-spending * Makes financial decisions based on evidence * Complies with organisational processes * Educates, advises and guides others on income and funding generation * Anticipates unexpected budget changes * Recognises the constraints imposed by funders and complies with these * Consults organisational finance teams appropriately * Supports funding applications led by others * Influences funding policy - within and beyond the organisation * Helps shape/contributes to funding policy and financial management processes and commercial awareness in the organisation * Manages multiple budgets; educates, advises and guides others   Ineffective behaviours   * Creates bottlenecks in financial planning * Demonstrates lack of transparency in terms of how funds are allocated and spent * Spends funds according to what is left rather than what is needed | XXX | XXX | XXXX |
| **Staff recruitment**  Manages effectively the overall process of attracting, selecting and appointing the best candidates for jobs within the organization (also interacting with recruitment specialists),  (Maps to ESA ‘Driving performance;\* developing and motivating people\*’ | Knowledge base   * Firm understanding of HR processes and policies, including rules governing international recruitment * Firm understanding of organisational competency requirements   Skills base   * Ability to benchmark different roles within the organisation * Interviewing skills * Structured approach to decision making * Negotiation skills   Effective behaviours   * Actively plans for succession * Transparent selection criteria * Systematic approach to shortlisting and selection * Seeks input from others and ensures good fit with the rest of the team * Impartial, regardless of prior knowledge of the candidates * Respects confidentiality * Provides feedback on request to unsuccessful candidates   Ineffective behaviours   * Selects people that are over-qualified or that conform to a preconceived ideal rather than making evidence-based recruitment decisions | X | XXX | XXXX |
| **Staff management and development**  Strives to develop and motivate other people by encouraging learning, by delegating responsibilities and by providing regular and constructive feedback; takes responsibility for delivering high quality individual and team results or outcomes  (Maps to ESA ‘Driving performance;\*’ and ‘developing and motivating people\*’ | Knowledge base   * Firm understanding of staff rights and responsibilities   Skills base   * Variety of leadership styles * Team-building * Coaching approach * Conflict management   Effective behaviours   * Leads, manages and delegates impartially. * Is sensitive to intentions, needs and positions of team members; acts accordingly to achieve success.   Effective behaviours   * Manages expectations and resolves conflict * Coaches team members and helps them to clarify their roles and responsibilities; supports the development of a coaching approach in others * Acknowledges the results of the team * Actively seeks collaborative partners and encourages this behaviour in others * Actively maintains attention to work-life balance issues and promotes an effective work-life balance for self and team * Sensitive to signs of pressure on and stress in members of personnel; provides support, advice and management where necessary * Ensures that all members of personnel have equality of opportunity and are treated fairly * Encourages the development of autonomy in others * Keeps up to date with managerial policies and procedures * Actively seeks feedback on own managerial skills and techniques; provides feedback for less experienced colleagues * Is a role model. Shares networks and creates opportunities for others * Shapes the mentoring strategy of own institution * Involves people in decision making and leadership roles, promoting their autonomy   Ineffective behaviours   * Fails to take personal responsibility for driving performance * Accepts inefficiency in others * Commits to delivering more than is achievable without reviewing the resources, information and time available * Limits him/herself to minimum results rather than take the initiative to deliver a high quality outcome * Defers all decisions for action elsewhere * Unable to take responsibility for making decisions which may be unpopular * Takes an unstructured approach to tasks * Controls every aspect of an individual’s work rather than driving performance through empowerment | X | XXX | XXXX |
| **Innovation and business development, including developing new services and technologies; understanding IP law**  Identify arising opportunities in the environment and build long term relationships with prospects in order to achieve RI mission and maximize stakeholders’ satisfaction.  (Maps to ESA ‘Innovation and creativity’) | Knowledge base   * The dynamics of knowledge-intensive environments and the scope for strategic response * Strategy and market development * Design service models for innovation * Understanding of IPR markets and rules * Data management and protection * Infrastructure and resource management   Skills base   * Open mindset and visioning * Communication skills * Entrepreneurship * Team building * Project management   Effective behaviours   * Balance contradictory expectations and demands from constituents and other stakeholders * Leverage innovations through service development * Assesses situational forces that are promoting and inhibiting an idea for change * Evaluates the current performance of the RI and find ways to help the organization reach its full potential   Ineffective behaviours   * Is too internally focused, doesn’t recognise the environment signals and innovation trends * Does not involve collaboration with multiple parties from inside and outside the RI * Is not able to navigate through relationship politics in order to get things done | XXX | XXX | XXXX |
