

## Competency Set – Administrative Officer, Grade 2

### **Task-Focused Competencies**

#### **Applying Technical Skills**

Definition: Administrators provide generalist admin as well as specific expertise to support the functioning of the organisation. Their understanding of Teagasc specific procedures and IT systems is key to this role. In addition, many administrators have specific expertise around specialist areas which they consistently need to hone and develop.

Elements:

- Understanding of Teagasc procedures.
- IT/administration skills.
- Specific competence relevant to their area.

Behavioural Anchors:

- Demonstrates an awareness of all relevant Teagasc procedures (e.g. HR, purchasing, procurement, H&S etc).
- Demonstrates skills in using IT packages (PowerPoint, Word, Excel).
- Understands the regulations governing their area.

#### **Putting Work in Procedural Context**

Definition: Administrators need to understand the systems and procedures that they work within. They must understand the significance of their work and the relevance of the data that they work with.

Elements:

- Understanding the broad purpose and structure of the organisation.
- Understanding their role and the parameters around it.
- Understanding how their work contributes to organisation goals.

Behavioural Anchors:

- Understands the organisation's structure – where to get information and who to distribute it to.
- Recognises where relevant expertise sits within the organisation.
- Understands their role and its contribution to the business.
- Understands the parameters around their own role (i.e. when to refer issues on).
- Knows when to seek assistance or to refer an issue to a supervisory level.
- Understands the financial implications of their actions/ information they are working with.

### **Processing Information**

Definition: A core element of the administration role involves processing information and inputting data, as well as gathering and disseminating information to relevant groups. Administrators must have a clear focus on maintaining the accuracy of the data that he/she works with.

Elements:

- Keeping information current and accurate.
- Ensuring the clarity and quality of the information presented.
- Compliance with checks and procedures when working with information.

Behavioural Anchors:

- Keeps data management systems up to date.
- Gathers/distributes information appropriately.
- Inputs data accurately, checks and proof reads to ensure quality.
- Demonstrates strong attention to detail.
- Identifies anomalies in information and takes appropriate action (e.g. referral rather than direct action).
- Monitors the quality of information consistently.
- Complies accurately with instructions and guidelines on methods.

### **Adopting a Structured Work Approach**

Definition: Administrators are often responsible for delivery of results across a range of priorities. They need to be able to accurately forecast time and resource requirements in order to schedule activity effectively. They need to work in partnership with the business to plan ahead and devise appropriate action plans.

Elements:

- Organising and prioritising work activities.
- Planning ahead and anticipating work demands and deadlines.
- Being efficient in co-ordinating events.

Behavioural Anchors:

- Understands the timelines associated with administrative processes
- Looks ahead in order to forward plan.
- Adopts a structured and methodical approach to work.
- Manages own time effectively to deal with multiple priorities.
- Uses information technology to drive efficiency in completing tasks.
- Delivers tasks to the appropriate time and quality standards.

## Interpersonal Competencies

### **Working Collaboratively**

Definition: Administrators need to work collaboratively with their colleagues and customers demonstrating flexibility in taking on additional duties as required. They also need to work positively with internal and external customers or suppliers demonstrating tact and diplomacy.

Elements:

- Working in a cooperative way with others.
- Being helpful and flexible in dealing with others.

Behavioural Anchors:

- Offers support to other colleagues.
- Listens openly to others input.
- Shares information openly with others.
- Is flexible in taking on additional /others duties.
- Relates well to all levels within the organisation.
- Works in partnership with managers across the business to deliver a service.
- Seeks 'win-win' solutions in negotiating with suppliers and customers.
- Deals with conflict in an open and positive manner.

### **Communication Skills**

Definition: Administrators impart information in an accurate and concise manner using a variety of media (oral, written and electronic) checking for understanding. They are required to clarify ambiguous instructions.

Elements:

- Communicates concisely and accurately using a variety of media.
- Checks understanding of others when interacting and communicating with them.
- Clarifies and clarifies own understanding of requirements.

Behavioural Anchors:

- Conveys their message accurately and succinctly.
- Explains services and processes clearly to others.
- Listens carefully and checks understanding rather than making assumptions.
- Makes sure that important information is communicated in a timely way.
- Presents as confident and assertive.

## **Customer Service**

Definition: The delivery of support services is the core function of the administration role.

Administrators need to demonstrate a strong service orientation – taking time to understand customer needs and going the extra mile to deliver.

### Elements:

- Understanding and clarifying customer needs.
- Delivering reliably and adding value.
- Going the extra mile to support the customer.

### Behavioural Anchors:

- Empathises with customers.
- Takes time to understand customer needs.
- Takes action to address customer concerns.
- Exceeds customer expectations.
- Adds value by providing suggestions to customers (rather than simply responding to queries).
- Demonstrates a strong customer service ethic with both internal/external customers.
- Takes personal responsibility for following through in a thorough and reliable way on customer issues.

## **Personal Qualities Competencies**

### **Flexibility and Change**

**Definition:** On a day-to-day basis administrators need to be adaptable in dealing with changing requirements and shifting priorities. In addition they need to be open to new service initiatives, the introduction of new systems and processes or other organisational changes.

**Elements:**

- Adapting to changing requirements or priorities.
- Openness to change and new ways of working.
- Providing suggestions for improvement.

**Behavioural Anchors:**

- Open to new ways of doing things.
- Willing to adapt to changing business requirements.
- Adapts to changing requirements/demands flexibly.
- Shifts focus between requirements as needed.
- Sees change as a opportunity to develop new skills.
- Actively provides suggestions for improvements in processes.

### **Initiative**

**Definition:** Administrators need to adopt a positive approach to their work - conducting it with a solution-focused approach. At times, administrators need to be proactive in dealing with issues rather than waiting for direction.

**Elements:**

- Adopting a positive and constructive approach at work.
- Taking responsibility up to your level of discretion at work.

**Behavioural Anchors:**

- Demonstrates commitment to the organisation.
- Engages in their work with enthusiasm and energy.
- Works on own initiative to progress issues.
- Proactively handles issues (rather than waiting to be told what to do).
- Takes personal responsibility for solving routine problems.

### **Personal Coping Skills**

Definition: The administrator manages their workload efficiently and effectively. To do this they need to work smarter rather than longer and develop positive ways of coping with pressure. They need to use the support of their manager and colleagues to sustain the level of performance.

Elements:

- Gets work done to a consistent level of output and standard.
- Works smart to maximise delivery.
- Gets support when needed to help sustain performance.

Behavioural Anchors:

- Makes the best use of time available.
- Focuses in on the essentials when working to tight deadlines.
- Maintains a positive performance level when working under high demand.
- Shows persistence and determination when he/she encounters obstacles or difficulties.

### **Continuous Professional Development**

Definition: Administrators need to develop their capability and skill levels on an on-going basis. They are open to the feedback and training opportunities that arise through the PMDS process. They practise new skills until they are well honed.

Elements:

- Working to improve skill and knowledge levels.
- Avails of the training opportunities that arise within the PMDS process.
- Practises newly learnt skills until they are well honed.

Behavioural Anchors:

- Puts time into updating own knowledge base and expertise.
- Identifies and effectively follows through on relevant development plans from the PMDS process.
- Seeks to improve own performance in critical job areas.
- Actively looks for feedback from others about own performance and acts on it.
- Attends training and learning events and actively contributes.
- Learns from colleagues on the job.
- Practises new skills until they are well honed.