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| Committee Title  | Student Voice  |   |            |   |          |  |
| Date of Meeting  | 4 <sup>th</sup> April 2022   |   |            |   |          |  |
| Item Number and Title/Subject  | Full Time Officer Competency Framework   |   |            |   |          |  |
| Paper Presenter  | Adil Rahoo, Student President  |   |            |   |          |  |
| Brief Summary of Issues/Topic  | <p>The CIPD (2021) define a competency or competencies as the behaviours (and technical attributes where appropriate) that individuals must have, or must acquire, to perform effectively at work. A Competency Framework is a structure that sets out and defines each individual competency required by individuals working in an organisation or part of that organisation.</p> <p>The first draft of the Full Time Officer Competency Framework is presented to Student Voice, as part of a wider consultation with stakeholders, for its development before approval by the Trustee Board in May 2022. The competencies align with The National Competency Framework for Students' Unions that was co-created with 51 UK student unions with NUS UK. The Students' Association commissioned <a href="#">Coole Insight Ltd</a> to adapt the Competency Framework for the elected role of Full Time Officers.</p> <p>Student Voice are being asked to review the behaviours under each competency, establish what behaviours are missing, if any behaviours could be worded differently or whether behaviours should be moved from the outstanding to effective sections, or vice versus.</p> |   |            |   |          |  |
| Recommendation(s)  | Information  |   | Discussion | X | Approval |  |
|  | <p><b><i>Any member can ask a question by raising their voting card or virtual hand and be recognised by the Chair to speak.</i></b></p> <p>Student Voice is asked <b>to discuss</b> the draft Full Time Officer Competency Framework.</p>   |   |            |   |          |  |
| Who have you consulted when developing the paper?  | <p>Coole Insight Ltd<br/>Executive Committee</p> <p>Consultation is currently ongoing with Students' Association staff, Trustees and the University.</p>   |   |            |   |          |  |
| Staff/Student Protocol   | Yes  | X | No         |   | N/A      |  |
| Will any decision approved directly affect the work of staff?  | The Chief Executive has been involved in the proposed changes to the Schedule.   |   |            |   |          |  |
| Should the paper be submitted to any other committee following its consideration/approval at this meeting? | Trustee Board  |   |            |   |          |  |
| If yes, please state the committee and proposed date of submission.  |  |   |            |   |          |  |


# Full Time Officer Competency Framework

Approved by Trustee Board: [insert date]





|   | COMPETENCY 1: ACCOUNTABILITY  | COMPETENCY 2: STUDENT FOCUS  | COMPETENCY 3: PERSONAL EFFECTIVENESS   |
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|   | <i>You take personal responsibility for the part you play in our students' association, as a guardian of the vision, mission and values, and as a representative of the student body and change maker in wider society</i>  | <i>You champion and lead our students' association activities on behalf of students and encourage their engagement</i>   | <i>You strive to develop and demonstrate high standards and good practice</i>  |
| <b>Outstanding Behaviours</b><br><br><b>You will:</b> | <ul style="list-style-type: none"> <li>•Have a visible presence in the student community and inspire others through your work and in others</li> <li>•Promote the different ways for students to grow and achieve their aspirations</li> <li>•Lead and strengthen the positive contribution that our students' association makes to developments in higher education</li> <li>•Challenge people and processes that are not ethical or socially responsible</li> <li>•Actively liaise with our diverse student communities to identify their support needs and concerns</li> <li>•Champions and helps to embed our values</li> <li>•Take responsibility and ownership of setting the political direction of the students' association working with trustees, staff, volunteers and students</li> </ul> | <ul style="list-style-type: none"> <li>•Contribute significantly to improving the experience of students and the wider student movement</li> <li>•Takes a creative approach to problem solving and identifying innovative solutions that will appeal to a diverse audience and have the widest impact</li> <li>•Develop and encourage approaches and solutions to new and emerging needs and services and promote ways to extend active membership within the student body</li> <li>•Share ideas and best practice with others such as the University, the wider student movement, the sector and other organisations and stakeholders</li> <li>•Actively lead and contribute to meeting discussions on all matters relating to students</li> <li>•Be student focused and will not act in your own self interest</li> <li>•Identify student needs and link them to the development of the students' association services ensuring the student views are taken into account when developing strategies</li> <li>•Respond with sensitivity and proactively to feedback from students and other stakeholders as part of any evaluation