| **Service provision (including service level agreements, quality control, physical access to services, user training, data management and security)**  Designs and implements effectively conditions for providing high quality service levels in a networked and distributed environment  (Maps to ESA ‘Customer focus’) | Knowledge base   * Service design and delivery management * Understanding of procurement procedures * Operations management * Total quality management * Knowledge of the legislative frameworks and statutory requirements relating to RI environment   Skills base   * Customer focus * Listening and tailoring * Continuous improvement mind-set * Budget management   Effective behaviours   * Is able to deliver effective services in a distributed organization * Focuses on the needs and desires of the service user * Continuously optimises the main operative processes * Is able to improve processes and services according to the needs of service users   Ineffective behaviours   * Is not able to critically analyse and interpret service data and information from different sources * Is not able to translate complex information into formats that support decision making by operational managers * Is not able to implement successful collaborative working with other organisations |  | XX | XXXX |
| **Impact assessment**  Continuously assess the organization’s capacity to achieve output and outcomes and to satisfy stakeholders’ expectations | Knowledge base   * Socioeconomic impact modelling * Broad understanding of the scientific discipline and its ecosystem * Knowledge of the types of methodologies and tools used for impact modelling   Skills base   * Analytical thinking * Appropriate grasp of statistics   Effective behaviours   * Listens to stakeholders * Anticipates trends and uses methods to forecast them * Uses evidence-based approaches, including a mixture of quantitative and, where appropriate, qualitative techniques for measuring impact * Engages constituents in priority-setting and impact assessment   Ineffective behaviours   * Ignoring stakeholders expectations * Lack of engagement * Making decisions according to self-interest | XX | X | XXXX |
| **Stakeholder management and community building (including user communities, policymakers, Board of Governors etc.)**  Establishes and maintains good contacts and relationships to achieve the goals of the organisation and its stakeholders  (Maps to ESA ‘Relationship management’) | Knowledge base   * Broad understanding of the scientific discipline and its ecosystem * Broad understanding of who your stakeholders, are, their interests and their sphere of influence * Recognize different types of stakeholders     Skills base   * Negotiation and conflict management * Influencing skills * Communication and presentation skills, including ability to translate complex concepts into lay language and pitch the message appropriately for the audience * Ability to manage expectations   Effective behaviours   * Recognises importance of building and maintaining relationships * Actively builds on and invests in relationships based on communality of interest * Shows trust in the goodwill of others * Takes the first step in the process of building trust with others * Interacts comfortably and competently with people within and outside the organisation – even in critical situations * Shows diplomacy and tactfulness when required * Negotiates to achieve win-win outcomes * Is conscious of the importance of compromise * Avoids any activity that creates even the appearance of conflict of interest * Is sensitive to political considerations when necessary * Actively and effectively uses networks to the benefit of all parties and in order to facilitate work efforts and gain support   Ineffective behaviours   * Is too internally focused, doesn’t recognise the benefits of building relationships externally * Openly shows lack of trust in others * Does not recognise importance of relationships, focuses on content only and ignores process * Acts in a way that generates unnecessary conflict and is not able to manage it * Is inappropriate, judgemental and overbearing; does not recognise sensitivities * Cannot admit failure * Over commits the organisation or provides an unrealistic view of how it can benefit stakeholders * Is evasive or conveys unclear or inconsistent messages * Engages in activities in which there is a real or potential conflict of interest | XXXX | XXX | XXXX |
| **Acting as a role model\***  Exemplifies organisational values; demonstrates effective personal leadership characteristics and interpersonal skills for leading others. Manages own emotions and demonstrates an ability to combine both technical and people leadership perspectives for the benefit of the organisation  (Maps to ESA ‘Acting as a role model\*’) | Knowledge base   * Knowledge of the internal and external environments * Knowledge of technical contextual issues   Skills base   * Influential skills * Leadership * Innovation * Risk management   Effective behaviours   * Knows, understands and models organisational values to illustrate them in practice and embed them within his/her team / division / department * In his/her own actions and conduct, exemplifies the standards of behaviour he or she expects of others * Engages in self-reflection and personal learning to improve