

## Appendix 2 Competency tables

The University of Otago is committed to and will recognise bicultural competencies. This may mean staff demonstrate across some/all of the competencies:

- An appreciation/understanding of Te Ao Māori and its expression in the University's Māori Strategic Framework
- A commitment to and knowledge of the Treaty of Waitangi (and how it applies to your job/position)
- An understanding of Māori values (and iwi aspirations) and how they can be applied in the workplace
- A demonstrable commitment to the principles of the Māori Strategic Framework

**Competency: Knowledge and Skills**

### Nāu te rourou, nāku te rourou, ka ora ai te iwi

*(With your basket (of knowledge) and my basket, the people will prosper)*

(Skills and knowledge relevant to the job including those defined in the job description. This may include technical skills, professional skills, trade skills, equipment knowledge, computer skills etc.)  
*Departments have the scope to adapt these descriptions to fit their particular situation by defining specific technical or professional skills and knowledge for their area, or by reference to relevant professional standards.*

Requires Improvement	Working Towards Full Competence	Fully Competent	Outstanding
<p>Has not delivered key outcomes to required standard.</p> <p>Has a partial knowledge of requirements which leads them to make ill-informed or wrong decisions.</p> <p>Reduces the level of team effectiveness through contributions that are technically below the required standard.</p> <p>Has been given support and training but is not progressing at the speed required.</p>	<p>Demonstrates full competence in some areas, but is still developing in other areas.</p> <p>Is developing skills and knowledge through practice, learning from colleagues, asking questions, mentoring, reading or training courses as appropriate.</p> <p>Recognises skills and knowledge gaps and asks for support or advice to deliver outcomes and utilises networks (eg: their manager, a mentor or their tuakana/more experienced colleagues) to enhance abilities.</p> <p>Is improving their ability to deliver key outcomes.</p> <p>Is making sustained and satisfactory progress towards full competence.</p>	<p>Has mastered all skills and knowledge required and applies these to deliver outcomes to a high standard.</p> <p>Works hard at maintaining and developing the knowledge and skills relevant to their profession and position.</p> <p>Is able to identify any gaps in their knowledge and remedy them.</p> <p>Actively seeks development opportunities and presents well researched and practical proposals to their manager.</p> <p>Has acquired a sound knowledge of the way the department and the University works, and uses that knowledge and experience for the benefit of the department and University.</p> <p>Is a resource for others (ie: takes on a tuakana role for teina/less experienced colleagues).</p>	<p>Has a high level of expertise in all the knowledge and skills required and applies these to deliver key outcomes to a consistently high standard.</p> <p>Skills and knowledge are recognised beyond the department.</p> <p>Introduces relevant new techniques, knowledge or technology to others.</p> <p>Introduces relevant bicultural knowledge and worldview concepts to ensure the department exceeds the expectations of the Māori Strategic Framework implementation.</p> <p>Shares knowledge and expertise outside their team through training others, writing papers or making presentations. Has become an invaluable source of departmental and or institutional knowledge and experience for others (tuakana or leadership role).</p> <p>Is actively involved in relevant professional associations.</p>

