

Call for Promotion to the Grade of Senior Executive Assistant

Introduction

As part of our commitment to retaining and developing excellent administrative staff, the University is pleased to launch the **2023 call for applications for promotion to the grade of Senior Executive Assistant**, in accordance with the Memorandum of Understanding between Maynooth University and SIPTU.

This is the first phase of our intended promotion processes for administrative employees at the grades of Executive Assistant (EA) and Senior Executive Assistant (SEA), commencing with those who currently hold the grade of Executive Assistant.

The University will issue a call for promotion to Administrative Officer II, and it is intended to have this live by the end of Q1 2023.

Eligibility

All Executive Assistants (permanent and/or temporary) who, by the closing date for applications, will have worked at the grade of EA or higher for a minimum of one year over the last four years. The University, in determining whether an Executive Assistant is eligible to apply for promotion, will include periods of statutory leave (maternity, paternity, adoptive, carers, parental and sick leave) but will not include career breaks or unpaid leave of absence.

Application Process¹

For this round of promotions, the assessment will be based on the proficiency levels of four Core Competencies and two additional non-core competencies. The two non-core competencies are the competencies, from the overall framework that candidates consider most relevant to their current role.

The candidate will be invited to provide an example, for each required area of competency, of how they have demonstrated the competencies relative to the promotional grade for which they are applying for.

Candidates will be required to complete an [application form](#).

The competencies for promotion to the grade of Senior Executive Assistant are available at Appendix 1.

¹ See Appendix 1 for further details on the Behavioural Competencies and the “proficient” and “skilled” requirements.

It should be noted that **all** competencies are weighted equally for the purpose of assessment under this process.

The four Core University Competencies are:

- Service Orientation;
- Collaboration;
- Organisational Excellence; and
- Ethical Integrity.

Candidates must also pick **two** of the following four options, which are role-specific (non-core):

- Resilience;
- Institutional commitment;
- Building responsibility and accountability; and/or
- Problem solving & decision making.

Applications **must** include a letter of reference from the candidate's Head of Department/Immediate Manager, *or* another nominated senior colleague within their department/business area, assessing the candidate's suitability for promotion on the basis of their demonstrated competencies.

If a candidate requires any reasonable accommodation to undertake the application process, they should email promotionschemes@mu.ie to discuss this matter. Reasonable accommodations will be made to support candidates throughout the process.

Application forms are available in Irish by request.

Learning and Development will hold a number of information sessions on the application process in January 2023.

Assessment Process

- The University reserves the right to constitute more than one Board if the number of candidates is very large;
- The Assessment Board will be comprised of a minimum of three suitably trained and competent people, with each member holding a grade at least two grades above the grade held by the candidates. For this process, this will be the grade of Administrative Officer Grade II or equivalent;
- The Board will be constituted in line with the University's EDI guidelines; and

- Out of the six competencies selected (four core and two non-core), candidates will have to demonstrate that they are skilled in at least two of the core competencies and proficient in the remainder of the selected competencies in order to be recommended for promotion. All competencies carry the same weight.

All promotions will continue to be subject to the ongoing availability of University funding and directions issued by the Department of Expenditure and Reform, the Department of Education and Skills, the Higher Education Authority and/or the University's Governing Authority.

Completed applications should be emailed to promotionschemes@mu.ie by **11.59pm, Friday, 24 February 2023**. Late applications will not be accepted under any circumstances.

For successful candidates, promotion will apply with effect from 1 October 2023.

Appeals

A Promotions Appeals Board will hear all appeals made in respect of this promotions process.

The Promotions Appeal Board will be constituted as follows:

- President's Nominee (Chair)
- Independent External Appeals Board Member, to be agreed
- Administrative Staff Representative (at the grade of AOII or higher)

The role of the Promotions Appeals Board will be to consider appeals arising from the decisions of the assessment boards.

The only basis for an Appeal will be an alleged failure by the Assessment Board to observe due process, which is defined as:

- Failure to duly follow fair procedures for the consideration of applications for promotion;
- Denial of natural justice; and/or
- Biased or inconsistent application of the criteria for assessing candidates for promotion.

