



## Development Framework for Technical Staff

Based on a review of current roles, the recommendations from the Expert Group Report and an external good practice review, a range of initial competencies or indicators have been identified for technical staff as part of a development framework. The Development Framework for Technical Staff is a tool that should be used to reflect both personally and within the context of a development conversation on their strengths and opportunities for growth. This framework identifies a number of dimensions under each of the categories of technical staff achievement:

- **Technical Skills** – fully understands the requirements, issues and outcomes required in the technical area.
- **Health and Safety** – takes personal responsibility for ensuring that the University is a leading organisation in providing a safe, healthy and environmentally responsible workplace.
- **Management and Planning** – manages technical service and/or people in the workplace effectively with understanding and efficiency
- **Interpersonal Skills** – are skills we use every day to communicate and interact with other people, both individually and in teams. Being able to work efficiently within a group; drawing from a number of skills such as encouraging others to do better and the ability to compromise and communicate effectively.
- **Service requirements** – listens and responds to faculty, staff, students and external parties as appropriate to their satisfaction and seeks evaluation using a team approach.
- **Innovation/ Flexibility/Adaptability** – able to challenge conventional practices using new technology as potential pathway to ongoing system improvement. Demonstrates enthusiasm for new developments, open to change and takes a solution focus.

Technical staff can assess their current position on the framework across the various dimensions. The indicators as set out in the framework are an indicative, but not exhaustive guide.



	Technical Officer	Senior Technical Officer	Chief Technical Officer II	Chief Technical Officer I
<b>TECHNICAL COMPETENCIES</b>				
<b>Technical Skills</b>	For area of expertise, use range of skills to carry out complex and routine tasks	For area of expertise, as well as using range of skills to carry out complex and routine tasks, look at new ways of doing activities where appropriate	Engage in continuous skill development and practice for specialist area.	Champion continuous technical improvements, setting standards and engenders flexibility within the team
	<ul style="list-style-type: none"> <li>• Hold a N.C.E.A. Diploma or equivalent (for individuals who commenced in UCD pre November 2006)</li> <li>• Hold a relevant Honour's Degree (for individuals who commenced in UCD post November 2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Have at least 5 years' experience at Technical Officer grade</li> <li>• Hold a N.C.E.A. Diploma or equivalent (for individuals who commenced in UCD pre-November 2006)</li> <li>• Hold a Master's degree (for individuals who commenced in UCD post November 2006)</li> </ul>	<ul style="list-style-type: none"> <li>• Have significant experience</li> <li>• Hold a N.C.E.A. Diploma or equivalent (for individuals who commenced in UCD pre November 2006)</li> <li>• Hold a Master's degree (for individuals who commenced in UCD post November 2006)</li> </ul> <p>Further specialist qualifications as appropriate</p>	<ul style="list-style-type: none"> <li>• Have significant experience</li> <li>• Hold a N.C.E.A. Diploma or equivalent (for individuals who commenced in UCD pre November 2006)</li> <li>• Hold a Master's degree (for individuals who commenced in UCD post November 2006)</li> </ul> <p>Management development desirable</p>
	Keeps up to date with technical developments and adapts to new technologies	Keeps up to date with technical developments and lead others in the	Keeps up to date with best practice and demonstrate flexibility around emergent technologies	Enhanced leadership and people management skills



	<b>Technical Officer</b>	<b>Senior Technical Officer</b>	<b>Chief Technical Officer II</b>	<b>Chief Technical Officer I</b>
		adaptation to new technologies		



			Advanced technical know-how within the team in specialist areas	
	Contribute to the maintenance and upkeep of equipment involved in both research and teaching.	Take responsibility for the maintenance and upkeep of equipment involved in both research and teaching.	Responsible for maintaining specialist equipment to the highest standard possible	Have oversight of the maintenance of specialist equipment to the highest standard.
Health and Safety	Chooses the correct methods and equipment to carry out the job safely	Adapts to new techniques and technologies that are introduced and does so with safety in mind at all times	Seeks to introduce new techniques and technologies to the specialist area – based on sound health and safety principles/guidelines	Seeks to introduce and implement new techniques and technologies to the School/Unit – based on sound health and safety principles/guidelines
	Informs others of risks and make them aware of the actions needed to contain, reduce or manage risks	Reviews and reports on working practice within the School/Unit – highlighting potential risks or hazards when appropriate	Specialist knowledge regarding Health and Safety within field of expertise	Champions the importance of Health and Safety amongst all staff and students
	Ensures that safe practice and the use of protective equipment and clothing are part of the normal day to day routine	Works with others to ensure safe working practice. Ensures that others are equipped and able to follow safe working practices	For specialist areas, oversees the likelihood and potential impact of risks. Puts appropriate control assurance systems in place	Oversees the likelihood and potential impact of risks. Puts appropriate control assurance systems in place. Ensures that follow up action is taken to remove hazards or risks