technical, managerial and leadership skills, behaviours and abilities * Is open and willing to share his/her mistakes and learn with / from others * Is aware of the impact he/she has on other people * Shows personal resilience and is able to effectively manage personal stress * Manages own emotions to convey clarity and consistency towards others * Persuades others effectively through involving and engaging them to engender their commitment * Is authentic in his/her style and approach, remaining open, honest and fair towards others * Demonstrates the effective leadership characteristics that underpin all tasks (such as emotional intelligence, personal engagement and proactivity) * Acts as an inspirational leader, motivating and enthusing others to perform at their best * Able to recognise the human dimension in all technical activities / approaches     Ineffective behaviours   * Reacts very emotionally and is unpredictable * Concentrates only on technical performance without considering the human dimension * Is unwilling to exemplify the standards of behaviour that he/she expects from others * Demonstrates inconsistency between what he/she says and what he/she does * Exercises control through his/her technical ability rather than effective leadership skills * Persuades others through dictating or using his/her authority or leadership position | XXX | XX | XX |
| **Systems and broader business thinking**  Sees the big picture in complex situations by linking information or applying theoretical frameworks, by taking a system-wide view, or by considering an organisation-wide or long-term perspective. Is aware of the broader business context; processes information from various perspectives and anticipates trends/problems  (Maps to ESA ‘Systems and broader business thinking’) | Knowledge base   * Knowledge of the internal and external environments * Understanding of the organisational impact of uncertainty * Holistic view of the organization * Scenario planning   Skills base   * Influential skills * Forward-looking attitudes   Effective behaviours   * Recognises patterns or themes in information that provide insight into possible trends or broader perspectives * Able to judge quality of information and assess the long-term/strategic relevance * Accurately forecasts / anticipates trends and uses this for the personal, team and business benefit * Puts everyday issues into perspective; sees the big picture in all activities and translates it into everyday working tasks * Displays a solid understanding of the activities of the organisation as well as its political and competitive environment * Systematically produces data / information with influence on the long-term objectives/strategy of own area * Formulates concepts and theories, or studies models and designs tools in order to understand complex circumstances     Ineffective behaviours   * Has preconceived ideas or makes assumptions * Not able to step back from tactical details and everyday issues * Fails to consider impact and scope of own actions/ decisions * Unable to think of the long-term perspective; predominantly focuses on the immediate or short-term | XX | XX | XXX |
| **Risk assessment**  Analyse all types of potential losses from internal and external risks using an adequate combination of known and unknown information and provide solutions and actions to reduce the impact. | Knowledge base   * Knowledge of tools for risk assessment and management * Understands the science/technology underlying the research infrastructure, the services that it provides and the organisation as a whole * Understands the ethical and legal frameworks underlying the research infrastructure’s operations   Skills base   * Communication skills * Problem solving * Analytical skills * Project management skills   Effective behaviours   * Thinks in an analytical way * Takes decisions and has a sense of perspective * Responsible   Ineffective behaviours   * Takes risks without assessing their potential impact * Is unnecessarily risk averse * Fails to perceive the impact of risks on employees and on the reputation of the organisation | X | XX | X |
| **Advocacy and ambassadorship (including lobbying to funders and ministries)**  Focuses on building and protecting the image, reputation and long-term interest of the organisation within its member states, their citizens and the global research community  (Maps to ESA ‘Ambassadorship’) | Knowledge base   * Is aware of organisational values * Knowledge of research infrastructure environments * Is aware of national policies and priorities in the research area * Knowledge of suitable communication tools   Skills base   * Communication skills * Empathy * Lobbying * Stakeholder management   Effective behaviours   * Demonstrates organisational values effectively in all situations * Reports back on any external knowledge gained that might benefit the organisation * Looks for opportunities to showcase the organisation’s capabilities and professionalism * Recognises the impact of own actions, behaviours and communication on the organisation’s image and refrains from doing things to jeopardise that image * Effectively addresses issues that may tarnish the image of the organisation and identifies remedies * Contributes to the reputation of the Division, Department and organisation through his/her exemplary professionalism   Ineffective behaviours   * Shows little or no knowledge of the activities of the organisation other than those within his/her immediate area of involvement * Fails to maintain a professional image * Openly criticises the organisation in the presence of third parties; shows no sense of pride in working for it * Does not realise how own actions, modes of behaviour and communication influence the organisation’s reputation | X | X | XX |