processes</li> </ul> | <ul style="list-style-type: none"> <li>•Consistently enhance the reputation of our students' association and its work with stakeholders through a high standard of work</li> <li>•Provokes new thinking in self and others that contributes to the development of student focused activities and campaigns</li> <li>•Looks for ways to actively share learning and best practice across our students' association</li> <li>•Takes a positive approach to your own development, seeking opportunities that will benefit you in executing the role of Full Time Officer, whilst enhancing your future employability</li> <li>•Be willingness to have your assumptions challenged by elected officers, staff support and volunteers</li> <li>•Inspires people around you by choosing a positive attitude everyday</li> <li>•Consistently demonstrates excellent emotional intelligent when navigating stakeholder relationships and takes steps to develop this skill</li> <li>•Actively engage with leaders and influencers in the development of the Higher Education sector policy</li> <li>•Take steps to fully understand the academic schools and professional support services structures at the university</li> <li>•Be confident and resilient in approach</li> <li>•Builds an external peer support network with other students' associations to share skills and knowledge necessary to lead and execute your responsibilities within the current circumstances and context of higher education</li> <li>•Fully understand the democratic structures and opportunities available for student participation</li> <li>•Be aware of and strive to understand the legal framework within which the students' association operates</li> </ul> |
| <b>Effective Behaviours</b><br>                       | <ul style="list-style-type: none"> <li>•Be familiar with the Constitution, Schedules, By-laws and policies, in particular our Staff/Student Protocol.</li> <li>•Understand and respect the governance arrangements within our students' association and know where approval needs to be made and to whom a Full Time Officer is accountable</li> <li>•Provides updates to the right people at the right time</li> <li>•Understand how your accountability extends to the Trustee Board as an employee of the students' association</li> <li>•Manage and navigate your dual accountability as an elected</li> </ul>  | <ul style="list-style-type: none"> <li>•Regularly provides feedback to staff on how the needs of students must be at the heart of activities and will listen to staff experience when offered</li> <li>•Understands how you impact the experience we create for our students</li> <li>•Regularly finds ways to engage students, understand their current and future needs and identify ways to support them to achieve success</li> <li>•Understand that the students' association exists for its members</li> <li>•Actively inform and shape the agenda for internal students' association meetings and recognise your responsibility in informing student members</li> </ul>   | <ul style="list-style-type: none"> <li>•Play a leading role within the student democracy and promote the positive work of the students' association</li> <li>•Actively engage with, support and enable student representatives and take time to provide support and share information</li> <li>•Acts with integrity at all times in line with the Nolan Principles of Public Life</li> <li>•Displays a commitment to the continuing development of our students' association</li> <li>•Delivers work (including reports) on time and to standard expected</li> </ul>   |

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| <p><b>You will:</b></p>  | <p>representative and charity trustee effectively</p> <ul style="list-style-type: none"> <li>•Understand the interconnection and difference between your role as a trustee, political leader and employee of the students' association</li> <li>•Be trusted by colleagues and line manager to be open, honest and transparent about your work</li> <li>•Takes responsibility appropriately and ownership of things to be done</li> <li>•Not shy away from making policy decisions when required</li> <li>•Manage your impact on the environment and support others to be ethical and socially responsible</li> <li>•Be committed to integrating yourself within a professional working environment</li> <li>•Respect confidentiality and will be sensitive in your approach to staff, students and volunteers</li> <li>•Provide timely and relevant information at all levels of reporting within the students' association</li> <li>•Respects feedback from democratic bodies and is prepared to change an approach based on that feedback.</li> <li>•Help others when they need it and you ask for help when you need it</li> <li>•Works to your full elected mandate</li> </ul> | <p>of issues that may impact on them and what they can do about it</p> <ul style="list-style-type: none"> <li>•Actively connect students with the relevant expertise and opportunities available within the students' association</li> <li>•Empower students to lead and act on issues that affect them for themselves, with support from the students' association where necessary</li> </ul>   | <p>and will not take on more work that you can realistically achieve</p> <ul style="list-style-type: none"> <li>•Is student focused in everything you do and remember how you came to be involved, taking the time to encourage others</li> <li>•Works collaboratively with others and support teamwork without overly getting involved in the day to day operation of the students' association</li> <li>•Regularly champions and promote the strategy and work of the students' association</li> <li>•Look for ways to consider the health and wellbeing of self and others, you will take active steps to avoid burnout</li> <li>•Manages own workload through the Flexi-Time Policy, submits Flexi-Time Spreadsheet in a timely manner and seeks to maintain a work/life balance.