**Competency: Team Work and Co-operation**

**Ehara taku toa i te toa takatahi; engari, he toa takatini**

*(Success is not the work of one, but the work of many)*

Requires Improvement	Working Towards Full Competence	Fully Competent	Outstanding
<p>Contributes little to the team, and may be having a negative impact on the well being and productivity of other members of the team.</p> <p>Is isolated from the team. Does not contribute productively to discussion, decision making and team activities.</p> <p>Unwilling to attend PDR.</p> <p>Does the minimum required and frequently puts their own needs before those of the team.</p> <p>Shows little understanding of cultural diversity and has the tendency to stifle inclusive or different ways of doing things.</p> <p>Causes unhelpful conflict in the team.</p> <p>Does not consider the impact of their work or actions on others.</p> <p>Takes a negative approach to the job content, the team, the work environment or to customers.</p> <p>Has been given support and training but is not progressing at the speed required.</p>	<p>Demonstrates full competence in some areas, but is still developing in other areas.</p> <p>Is learning how their role and approach impacts on others.</p> <p>Is improving their contribution to the team. Offers appropriate suggestions and participates in meetings.</p> <p>Shows respect for diversity and the needs of different cultures and is developing greater understanding through training, reading, or discussions as appropriate.</p> <p>Communication with team members is respectful and helpful.</p>	<p>Actively contributes to the success and well being of the team, and is valued and respected by their colleagues.</p> <p>Is fully engaged with the activities of the team and willingly collaborates with others to achieve a high level of productivity. Happy to help others when required even though it may not be “their job”.</p> <p>Constructively influences team decisions, then supports team decisions for the collective good of the whole team whether they personally agree with them or not.</p> <p>Shows respect for and understanding of diversity and acknowledges the different cultural needs of others.</p> <p>Actively promotes harmony within the team by recognising and respecting the strengths of others, and resolving any conflict of opinion they may have with others promptly and effectively.</p> <p>Does their best to ensure that the team is working in a constructive and productive manner.</p>	<p>Supplies a vital dynamic in the team, energises and empowers others and lifts the team’s performance.</p> <p>Anticipates what is required and, without being asked, takes on additional work or responsibility in order to help the team achieve its goals.</p> <p>Is highly skilled in resolving interpersonal conflict within the team to everyone’s benefit.</p> <p>Keeps everyone going and bolsters team morale and commitment when times are tough. Inspires commitment in others through demonstrable leadership.</p> <p>Prompts and supports others to play an active role on the team. Acts as a coach or mentor for less experienced team members (ie: takes on a tuakana role for teina/less experienced colleagues).</p> <p>Values and actively promotes diversity and strengths in the team and works hard to promote an inclusive culture.</p> <p>Continuously seeks ways to improve the team environment and promote safe and healthy working practices.</p> <p>Brings together collective knowledge for the benefit and growth of the whole team and subsequently, the University.</p>

**Competency: Organisation, Planning and Self-Management**

**Naia te toa a Tarewai, kei a ia tāna patu**

*(Here is Tarewai in his true strength, he has his patu back)*

Requires Improvement	Working Towards Full Competence	Fully Competent	Outstanding
<p>Needs close management before tasks are completed. Regularly misses deadlines.</p> <p>Is slow to find relevant information or equipment on request.</p> <p>Does not recognise true priorities.</p> <p>Struggles to balance competing demands of multiple tasks and/or customers.</p> <p>Relies on others to organise and prioritise their work.</p> <p>Does not identify when work demands become unrealistic or when barriers or obstacles prevent progress and does not discuss this with their manager. This may be represented by poor time management.</p> <p>Is easily distracted and sidetracked, spending time on non-relevant activities.</p> <p>Delivers the minimum quality and productivity, doing 'just enough'.</p>	<p>Demonstrates full competence in some areas, but is still developing in other areas.</p> <p>Is trying new approaches to become more organised.</p> <p>Seeks advice and assistance to help plan work.</p> <p>Productivity and quality are improving.</p> <p>Is learning to recognise priorities.</p> <p>Identifies workload issues and discusses them with their manager.</p>	<p>Is focused on goals, working effectively and collectively for the benefit of the team and the University. Completes work efficiently, meeting deadlines and quality requirements.</p> <p>Plans realistically and reviews plans regularly (prioritises and completes tasks appropriate to the complexity of the role). Adapts to changing situations and re-organises work accordingly.</p> <p>Organises work to enable others to easily locate information. Always has information at hand.</p> <p>Balances competing demands of multiple tasks or projects or customers, separating the important from the urgent. Effectively negotiates realistic deadlines.</p> <p>Anticipates and takes action without being prompted.</p> <p>Monitors performance by requesting feedback from customers, peers or their manager or through appropriate measurement systems.</p> <p>Displays a solution focussed attitude to issues and problems.</p> <p>Manages work effectively.</p> <p>Demonstrates a healthy work life balance.</p>	<p>Has a deserved reputation for being highly efficient and organised, the person people go to to get things done and make things happen. Effectively manages demands through utilising resources and negotiating appropriate timeframes.</p> <p>Discovers and effectively utilises resources beyond the scope of the role to improve capacity to meet deadlines and customer expectations.</p> <p>Introduces new methods of organising work tasks which significantly improve efficiency or results.</p> <p>Is the person others will approach to learn techniques and processes to help them become more organised (ie: takes on a tuakana role for less experienced colleagues).</p> <p>Anticipates changing situations and factors these into workplace plans, priorities, goals and outcomes.</p> <p>Demonstrates a healthy work life balance and encourages this for all staff.</p>