**BEHAVIOURAL COMPETENCIES<sup>1</sup>**

<b>Management &amp; Planning</b>	Prioritise and organise work to meet goals and targets	Plans and prioritises work to meet goals/targets and can delegate work as required. Reviews outcomes	, Demonstrates clear understanding of the School Strategy and objectives and how these translate into what is required from specialist technical services	Demonstrates clear understanding of School Strategy and objectives and translates these into what is required from the technical officer group in the School
	Understand objectives and how they link to overall programme of work within their School/Unit	Contribute to the delivery of objectives and how they link to overall programme of work within their School/Unit	Anticipates potential issues / challenges and contributes to the development of contingency plans.	Anticipates potential issues / challenges and ensures that contingency plans are in place
			Manage the allocation of all specialist services under their remit	In collaboration with the Head of School/nominee, lead on the allocation of all technical resources and facilities
			Has oversight of budget for specialist services under their remit	Oversight of the technical aspect of budget
	Have knowledge of annual/forward planning activities	Participate in annual/forward planning activities	Contribute in annual / forward planning activities and take a lead around specialist services aspects	Responsible for the annual/forward planning for the technical staff group
			Specialist lead within area. Encourages others to perform to their potential	Line manager for technical staff within the area – Delegates work and inspires others to perform to their potential

<sup>1</sup> Subject to change when Behavioural Competencies for all UCD Faculty and Staff are implemented.



<b>Interpersonal Skills</b>	<p>Have the ability to work with a wide range of people – faculty, staff and students</p>	<p>Demonstrable experience of working with a wide range of people – faculty, staff, students</p>	<p>Skilled communicator in explaining complex, technical specialist information to a wide range of people – faculty, staff, students, external stakeholders/agencies</p>	<p>Can manage critical relationships with a wide range of people – Heads of School, faculty, staff and students and external people to the University</p>
	<p>Conveys technical information in a clear, concise and easily understood way.</p>	<p>Conveys complicated and technical information in a clear, concise and easily understood way.</p>	<p>Promotes the specialist /advanced technical services on offer effectively.</p>	<p>Understands the strengths and development needs of the technical team.</p>
	<p>Listens to and deals sensitively and patiently with others. Displays good written and verbal skills.</p>	<p>Listens to and deals sensitively and patiently with others. Adapts language and communication skills to meet the needs of different people/audiences.</p>	<p>Communicates effectively with others using a range of different approaches to inform and/or influence decisions and actions.</p>	<p>Communicates effectively as the leader of the technical team. Manages relationships to build mutual understanding and create positive changes.</p>
	<p>Actively contributes to the work of the team and sets a good example and accepts responsibility for own decisions.</p>	<p>Demonstrates a flexible approach to delivering team results.</p>	<p>Meets specialist service objectives and ensures that the team are clear on these</p>	<p>Takes responsibility that team objectives are met.</p>
	<p>Assists with aspects of induction process for new staff and students.</p>	<p>Follows guidelines to carry out aspects of induction process and training for new staff and students.</p>	<p>Mentors newly inducted staff and students.</p>	<p>Acts as a coach and role model for new staff and students.</p>
	<p>Responds to routine requests for assistance from team members.</p>	<p>Is proactive in providing support and assistance to other members of the team.</p>	<p>Provides informal training on aspects of the specialist service</p>	<p>Provides informal training sessions on specific tasks/activities. Identifies/ provides useful resource</p>



				material to support the work of others.
Service Requirements	Demonstrates a professional service approach to all elements of work – Student focus	Committed to achieving high professional service standards to all elements of work	Being a specialist position ensures high professional standards across the area.	Sets high standards for the technical team and encourages team members to push service level boundaries
			Has specialist knowledge of the service and uses this to advise students and colleagues as appropriate	Has broad knowledge of University policies and procedures and uses this to advise team members, students and colleagues as appropriate
Innovation/ Flexibility/ Adaptability	Proactively identifies areas for innovation and develops practical suggestions for their implementation	Proactively identifies and implements appropriate innovations in own area of responsibility	Initiates and drives innovation in specialist area. Also looks beyond own specialist area and contributes to broader innovations	Initiates and drives technical innovations across the team. Looks to develop new ways of working amongst the technical community. Collaborates with other colleagues as appropriate
	Is open to new ideas and listens to other people's point of view	Alongside being open to new ideas, takes an active role in changing circumstances	Leads and has substantial involvement in driving change in specialist areas	Leads and drives change across the technical team
	Adjusts schedules, tasks and priorities as appropriate	Contributes to planning around scheduling, task allocation and prioritisation as appropriate	Contributes to the delivery of a solutions focus and creative approach in dealing with issues as they arise	Delivers a solutions focus and creative approach in dealing with issues as they arise
	Demonstrates willingness to change	Contributes to change and flexibility through ideas and actions	Contributes to the delivery of new approaches to meet organisational needs	Leads on the delivery on new approaches to meet organisational needs