</li> <li>•Understand and adhere to policies and procedures e.g. HR policies, health and safety standards and data protection</li> <li>•Be punctual and understands the impact of poor time management on others</li> <li>•Actively use Higher Education sector policy as part of your university influencing work</li> <li>•Make sure you fully understand the students' association services structure and staff and respect procedures that govern them.</li> <li>•Be able to answer questions on the range of opportunities available to students through the students' association</li> <li>•Actively try to build confidence and resilience in yourself and others</li> <li>•Be willing to learn from others and show respect for your colleagues</li> <li>•Respect the boundaries of other people and actively discuss how to carry out work with team members</li> <li>•Respond in a positive way towards requests for assistance from others or if you can't state clearly why you can't and offer alternatives</li> </ul> |
| <p><b>Unacceptable Behaviours</b></p> <p><b>✗</b></p> <p><b>You won't:</b></p> | <ul style="list-style-type: none"> <li>•Take ownership of decisions you have made, issues and complaints</li> <li>•Tell others when you see something wrong that needs improving</li> <li>•Makes excuses and blame other people when things go wrong</li> <li>•Neglect any of your dual responsibilities as a trustee and elected representative</li> <li>•Show respect or regard for the line management structure</li> <li>•Take constitutional accountability mechanisms seriously and will try and "wing it"</li> <li>•Act in a defensive way when held to account</li> <li>•Start projects and then drop them because they are too hard or you have lost interest</li> </ul>  | <ul style="list-style-type: none"> <li>•Fail to take into account feedback, ideas or suggestions from students</li> <li>•Listen and poorly interpret key 'messages' from students</li> <li>•Puts personal opinions above what students want or need</li> <li>•Resist new ideas brought forward by students</li> <li>•Fail to share important information with students' association colleagues that will help to improve the delivery of activities and services</li> <li>•Fail to attend or contribute to internal students' association meetings</li> <li>•Purposely avoid opportunities to connect with students</li> <li>•Favour one student group above others</li> </ul> | <ul style="list-style-type: none"> <li>•Talk in a negative way about the strategy and work of the students' association</li> <li>•Lack of concern for the reputation of our students' association</li> <li>•Displays a limited pride in your work and the work of the students' association</li> <li>•Ignores the contributions of others in relation to the wellbeing and achievement of our students' association</li> <li>•Ignores opportunities to learn from experience</li> <li>•Fail to plan your time, leave things until the last minute and lack objectives</li> <li>•Priorities yourself over the interests of members</li> <li>•Act in a way that is dishonest and fail to act with integrity</li> <li>•Doesn't take steps to acknowledge, own and manage personal wellbeing</li> <li>•Fail to engage with or take time to understand the range of services or opportunities to students through the students' association</li> </ul>  |

|  | <b>COMPETENCY 4: INCLUSIVITY</b><br><br><i>You consider the impact of students' association activities and services on different student demographics and champion their interests to strengthen positive engagement with our work</i>   | <b>COMPETENCY 5: RESULTS FOCUSED</b><br><br><i>Maintains commitment to our targets and results, striving consistently to achieve them</i>  | <b>COMPETENCY 6: COMMUNICATIONS</b><br><br><i>Helps to generate clear, consistent and appropriate messages at all levels of our students' association and beyond</i>  |
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| <b>Outstanding Behaviours</b><br><br><br><br><b>You will:</b> | <ul style="list-style-type: none"> <li>•Take active steps to ensure under-represented groups can participate and find a comfortable place within our students' association</li> <li>•Promote initiatives to create a more diverse organisation that takes account of the broad range of the student needs</li> <li>•Champions diversity, equality and liberation consistently throughout your work and strive to ensure that the students' association is representative of a diverse student opinion</li> <li>•Continually looks for ways to learn and share learning about under-represented groups</li> <li>•Consistently champion, promote and empower the work of the liberation networks to ensure that student issues are represented and/or re-presented</li> <li>•Encourage students from underrepresented groups to take on leadership positions</li> <li>•Actively carry out regular research on issues impacting students through the lens of equality, diversity and inclusion</li> <li>•Take the time to listen to students from a variety of backgrounds to help learn from their experiences.