**Competency: Problem Solving/Decision Making**

**E wai e taea te kupenga whīwhiwhi?**

*(How does one tend a tangled net?)*

Requires Improvement	Working Towards Full Competence	Fully Competent	Outstanding
<p>Does not recognise the impact of decisions they make.</p> <p>Does not seek all information before making decisions or seeks too much information, delaying decisions.</p> <p>Relies on others to solve problems.</p> <p>Refers decisions which should be within the scope of the role or does not refer decisions or seek a second opinion when appropriate.</p> <p>Does not effectively assess information and relevant factors.</p> <p>Does not identify recurring problems.</p>	<p>Demonstrates full competence in some areas, but is still developing in other areas.</p> <p>Is developing decision making abilities.</p> <p>Is learning when to and when not to refer decisions.</p> <p>Attempts to resolve problems and seeks assistance when appropriate.</p>	<p>Collects and evaluates information to identify recurring and emerging problems and makes objective, well-reasoned decisions relevant to the complexity of the work.</p> <p>Identifies and implements improvements in work practices, systems and processes.</p> <p>Overcomes barriers and obstacles to achieve results.</p> <p>Sees connections between different processes and applies this understanding to decisions.</p> <p>Foresees the consequences of decisions, recognising impacts on stakeholders.</p> <p>Backs up statements with supportive reasons and explanations.</p> <p>Demonstrates the ability to clarify issues and focus on key points.</p> <p>Develops a range of options from which to select the solution.</p> <p>Produces effective and lasting solutions.</p> <p>Makes decisions based on calculated risks using effective analysis of the situation.</p>	<p>Is the person others go to for help in evaluating information and making difficult decisions.</p> <p>Researches and applies concepts, techniques and principles to benefit work activities, explaining these to others effectively.</p> <p>Is able to deal effectively with conflicting and ambiguous information.</p> <p>Foresees the future consequences and flow on effects of decisions over the long term.</p> <p>Identifies potential problems and opportunities, investigates, analyses information and finds solutions.</p> <p>Shows clear understanding of the wider (University/national/international) context in decision making and makes decisions in line with the University's Strategic Documents (including the Māori Strategic Framework).</p>

**Competency: Service to Customers**

**Ka tika a muri, ka tika a mua**

*(If everything is running smoothly at the back (kitchen & dining area) all will be well out the front (for visitors))*

(Customers are anyone receiving or benefiting from your work. This may include students, clients, other staff or managers.)

Requires Improvement	Working Towards Full Competence	Fully Competent	Outstanding
<p>Is the focus of customer complaints.</p> <p>Is perceived as being unhelpful or discourteous by customers.</p> <p>Fails to treat customers' requests and needs as first priority, slow to deliver service.</p> <p>Fails to communicate clearly with the customer or to keep the customer informed.</p> <p>Takes an unnecessarily bureaucratic or officious approach to customers.</p> <p>Puts the blame for complaints back on the customer, or on other team members.</p> <p>Shows little or no awareness of the needs of customers who are from a different culture, or who may have a disability.</p>	<p>Demonstrates full competence in some areas, but is still developing in other areas.</p> <p>Is developing customer service skills.</p> <p>Starting to understand customer needs and how to meet them.</p> <p>Shows respect for diversity and different cultural needs and is developing understanding through training, reading, or discussions as appropriate.</p>	<p>Is dedicated to providing excellent service however difficult the situation.</p> <p>Displays a positive, helpful attitude no matter how demanding or inconvenient customer requests might be or how difficult the situation.</p> <p>Treats customers' needs and requests as a top priority, and responds promptly to changing needs.</p> <p>Applies excellent communication to clarify what customers want, and conveys information clearly and tactfully.</p> <p>Seeks feedback from customers in order to improve their service delivery.</p> <p>Acknowledges all problems and complaints, and resolves them as soon as possible.</p> <p>Is able to mentor and train new staff in customer service.</p> <p>Has an appropriate level of understanding of the needs of customers from different cultures and customers who may have a disability, and responds appropriately and efficiently to their needs.</p>	<p>Is the first person that customers think of calling; an acknowledged expert in their field who can deliver service in a way that both transforms and exceeds customers' expectations.</p> <p>Handles even the most difficult customers effectively.</p> <p>Introduces new ideas and ways of doing things that can revolutionise the way service is delivered.</p> <p>Combines institutional knowledge and sound judgement in a way that enables them to be flexible and creative in meeting the customer's needs, but also preserves the best interests of the University.</p> <p>Is always a good choice for mentoring and training other staff in customer service.</p> <p>Has an expert knowledge of diversity and is a role model for other staff in delivering service that is inclusive and culturally appropriate.</p>