| **Engagement within and beyond the organization** | | | | |
| **Communication and outreach (including to lay people)**  Structures and conveys ideas and information, both verbally and in writing, in a way that brings about understanding. Uses active listening to fully comprehend what others are saying. Personally commits to and supports the creation of an atmosphere/mechanisms in which open and two-way communication is promoted.  (Maps to ESA ‘Communication’ and vitae D3) | Knowledge base   * Broad understanding of communication models * Can distinguish between different target audiences and identify the most appropriate means of reaching them * Understands the science/technology underlying the research infrastructure and the services that it provides to be able to communicate effectively about them to different audiences   Skills base   * Fluent in the language in which the majority of communications are made * Basic command of other languages * Active listening skills * Sympathetic * Enthusiastic * Appreciates the value of social media and uses it effectively to communicate effectively with different audiences * Able to work effectively with creative professionals (e.g. designers, animators, journalists * Interviewing skills   Effective behaviours   * Communicates clearly and precisely with people at all levels * Delivers points in a structured and logical manner * Informs others of relevant information appropriately and on time * Seeks out openness from others; gives straightforward, candid opinions to all * Invites two-way communication; actively listens/pays attention; able to engender participation and commitment from others * Communicates effectively even in difficult situations * Anticipates audience needs and tailors communications to the audience and the context * Proactive in discovering different audiences and their interests   Ineffective behaviours   * Is unable to communicate the appropriate message * Does not inform others; forgets that communication is part of work * Does not participate in two-way communication when invited * Communicates in an indirect or vague way; tells others what they want to hear * Does not take into account, understand or accept perspective or needs of audience * Ignores cultural differences between different audiences and does not tailor approach accordingly | XXXX | XXX | XXXX |
| **Negotiation**  Engages in multi-party negotiations building consensus and seeking the cooperation of others in achieving organisational goals. Works towards win-win outcomes in conflicting situations. | Knowledge base   * Negotiation models (e.g. the trust equation) * Deep understanding of the context/the position of the person/organisation with which the negotiation will take place * Understands when negotiation is not an option   Skills base   * Active listening skills * Questioning skills * Assertive   Effective behaviours   * Uses a variety of approaches according to the context * Is flexible and adaptable * Shows neutrality   Ineffective behaviours   * Behaves aggressively towards the other party * Imposes personal views * Comes across as negative/unwilling to accept that a win-win situation is possible * Finishes negotiations prematurely, before both parties are agreed on the desired outcome and how they plan to achieve it | XXXX | XXX | XXXX |
| **Collaboration and networking (including in a global context, and between sectors)**  Balances individual and team objectives; cooperates and works collaboratively with others to accomplish agreed solutions. Shows team\* orientation by sharing information, giving and accepting feedback, and participating in building and implementing collective solutions.  \*team in this context could mean a virtual team distributed across multiple organisations  (Maps to ESA ‘Teamwork’) | Knowledge base   * Understanding complementary personality types and how to make the most of them in a team context (e.g. Myers-Briggs) * Cultural awareness   Skills base   * Ability to initiate conversations * Active listening * Empathy (two ears, one mouth)   Effective behaviours   * Is approachable without being over-familiar; using humour appropriately * Participates in building and implementing collective solutions * Cooperates willingly with other teams * Expresses appreciation for the contributions of others * Understands own role in the team and other team members’ roles * Accepts and supports team interests and decisions and is willing to compromise * Addresses difficult issues openly; gives honest feedback and accepts feedback * Initiates team processes; suggests compromises or alternatives to progress toward the achievement of group goals * Openly and systematically shares ideas, innovations, best practice and failures with team * Is responsive to collaborative opportunities across disciplines/research areas and with non-academic organisations     Ineffective behaviours   * Behaves in a way that is insensitive to the cultures, beliefs and values of team members or is prejudiced against them * Has no clear understanding of own role in team * Does not seek to understand other areas outside own team * Puts individual interests first; ignores needs of others and team; uncooperative * Ignores team decisions or unwilling to share team responsibility * Ignores or sees no value in feedback provided to him or her | XXX | XXX | XXXX |