</li> <li>•Contribute to making sure the students' association complies with national legislation and internal standards</li> <li>•Respect differences across team members and support everyone to reach their potential</li> </ul> | <ul style="list-style-type: none"> <li>•Be a self-starter and inspire others with their motivation and energy</li> <li>•Creates a clear and inspiring vision for what outstanding results look like</li> <li>•Prioritise work in line with vision, mission and strategic plan of the students' association</li> <li>•Seeks to identify where you can help staff with their stretching targets and understands where you can add value in terms of their achievement</li> <li>•Is a role model in achieving outstanding results</li> <li>•Brings entrepreneurial flair and innovation to the wider students' association team</li> <li>•Clearly articulate the impact of your work, and/or rationalise and learn from why certain objectives were not achieved</li> <li>•Be innovative and identify new ways to increase synergies between the university and students' association strategy</li> <li>•Be willing to deprioritise your own objectives if it's in the wider interest of the students' association e.g., in response to a crisis, financial implications, risk factors</li> <li>•Improve the reputation of the students' association with external stakeholders</li> <li>•Confidently articulate your theory of change and the intended benefit for students and how you will achieve your objectives</li> <li>•Achieve at least one of your manifesto commitments and/or be able to highlight the improvements and achievements within each manifesto commitment</li> <li>•Will be prepared to set long term objectives and strategies that go beyond your own term of office</li> <li>•Review actions against agreed students' association plans</li> </ul> | <ul style="list-style-type: none"> <li>•Clearly communicate that the Students' Association brand is separate but complementary to that of Glasgow Caledonian University</li> <li>•Is an inspirational speaker on subjects dear to our students' association both internally and externally</li> <li>•Actively listens, considers and challenges where appropriate the advice provided by students' association or university staff</li> <li>•Actively listens to the views of students</li> <li>•Develops different narratives to tell compelling stories about how issues came to be, how they impact on students, and how they can be resolved</li> <li>•Demonstrates strong negotiating and influencing skills</li> <li>•Scrutinises information, approaches, and decisions by confidently engaging in debate</li> <li>•Willingness to have difficult conversations where necessary</li> </ul> |

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| <p><b>Effective Behaviours</b></p> <p>✓</p> <p><b>You will:</b></p>     | <ul style="list-style-type: none"> <li>•Recognise and celebrate the importance of equality and diversity and will be vocal in defining boundaries of acceptable and unacceptable behaviours</li> <li>•Take positive action to remove barriers and promote diversity and inclusivity</li> <li>•Challenge and report incidents of discrimination</li> <li>•Use appropriate language that includes people and supports dignity and will respect requests to address an individual in a specific way</li> <li>•Be aware of the impact of stereotyping behaviour in the workplace</li> <li>•"Call out" discriminatory behaviours in the workplace and the wider university community in a way that encourages reflection and learning</li> <li>•Encourage the involvement of under-represented groups when designing new initiatives or services</li> <li>•Consult with liberation networks to ensure that student issues are represented and/or re-presented</li> <li>•Use equality, diversity and inclusion data and research to evidence the influencing work of the students' association</li> <li>•Take an inclusive approach to both staff and student members</li> <li>•Show respect for other people's values, backgrounds and experiences</li> <li>•Be willing to change your own personal patterns and behaviours to ensure inclusivity</li> <li>•Will actively promote and have read the students' associations equality, diversity and inclusion policies.</li> </ul> | <ul style="list-style-type: none"> <li>•Never compromise quality in the pursuit of achieving results</li> <li>•Be able to be flexible, reactive and modify plans in order to achieve the best results, especially when circumstances change</li> <li>•Seek staff support and advice to help with the timely delivery of competing priorities and activities</li> <li>•Be recognised for your commitment to achieving the best possible outcome for students</li> <li>•Take pride in the way you deliver tasks and services</li> <li>•Be ambitious and supportive in approach</li> <li>•Assumes positive intent when people communicate</li> <li>•Continuously champions and demonstrates the value of the students' association to the university's strategic plan</li> <li>•Demonstrates and places equal importance on the results they achieve as an elected representative and trustee of the students' association</li> <li>•Work towards your role and the students' association being left in a better place to which it was found</li> <li>•Maintain the reputation of the students' association with external stakeholders</li> <li>•Plan for how results will, or could be achieved</li> <li>•Represent the student voice to the university in a way that is solutions focused</li> <li>•Actively progress your manifesto commitments</li> <li>•Be impact focused</li> <li>•Always courteous and helpful towards student enquiries, team members and staff</li> </ul> | <ul style="list-style-type: none"> <li>•Communicates clearly and comprehensively using the most appropriate route (face to face, email, phone, social media, etc.)