**Competency: Initiative and Innovation**

**He pū auaha, he toa kōkiri**

*(Where innovation prompts initiative)*

Requires Improvement	Working Towards Full Competence	Fully Competent	Outstanding
<p>Resists change. Is not prepared to try new ideas.</p> <p>Makes inappropriate changes which have a negative impact on performance, quality, safety, customer satisfaction etc.</p> <p>Persists with out dated methods.</p> <p>Is quick to criticise new ideas and slow to acknowledge their benefits.</p> <p>Is critical of ideas without offering alternative options.</p> <p>Would benefit from learning new workplace skills in order to contribute more fully.</p>	<p>Demonstrates full competence in some areas, but is still developing in other areas.</p> <p>Supports and adopts changes whether they personally agree with them or not.</p> <p>Makes appropriate suggestions.</p>	<p>Enjoys challenges and actively seeks new approaches.</p> <p>Recognises and implements opportunities to improve work methods e.g. changes procedures or own work methods to improve performance, quality, safety, customer satisfaction, morale, revenues etc.</p> <p>Contributes new ideas and approaches to their own work and the work of the team.</p> <p>Develops new insights into situations and applies solutions that are creative and innovative.</p> <p>Is resourceful when challenged by obstacles.</p>	<p>Anticipates a need or identifies a problem before others do, and comes up with solutions that are both creative and successful.</p> <p>Creates and achieves own measures of excellence, beyond targets set by management. Sets personal objectives that are truly challenging, yet realistic and attainable.</p> <p>Does things that are unique or innovative, and introduces new approaches and ways of doing things to the University or department.</p> <p>Recognises cultural paradigms around different ways of communicating and presenting ideas, and supports others to encourage their participation and contribution as appropriate.</p>

**Competency: Leadership and People Management**

**He aha te mea nui o te ao? He tangata, he tangata, he tangata**

*(What is the most important thing in the world? It is people, it is people, it is people)*

Requires Improvement	Working Towards Full Competence	Fully Competent	Outstanding
<p>Staff are unclear about their roles, priorities or performance expectations.</p> <p>Staff do not receive timely, honest and constructive feedback.</p> <p>Does not delegate effectively.</p> <p>Does not encourage staff.</p> <p>Avoids handling performance issues.</p> <p>Does not involve staff in the process of decision making.</p> <p>Does not coach and mentor others effectively.</p> <p>Does not apply HR policies and processes or lacks understanding of relevant HR processes.</p> <p>Does not ensure that all staff have regular formal performance reviews.</p> <p>Does not identify or deal effectively with Health and Safety issues.</p> <p>Shows little understanding of cultural diversity and may act in a way that is offensive to staff from other cultures.</p>	<p>Is working with staff to clarify their roles, priorities and performance expectations.</p> <p>Is developing people management skills.</p> <p>Is learning about how to handle performance issues and seeks advice if/when appropriate.</p> <p>Shows respect for diversity and different cultural needs and is developing understanding through training, reading, or discussions as appropriate.</p> <p>Is aware of Health and Safety responsibilities and is actively working towards a full understanding.</p> <p>Is learning about HR policies and processes and when to apply them.</p> <p>Demonstrates full competence in some areas, but is still developing in other areas.</p>	<p>Manages the recruitment, development and performance of staff to ensure an appropriate level and spread of skills and expertise while supporting and encouraging team members to perform and develop to their full potential.</p> <p>Communicates and negotiates clear performance expectations with staff which are regularly reviewed. Celebrates successes and affirms good performance, whilst constructively managing any performance gaps or disciplinary issues.</p> <p>Provides employees with timely, honest and constructive feedback based on agreed accountabilities.</p> <p>Leads by example, modelling appropriate and effective behaviours. Coaches and mentors others effectively.</p> <p>Encourages trust through openness and honesty.</p> <p>Delegates work to staff with consideration for their workload, skills, level of authority and development potential. Manages team resources effectively.</p> <p>Adapts leadership approaches and communication styles appropriate for different situations and for the cultural diversity of the staff.</p> <p>Encourages staff to participate in decision making, particularly when staff are directly affected and/or involved in implementing the decision.</p> <p>The team is consistently meeting expectations. Implements effective systems to ensure team deadlines are met and work is of high quality.</p> <p>Fosters a stimulating and challenging work climate for staff, encouraging a positive approach to tasks and learning opportunities.</p> <p>Ensures appropriate University policies and processes are implemented and understood.</p> <p>Ensures that all staff have a safe and healthy working environment.</p> <p>Manages the work flow to ensure a reasonable work load and encourages staff to maintain a healthy work/life balance.</p>	<p>Inspires staff to demonstrate commitment to the goals of the team, department and University.</p> <p>Flexible in using different interpersonal styles and communication techniques to affirm, encourage, and persuade others.</p> <p>Empowers and enables staff to act.</p> <p>Leads a highly motivated team.</p> <p>Deals with difficult people management issues in a sensitive and effective manner.</p> <p>Is able to positively influence decisions that affect their area within the broader University.</p> <p>Is a highly effective change manager, creates an environment for positive change and manages change safely (for people, policies, processes).</p> <p>Creates a positive workplace – reflected in the team’s principles and standards, and how staff treat each other and deal with their work.</p> <p>The team is consistently delivering above expectations.</p> <p>Values and actively promotes diversity in the team, and creates an inclusive team culture.</p>