| **Human resource managemen**t  Encourages team synergy and creates a sense of unity and purpose within and between teams / departments / consortia. Recognises team success and deals with team conflict and dynamics  Maps to ESA ‘Fostering cooperation and effective teamworking\*’ | Knowledge base   * Broad understanding of the organisation’s purpose and the role of different teams in fulfilling that purpose * Broad understanding of organisational HR policy and procedures   Skills base   * Active listening * Stimulate and create organizational conditions for professional development * Commitment to career management * Empathy * Conflict management skills * Resilience   Effective behaviours   * Shares strategic vision and inspires team members to work towards common goals * Adapts management style to the needs of the individual employee * Recognises individual strengths in team members and makes the most of them; motivates team members and delegates to them accordingly * Makes difficult decisions and ensures that they are accepted by team members * Maintains regular contact with the whole team / division / organisation to support working towards a common goal * Fosters cooperation on a wider scale by encouraging teamwork across teams / divisions /organisations * Represents and promotes own team to others in the organisation * Considers team dynamics and blends the skills of various teams into a departmental / organisational whole * Provides the means to enable teams to work together across the organisation * Builds consensus and alignment between teams * Resolves conflicts that arise between different teams/divisions * Uses the right management style at the right moment   Ineffective behaviours   * Is unable to maintain an appropriate level of approachability, being either too distant/hierarchical or by behaving more like a peer than a manager * Does not recognise or respond to lack of productivity or motivation in staff members | XXXX | XXX | XXXX |
| **Leading change**  Communicates the reasons for and impact of change. Reduces or explains uncertainties and seeks to manage ambiguity. Manages reluctance towards change and encourages others to enable change.  (Maps to ESA ‘Leading change\*’) | Knowledge base   * Broad understanding of the scientific discipline and its ecosystem * A clear understanding of what needs to change and why * Good grasp of methods for identifying opportunities and threats * Good grasp of change management models   Skills base   * Consulting skills * Communication skills * Active listening * Empathy   Effective behaviours   * Recognises the need for change so that the organisation remains successful * Identifies where changes are required and what these should be; consulting others as appropriate. Makes these changes if they are within personal remit or escalates them appropriately * Is positive towards required changes and encourages others to embrace change * Willingly takes balanced risks and operates flexibly within the regulatory guidelines * Explains and reduces potential uncertainties * Encourages others not to be disconcerted by ambiguities that arise through change implementation * Explains the reasons for and benefits of change * Looks to minimise the potential ambiguities through clarifying information, data or requests * Manages individual reactions and emotions to change to ensure it is accepted by all * Drives change forward through to implementation, setting realistic time frames for change * Maintains awareness of changes in the wider sector and recognises what changes are required to keep up to date or how to react to these * Reviews suggestions and decisions related to change to determine the best changes to implement * Acts as a conduit for communicating mandated change requirements and pushes for decisions from above related to change suggestions * Encourages others to propose potential changes * Positively challenges how things have been done in the past at the right time and in the right environment   Ineffective behaviours   * Focuses his/her efforts only on communicating and supporting those who are embracing change and ignores individuals who are reacting emotionally * Prefers to remain in a static environment rather than embracing change; panics when faced with the prospect of change * Only supports ideas for change which benefit him/her as an individual rather than recognising the broader benefits they may bring * Takes a passive approach without constructively challenging the way things have always been done * Challenges or implements change for the sake of it rather than through a balanced analysis of the right changes to propose | XXX | XXX | XXXX |
| **Promoting diversity**  Understands, accepts and actively promotes diversity as an organisational asset to optimise performance; integrates diversity into people management related decisions and creates a respectful and inclusive working environment where everyone is fairly and equally treated.  (Maps to ESA ‘Promoting diversity\*’) | Knowledge base   * Culturally aware * Awareness of unconscious bias and its consequences * Solid understanding of the responsibilities of the organisation as an employer, and of relevant employment law   Skills base   * Active listening * Consulting skills * Cross-cultural and cross-disciplinary sensitivity   Effective behaviours   * Respond to differences sensitively * Avoids having preconceptions about others, and discourages others from doing so * Accepts a range of behaviours in others whilst being clear about what is unacceptable * Meets regularly with staff and is able to spot diversity and inclusiveness risk areas for the organisation * Knows and adheres to the organisational diversity and inclusion policies * Attends diversity initiatives to increase self-awareness, knowledge and improve skills in managing diversity to leverage performance * Is aware of own biases when taking people-related decisions * Addresses and corrects the use of inappropriate language or actions detrimental to diversity * Makes diverse newcomers feel welcomed and integrated * Takes a pro-active approach to diversity when selecting new staff members to enrich the organisation’s profile * Treats everyone equally and regardless of their background or status within the organisation, in particular when supporting career development and/or merit recognition * Seeks a range of opinions during meetings or projects before making decisions * Creates opportunities in to bring together different cultures, ideas and experiences to stimulate organisational performance, creativity, learning and development * Recognises and makes optimal use of the skills of staff with diverse backgrounds/profiles to benefit the organisation * Acts as a role model for the promotion of diversity inside and outside the organisation   Ineffective behaviours   * Makes inappropriate jokes about other cultures and sexist remarks * Applies stereotypes and tolerates others doing so * Demeans the points of view of others when they differ from his/her own * Creates a team of individuals who replicate himself/herself rather than valuing diversity of thought, style or approach * Does not challenge others who show prejudice and/or discrimination * Views own ideas and beliefs as superior to others * Does not proactively acknowledge the importance of fostering diversity in the organisation |  |  | X |
| **Professional conduct** | | | | |
| **Integrity**  Performance is based on the highest professional and personal ethics including professionalism, dedication, loyalty, honesty, impartiality and confidentiality. Consistently adheres to these principles, values and exemplary modes of behaviour to build trust and credibility    (Maps to ESA ‘Integrity’) | Knowledge base   * Experience * Knowledge of the organisation, its ethical framework and the legal landscape   Skills base   * Communication skills * Able to handle ‘big egos’ * Diplomacy   Effective behaviours   * Communicates intentions, ideas and feelings openly and directly * Tells the truth even when it is unwelcome * Refrains from all discrimination on grounds of race, ethnic origin, nationality, political or religious opinions, age, health, sex or sexual orientation etc. * Shares own dilemmas involving impartiality, seeking input and help in determining how to handle them * Respects confidentiality - knows when and how to use confidential information without abusing the confidence of the source * Confronts potentially unethical behaviour or behaviour at odds with the organisation’s values; holds others accountable for supporting these values * Inspires in others a sense of belonging and loyalty to ESA and its mission     Ineffective behaviours   * Says things in an indirect or vague way to conceal information * Displays improvisation and amateurism * Shows no loyalty to the organisation or dedication to its mission * Does not recognise or is not concerned with dilemmas involving impartiality * Does not respect the confidentiality of information gained through the normal duties at ESA | XXX | XXX | XXX |
| **Accountability**  Demonstrates continuous reporting on organizational activities, results and responsibilities in a transparent manner to all constituents. Generates a culture of accountability in others. | Knowledge base   * Firm understanding of who the organisation is accountable to * Monitoring and reporting   Skills base   * Decision making * Delegation with clear roles and responsibilities * Communication skills * Good judgement   Effective behaviours   * Believes in the vision and values of the organisation, and communicates this belief to others * Collects the right information to make informed decisions * Communicates and effectively justifies difficult decisions and gains support for them * Leads by example and inspires others   Ineffective behaviours   * Behaves in a way that does not promote trust in relationships * Does not provide disclosure about due information * Dose not provide support and constructive feedback | XXX | XXX | XXX |
| **Responsible decision-making**  Takes decisions, makes judgements, undertakes actions and makes commitments within own area of responsibility in a timely manner  (Maps to ESA ‘Responsible decision-making’) | Knowledge base   * Understanding of information bias in decision-making * Awareness about risks * Knowledge and selection of right decision-making tools   Skills base   * Reasoning and intuition * Personal commitment and implementation * Persuasion skills   Effective behaviours   * Is fully aware of own area of responsibility and takes decisions/actions within it when required * Takes timely decisions within own area of responsibility * Makes rational judgements; retains objectivity to avoid bias * Accepts the consequences of own decisions, judgements and actions at all times * Takes ownership, accepts full and personal accountability * Displays an appropriate level of confidence in own judgement and decision-making and creates buy-in from key stakeholders * Anticipates the implications that own actions/decisions may have and acts on them beforehand   Ineffective behaviours   * Passively complies with instructions or assignments * Is overly cautious; does not exploit own area of responsibility * Avoids responsibilities; fails to take ownership of decisions or problems | XXXX | XXX | XXXX |