</li> <li>•Practices exchanging feedback in a constructive way</li> <li>•Invites, listens to and respects others' views</li> <li>•A thoughtful and considerate listener that owns and is accountable for the key messages communicated by our students' association</li> <li>•Expresses ideas and views in a way that engages colleagues' positive interest and attention</li> <li>•Proactively finds new ways to engage with hard-to -each stakeholders</li> <li>•Communicates with integrity and at the right time</li> <li>•Uses accessible language</li> <li>•Acts as a positive ambassador for our students' association</li> <li>•Works within the Brand Policy</li> <li>•Demonstrates empathy with students and colleagues</li> <li>•Accesses support from the students' association communications colleagues about the best channels to use when needing to reach out and connect with students</li> <li>•Regularly communicates with the student body using both formal and informal channels to provide updates on manifesto and policy commitment progress</li> <li>•Develops a routine of communicating with key people pre and post meetings</li> <li>•Listens to the views of different stakeholders</li> <li>•Regularly relates issues to their own student experience where appropriate, and communicates these stories confidently to stakeholders</li> <li>•Vocalises concerns, solutions, and experiences without fear of 'getting it wrong'</li> <li>•Asks open questions to enhance collective decision-making processes</li> <li>•Shows respect for the views and opinions of others</li> <li>•Works hard to develop presentation and public speaking skills</li> </ul> |
| <p><b>Unacceptable Behaviours</b></p> <p>✗</p> <p><b>You won't:</b></p> | <ul style="list-style-type: none"> <li>•Display a lack of awareness or unwillingness to promote engagement with a wide range of communities within the student body</li> <li>•Speak in a negative way about student groups and individuals to other students</li> <li>•Fail to understand the importance of diversity awareness and action to the long-term future of the students' association</li> <li>•Respond in a defensive way when challenged over diversity issues</li> <li>•Label people unnecessarily and makes assumptions about people and their lives</li> <li>•Display prejudice regarding equalities that goes against the principles and values of our students' association</li> <li>•Ignores the voice and contributions to the students' association from underrepresented students and liberation groups</li> <li>•Ignores data, facts and experiences of underrepresented students and liberation groups</li> </ul>   | <ul style="list-style-type: none"> <li>•Fail to support organisation and departmental objectives and priorities</li> <li>•Not achieve targets and deadlines</li> <li>•Fails to contribute to forward planning</li> <li>•Do 'just enough' to get by in the role</li> <li>•Fails to consider the reputation of the students' association through your actions and decision making</li> <li>•Doesn't engage with the university or represent the student voice</li> <li>•Reinvent the wheel</li> </ul>   | <ul style="list-style-type: none"> <li>•Makes limited use of feedback to inform work</li> <li>•Does not pass on information or messages that would be useful to colleagues</li> <li>•Conceals situations when things go wrong or hides bad news</li> <li>•Shy's away from difficult conversations</li> <li>•Doesn't communicate with students on a regular basis</li> <li>•Fails to contribute to meetings on issues impacting on students</li> <li>•Communicates in a way that contradicts the students' association's mission, vision, and values</li> <li>•Shows no regard for communication policies, procedures, and operational practice</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>•Or will refuse to recognise your personal stereotyping and prejudices</li><li>•Lack respect for differences between people</li><li>•Make judgements based on first impressions</li></ul> |  |  |
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|  | <b>COMPETENCY 7: POLITICAL AWARENESS</b><br><br><i>You provide political direction and leadership whilst appreciating the complex environment in which our students' association operates</i>   | <b>COMPETENCY 8: MOTIVATIONAL LEADERSHIP</b><br><br><i>You provide clear direction and leadership within the democratic and governance aspects of the students' association's work, always role modelling the organisational values.</i>  |