Appeals must be submitted in writing, by email, to promotionschemes@mu.ie, for the attention of the Chair of the Appeals Board, within **twenty working days** of the date of issue of the letter of notification to the candidate. Acknowledgment of receipt of appeal will be sent to the person appealing. Any appeals arising from the process will be concluded no later than **two weeks** from receipt of appeal.

The appeals will be by email, and the Promotions Appeals Board will consider all documents connected with this promotion round. In exceptional circumstances, the Appeals Board may invite an appellant to attend a meeting to discuss the contents of their appeal document.

END.

Appendix 1 - Behavioural Competencies

Behavioural Competency Descriptors		Proficient	Skilled
Service Orientation (core)	<ul style="list-style-type: none"> • Contributes to a service-oriented culture by always putting the individual first. • Aims to continuously improve service quality, proactively seeking to understand, uphold and respond to the service users' needs. 	<ul style="list-style-type: none"> • Understands what 'good' customer service entails, seeking to exceed individual's expectations in every interaction. • Prompt in handling queries or complaints, responding positively to resolve these. • Demonstrates empathy towards and sensitivity to individual's needs. • Proactively seeks feedback to improve quality of service provided. 	<ul style="list-style-type: none"> • Pursues positive customer service & delivery and takes action to anticipate needs. • Takes responsibility for solving queries and complaints to promote a culture of continuous service improvement. • Strives to build long-term relationships with individuals to maintain an understanding of their needs. • Continuously reviews and improves service provision based on feedback.
Organisational Excellence (core)	<ul style="list-style-type: none"> • Promotes and delivers quality and operational excellence, seeks out & adopts best practice method. • Supports Maynooth University in achieving its strategic vision and goals through achieving organisational excellence. 	<ul style="list-style-type: none"> • Demonstrates energy and determination to achieve personal goals and objectives. • Takes pride in doing a good job and strives to meet quality and performance standards. • Keeps track of progress against goals and targets. • Adopts more efficient and best practice methods. 	<ul style="list-style-type: none"> • Encourages others to meet objectives while maintaining quality of work. • Assesses and measures delivery of work by self and team/department against specific benchmarks. • Identifies and learns from others to achieve best practice. • Participates in identifying improvements, efficiency gains and quality enhancement processes.

		<ul style="list-style-type: none"> • Maintains knowledge, skills and abilities by undertaking continuous professional development. 	<ul style="list-style-type: none"> • Routinely enhances knowledge, skills and abilities through continuous professional development.
Collaboration (core)	<ul style="list-style-type: none"> • Builds effective relationships & creates partnerships internally & externally. • Demonstrates an interest, respect for and understanding of others, promoting an inclusive environment. 	<ul style="list-style-type: none"> • Works collaboratively with colleagues across own and other departments. • Actively listens to others and is respectful of their ideas and viewpoints. • Seeks to develop own working style to work effectively with others. • Responds positively to requests for help and support, willingly sharing relevant information. • Values and is respectful of similarities and differences of thought and of others from a diverse range of backgrounds. 	<ul style="list-style-type: none"> • Establishes effective working relationships with colleagues and peers within the University and partner organisations. • Encourages and empowers others, making them feel involved and valued. • Actively supports colleagues and promotes the sharing of knowledge, experience and expertise across the University. • Promotes and supports an inclusive & diverse working and learning environment. • Encourages or facilitates resolutions to conflicts within the team/department or beyond.
Ethical Integrity (core)	<ul style="list-style-type: none"> • Upholds ethics & values, demonstrates integrity, promotes and defends equal opportunities, respectful, and honest dealing with all individuals external and internal to the University. 	<ul style="list-style-type: none"> • Fair, consistent and open in their treatment of others. • Consistently acts with professional integrity and is honest in all aspects of their work. • Upholds and promotes the University's values of equality and inclusion. • Seeks to consistently treats others in the same way as they would like to be treated. 	<ul style="list-style-type: none"> • Encourages others to be fair & consistent when dealing with others. • Displays professional integrity, honesty and consistency when managing others. • Maintains the integrity of the University by honouring all commitments & promoting equality of opportunity. • Honest in their aspirations & communications with all colleagues.