**Competency: Ngā Taonga Tuku Iho/Language and Culture**

**Hutia te rito o te harakeke, kei hea te korimako e kō? Ka rere ki uta, ka rere ki tai. Kī mai koe ki au, he aha te mea nui o te ao? Māku e kī atu, He tangata! He tangata! He tangata!**

*(If you pluck out the flax shoot, where will the bellbird sing? It will fly inland, it will fly seawards.*

*If you ask me, what is the most important thing in the world? I will reply, People! People! People!)*

E aro nui ana ki ngā Mātāpono o Te Tiriti o Waitangi me te Anga Mahere Māori o Otago

(Has a commitment to the Articles and Principles of Te Tiriti O Waitangi/The Treaty of Waitangi and to the University of Otago Māori Strategic Framework)

Requires Improvement	Working Towards Full Competence	Fully Competent	Outstanding
<p>Has a limited understanding of <i>te reo Māori</i>.</p> <p>Has no knowledge of Māori customs, values and beliefs.</p> <p>Has little or no knowledge or awareness of Te Tiriti o Waitangi/Treaty of Waitangi.</p> <p>Has no knowledge or awareness of the University of Otago's Māori Strategic Framework.</p>	<p>Demonstrates an interest in <i>te reo Māori</i> and endeavors to pronounce Māori words correctly.</p> <p>Has completed the <i>Introduction to te reo Māori</i> course offered through HEDC/HR or equivalent.</p> <p>Has some awareness of Māori customs, values and beliefs.</p> <p>Has completed the <i>Introduction to Te Ao Māori/Tikanga Māori</i> course offered through HEDC/HR or, equivalent.</p> <p>Developing knowledge of Te Tiriti o Waitangi.</p> <p>Has completed the <i>Introduction to Te Tiriti o Waitangi</i> course offered through HEDC/HR or equivalent.</p> <p>Has a basic awareness of the University's Māori Strategic Framework.</p>	<p>Demonstrates a reasonable understanding of <i>te reo Māori</i> and uses basic words and phrases whenever possible.</p> <p>Attends regular Café Reo and/or regularly takes part in opportunities to practise and extend their reo.</p> <p>Demonstrates a good understanding and awareness of Māori customs, values and beliefs, which is evident when required.</p> <p>Has a good knowledge and understanding of the Articles and Principles of Te Tiriti o Waitangi.</p> <p>Has participated in the <i>Advanced Session on Te Tiriti o Waitangi</i> course offered through HEDC/HR, or equivalent.</p> <p>Has a clear understanding of the University's Māori Strategic Framework and its relevance for their division.</p>	<p>Displays a competent level of pronunciation of <i>te reo Māori</i>, respecting the dialect of <i>mana whenua</i>. Conversant in <i>te reo Māori</i> and uses it regularly and accurately.</p> <p>Has enrolled in (or completed) MĀOR110, or other Māori language papers through Te Tumu, or other external providers.</p> <p>Has an expert knowledge, understanding and awareness of Māori customs, values and beliefs and is an invaluable source of knowledge and experience for their colleagues.</p> <p>Has enrolled (or completed) MĀOR102, or other tikanga Māori papers through Te Tumu, or other external providers; or has experiential knowledge.</p> <p>Incorporates the Articles and Principles of Te Tiriti o Waitangi into departmental practices. Has enrolled in (or completed) MĀOR204, or other Treaty focused papers through Te Tumu, or other external providers.</p> <p>Is fully conversant with their department's Māori Strategic Framework Plan and is actively working to implement it (this could include their involvement with a departmental group appointed to drive its implementation).</p>

**The Ngā Taonga Tuku Iho/Language and Culture competency may require on-going development before the majority of staff meet full competence. In some cases this development will be gradual, often undertaken as a group over time. When making an overall assessment, please refer to the FAQ "will my overall assessment be affected by the Ngā Taonga Tuku Iho/ Language and Culture competency?"**