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| <b>Outstanding Behaviours</b><br><br><br><br><b>You will:</b> | <ul style="list-style-type: none"> <li>•Be responsive, decisive and act on the implications of the complex and changing political environment in which our students' association operates</li> <li>•Productively and constructively challenges the university and external stakeholders when it is for the long term benefit of our students' association and its members and not avoid that challenge</li> <li>•Proactively takes responsibility for resolving any conflict within the Full Time Officer team, even when the conflict doesn't directly relate to the individual themselves</li> <li>•Able to map and understand the power and influence dynamics across key students' association stakeholder groups</li> <li>•Retain a positive relationship with the university without compromising the representative role of a Full Time Officer</li> <li>•Read and take steps to be fully informed on current issues affecting students, the students' association and higher education in general</li> <li>•Develop contingency or alternative plans for key projects</li> <li>•Instil a belief in others that change is possible</li> </ul>  | <ul style="list-style-type: none"> <li>•As part of the Trustee Board, takes responsibility and ownership for the overall performance, health, and future sustainability of the students' association</li> <li>•Set a positive example, understanding that you are recognised by the university as an 'expert' student</li> <li>•Provides new and regular insight about students that enable staff to be more student focused, think creatively and see a broad range of possible options</li> <li>•Work with staff to politically reframe issues that support, enable and/or champion the strategic narrative of the students' association</li> <li>•Strives to adopt a way of working that supports collaboration and internal communication</li> <li>•Adapt your leadership style to meet different conditions and challenges depending on the audience, situation and circumstances</li> <li>•Inspires people to go above and beyond</li> <li>•Sets objectives that are realistic and challenging</li> <li>•Clearly articulate our strategy and vision as a students' association</li> <li>•Consistently role models the values of the student association and leads by example through day-to-day behaviours, approach, and conduct</li> <li>•Be decisive in approach and will not 'sit on the fence' on matters impacting on students</li> <li>•Take time to research an issue and reflect on it before making a decision, recognising that the collective experience of the team is a powerful tool</li> <li>•Confidently articulate and evidence their leadership style</li> <li>•Inspire others to act by telling a compelling story</li> <li>•Be influential in presenting and leading your ideals and beliefs</li> <li>•Persevere, retains their motivation and resilience in the face of adversity</li> <li>•Delegate tasks and activities in such a way as to promote ownership and commitment from others</li> <li>•Visibly take responsibility for both success and failure and seek to learn from both</li> <li>•Provide constructive feedback to others on performance that values and esteems the individual</li> <li>•Take a consultative and participative approach to decision making and seek involve all those involved in a project</li> </ul> |
| <b>Effective Behaviours</b><br><br><br><br><b>You will:</b> | <ul style="list-style-type: none"> <li>•Recognise and respect the expertise of the permanent staff team and that they too are motivated and committed to the and development of our students' association</li> <li>•Recognise and positively appreciates the complex political environment in which our students' association operates and the key role you play in that as a Full Time Officer</li> <li>•Keep up to date with those changes in the external environment likely to impact on our students' association, providing clear political direction as required and where necessary</li> <li>•Supports and actively contribute to the smooth bringing on board of the new Full Time Officers during the Handover period</li> <li>•Supports our student and academic representatives and permanent staff to work together to ensure continuity and strategic direction</li> <li>•Be transparent about how political activity complies with the rules and constitution of the Student Association, and the furtherment of their manifesto commitments.</li> <li>•Be open to the advice and political opinions of the permanent staff team, and takes responsibility for your own decision making</li> </ul> | <ul style="list-style-type: none"> <li>•Adopt the Nolan Principles as a guide for their behaviours as an elected officer holder and trustee</li> <li>•Recognise the responsibility to demonstrate our values</li> <li>•Help to create a culture in which others can grow</li> <li>•Practices self-awareness and emotional intelligence</li> <li>•Maintain accountability to the Full Time Officer team, the Board, students, staff and other key stakeholders</li> <li>•Participate in and enables others to solve problems</li> <li>•Use your own experience to identify problems and see any reverses as an opportunity to learn</li> <li>•Be empathetic at all times and will not promote a "blame culture"</li> <li>•Takes difficult decisions fairly and well</li> <li>•Deal quickly with or access support on how to deal with unacceptable behaviours for example bullying or unfair discrimination)</li> <li>•Actively encourages continuous learning and people development</li> <li>•Understand how your leadership style and preferences and this impact staff, trustees, the university and students</li> <li>•Help the team where possible to achieve and deliver objectives successfully</li> <li>•Inspire, champion and effectively communicate the positive impact of the change you want to create</li> <li>•Actively celebrates success of colleagues and the students' association as a whole</li> <li>•Actively participates in your own and others Development Reviews</li> <li>•Gain a knowledge and understanding of policies and procedures of our students' association and how they relate to Full Time Officer and Trustee role</li> <li>•Exercise good judgment and emotional intelligence as an employee, trustee and political leader.