		<ul style="list-style-type: none"> • Speaks out and holds colleagues and others accountable for unethical behaviour. 	<ul style="list-style-type: none"> • Resolves ethical issues by being cognisant of a diverse range of groups with varying interest and needs.
Resilience (non-core)	<ul style="list-style-type: none"> • Adapts to and embraces changing circumstances, works reliably and responds decisively in pressurised situations. • Maintains own personal resilience and demonstrates awareness of others' emotions in times of challenge. 	<ul style="list-style-type: none"> • Maintains calm under pressure & seeks support when needed. • Remains focused and in control of situations. • Is flexible and embraces changing priorities, adjusting working style when needed. • Copes with setbacks and maintains a positive outlook. • Maintains personal well-being and resilience. 	<ul style="list-style-type: none"> • Consistently maintains high standard of work when under pressure and supports other colleagues in doing the same. • Responds positively and constructively to challenge and confrontation by others, encouraging others to do the same. • Is confident in dealing with ambiguity in times of change & supports others in adapting to shifting priorities. • Maintains effectiveness and confidence in own abilities in the face of disappointment. • Manages own personal well-being and supports others to cope in times of pressure/challenge well-being.
Institutional commitment (non-core)	<ul style="list-style-type: none"> • Demonstrates commitment to the University and its strategic vision and goals. • Is proud to be a part of the University community and is willing to champion and defend it. 	<ul style="list-style-type: none"> • Supports the University's vision in their day-to-day work. • Behaves in a way that does not compromise the University's reputation. • Understands the contribution and impact of their role and on the Institution as a whole. • Is proud to be part of the University community. 	<ul style="list-style-type: none"> • Presents the University in a positive light internally and externally. • Appropriately defends and protects the image of the University. • Understands the impact of their role and aligns work with the principles and priorities of the University. • Demonstrates pride and encourages commitment to the University.

		<ul style="list-style-type: none"> • Is mindful in their work of the University vision and goals. 	<ul style="list-style-type: none"> • Builds an awareness of the University and its vision and goals internally and externally.
Building responsibility and accountability (non-core)	<ul style="list-style-type: none"> • Accepts responsibility for own actions, demonstrates dependability in all aspects of work and can be relied on consistently. 	<ul style="list-style-type: none"> • Takes accountability for own work and all tasks assigned. • Monitors day to day performance and takes corrective action when needed. • Recognises and takes responsibility for mistakes. • Uses time efficiently and effectively. • Meets productivity standards, deadlines, and work schedules. 	<ul style="list-style-type: none"> • Takes accountability for own work fulfilling commitments within specified timelines and strives to build accountability in others. • Plans proactively and seeks out appropriate resources to achieve results. • Admits mistakes, takes actions to correct and helps others learn from mistakes. • Looks for opportunities to work more efficiently and sustainability. • Assumes responsibility for the accuracy of work processes and flows of work.
Problem solving & decision making (non-core)	<ul style="list-style-type: none"> • Breaks down problems systematically, finds workable and timely solutions, evaluates all risks when making decisions and considers the broader implications for the University. 	<ul style="list-style-type: none"> • Uses a variety of methods and sources to gather data. • Checks accuracy of data and information and reconciles inconsistent data. • Assesses trends and patterns in data sources. • Draws meaningful conclusions from data and information. • Uses sound judgement to make appropriate, timely decisions in routine and in moderately complex situations. 	<ul style="list-style-type: none"> • Seeks and gathers information to progress research agendas. • Grasps limitations or assumptions behind data sources. • Carefully prepares and checks data and information for key events, presentations etc. • Understands and evaluates numerical data, charts, graphs etc. • Uses sound judgement to make appropriate, timely decisions in complex situations.