

Competency Set – Administrative Officer, Grade 3

Task-Focused Competencies

Applying Expertise

Definition: Administrators provide admin expertise to support the functioning of the organisation. They have an intimate understanding of Teagasc specific procedures and IT systems and can source relevant guidelines for non standard tasks. Administrators have specific expertise around specialist areas which they constantly need to develop to stay up to date.

Elements:

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

Behavioural Anchors:

- Demonstrates a strong awareness of all relevant Teagasc procedures (e.g. HR, purchasing, procurement, H&S etc).
- Demonstrates skills in using IT packages (PowerPoint, Word, Excel).
- Keeps up to date with latest Teagasc information management systems (Integra, CIMS etc).
- Understands the regulations governing their area.
- Operates as an expert in own area where relevant (e.g. Finance/PR/HR).

Understanding the Business Context

Definition: Administrators need to develop a full understanding of the requests and issues presented to them in order to deliver effective responses. They need to bring their own judgement and expertise to bear on an issue in order to achieve an appropriate outcome.

Elements:

- Clarifying and specifying the context and impact of work activities.
- Understanding the broader context that their works fits into.
- Exercising judgement to achieve the best work solutions.

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.

Managing Information

Definition: A core element of the administration role involves structuring the collection and recording of accurate data as well as gathering and disseminating information to relevant groups in a user-friendly manner. Administrators must be able to analyze this data and highlight trends.

Elements:

- Structuring the collection and consolidation of data to ensure that it is on time, up to date and accurate.
- Ensuring that information and reports are presented in a clear and user friendly way.
- Identifying trends and anomalies in data and taking appropriate action.

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 must be able to plan and prioritise their own work to meet targets. This could include delegating work appropriately. They must monitor and review progress against plans and develop contingency plans to ensure targets are met. They must be conscientious in following through on decisions made, taking the appropriate level of responsibility for their grade.

Elements:

- Organising and prioritising work activities by both importance and urgency
- Tracking progress and having contingencies in place to deal with the unexpected demands
- Organising work tasks for effective delegation to others

Behavioural Anchors:

- Understands the timelines associated with administrative processes and uses this to build realistic action plans.
- Looks ahead in order to forward plan.
- Works in partnership with the business to devise action plans to meet their requirements.
- Adopts a structured and methodical approach to work.
- Liaises effectively with multiple external agencies to co-ordinate events.
- Manages own time effectively to deal with multiple priorities.
- Uses information technology to drive efficiency in completing tasks.
- Delivers most 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 appropriate levels of assertiveness, tact and diplomacy.

Elements:

- Working in a cooperative way with others.
- Being helpful and flexible in dealing with others while also being assertive where appropriate.
- Being supportive and ensuring a good level of give and take in dealing with colleagues.

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 demonstrate clarity and accuracy in imparting and receiving information of moderate complexity. They are assertive in their clarification of communications and the necessary follow up.

Elements:

- Clear and timely communication of information using a variety of media.
- Assertive and confident in their two – way communication approach.

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.
- Gains buy-in from the business (managers/advisors/researchers) for new administrative processes through effective consultation.
- Assertively follows up with others on requests for information/compliance with procedures.
- Stands own ground when challenged by others.

Customer Service Orientation

Definition: Demonstrates a strong orientation and commitment to meeting the needs of both internal and external customers. They are skilful in eliciting, clarifying and empathising with a variety of customer needs and providing adaptive solutions.

Elements:

- Exploring 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 should involve others in change and embracing new ways of working.

Elements:

- Adapting to changing requirements or priorities.
- Openness to change and new ways of working.
- Providing suggestions for improvement in how work is done.

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.
- Helps others to adapt to change and new challenges.
- Sees change as an opportunity to develop new skills.
- Actively provides suggestions for improvements in processes.

Initiative and Action Orientation

Definition: Administrators need to adopt a positive approach to their work - conducting it with a solution-focused approach. Administrators quite often 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.
- Taking the initiative to address issues.

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).
- Presents possible solutions rather than problems.
- Adopts a positive, “can- do” mentality to work.
- Acts quickly when a problem arises and doesn’t let it fester.
- Takes personal responsibility for solving routine problems.

Personal Coping Skills

Definition: The administrator is frequently managing multiple priorities. They need to be able to find ways to work smarter rather than longer and to develop positive ways of coping with pressure. They need to be able to sustain performance and composure when under demand

Elements:

- Gets work done to a consistent level of output and standard under varying demand levels.
- 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.
- Maintains perspective in challenging situations.
- Keeps calm and collected in a crisis.
- Maintains composure and self-discipline in difficult interpersonal situations.

Continuous Professional Development

Definition: Administrators need to invest in their own personal development on an ongoing basis in order to build their capability and broaden their contribution. In addition many administrators have specific expertise around specialist areas which they consistently need to hone and develop.

Elements:

- Working on an ongoing basis to broaden and improve skill and knowledge levels.
- Avails of the training opportunities that arise within the PMDS process, practising newly learnt skills until they are well honed.
- Focus on developing expertise and contribution in own core work area.

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.