</li> <li>•Understand the multiple layers of leadership, and the interconnectivity of these layers within the students' association</li> <li>•Recognise your role as a leader in the students' association and as a role model to students and potential future election candidates</li> <li>•Understand that power and influence is not given, and both are about how they are used</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>•Take time to understand the business-as-usual activity within the students' association, and the impact of this on overall staff resource and capacity</li> <li>•Positively engage with conflict resolution processes where necessary</li> <li>•Recognise that conflict is sometimes necessary, and can have a positive impact</li> <li>•Retain a focus on creating change for students in the face of political differences within the Full Time Officer team</li> <li>•Positively engages with all stakeholders, including the university as partners</li> <li>•Effectively negotiates with the university based on the needs of students as expressed through the democratic process</li> <li>•Recognise that political dynamics and engagement are a key part of developing active citizens for the future</li> </ul>  | <ul style="list-style-type: none"> <li>•Take the time to understand the consequences and impact of their decisions as an elected representative and trustee</li> <li>•Provide clear direction for others through the articulation of a clear vision for their time in office</li> <li>•Champion and works within the charitable objectives of the students' association</li> <li>•Recognise the bigger picture and the context within which the students' association is working</li> <li>•Consult with the team before taking decisions</li> </ul>  |
| <p><b>Unacceptable Behaviours</b></p> <p><b>✗</b></p> <p><b>You won't:</b></p> | <ul style="list-style-type: none"> <li>•Unwillingness to engage with the legitimate political concerns of our students</li> <li>•Does not accept that political debate has a role within the students' association</li> <li>•Acts to side-line the contribution of students to the current and future direction of our students' association</li> <li>•Shuts down the opinions of trustees, staff, reps and external stakeholders</li> <li>•Makes decisions without consultation and/or consideration of the consequences and impact</li> <li>•Demonstrate your disregard for the role different stakeholders play in delivering the students' association strategy</li> <li>•Doesn't provide political leadership in a democratic or governance context</li> <li>•Withholds critical or relevant information from other team members</li> <li>•Works outside of the governance, democratic and operational framework of the students' association</li> <li>•Lacking any hope that change is possible</li> <li>•Acting in an insular way and not engaging with the wider team</li> <li>•Doesn't respect political and operational leadership and/or boundaries</li> <li>•Failing to take the time to reflect and think about an issue before making a decision</li> <li>•Does not engage in or see the value in learning and development events</li> </ul> | <ul style="list-style-type: none"> <li>•Fails to consider the bigger picture</li> <li>•Takes no action to retain the respect colleagues and external stakeholders</li> <li>•Functions as an individual but act in your own self interest</li> <li>•You do not recognise the impact of your work ethic on self or others (both over and under working)</li> <li>•Is unreliable</li> <li>•Being opinionated and taking no time to research or back up arguments with facts.</li> <li>•Place your leadership status above taking responsibility for your behaviour and conduct</li> <li>•Use your position for personal gain</li> <li>•Working independently, in isolation or as an individual way that ignores team objectives</li> <li>•Seeking to undermine other officers, volunteers or staff colleagues</li> <li>•Too much focus on immediate tasks and paying no attention to the potential impact</li> <li>•Acts outside of the charitable objectives of the students' association</li> <li>•Allow your productivity to drop following the election of your successor</li> <li>•Is indecisive and avoids making decisions</li> <li>•Does not delegate and tries to do it alone</li> <li>•Gives up easily following a set back</li> <li>•Exacerbating tensions within the team and not taking steps to reduce personal differences</li> <li>•Not asking for help or taking steps to develop knowledge and skills</li> <li>•Talking in a negative way about other team members to external stakeholders</li> <li>•Giving negative feedback without providing support</li> </ul> |