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**Personal Circumstance/ COVID -19 Impact Statement Template PROMOTION TO Grade II (Grade 6A) APPLICATION**

(Please use font type **Calibri, Size 11, single spaced, portrait orientation only).**

As part of the revised Interim Admin Promotion Schemes, candidates have the option to provide a Personal Circumstance/ COVID-19 impact Statement.

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| PERSONAL CIRCUMSTANCES / COVID-19 IMPACT STATEMENT | | |
| *Reference to the Guidelines on Personal Circumstance/ COVID-19 Impact Statement may assist in the completion of this Statement. Please note, you may be invited by the Board to submit supporting documentation in evidence of your personal circumstance. If invited to submit, instruction on the submission of such supporting documentation will be given at the time.* | | |
| **Candidate Name** | ID #: | |
| **Personal Circumstance/ COVID -19 Impact Statement Consent**  This information will be processed and stored in line with the Admin Promotions Promotion Data Protection Notice .  For further information see Guidelines for Personal Circumstance / COVID 19 Impact Statement **√ tick** as appropriate | | |
| Please tick this box to indicate your consent for the information outlined in this Statement to be shared with you’re the relevant Administrative Promotion Board members, the People & Culture Department and where relevant members of the Admin Promotions Appeals Board. | |  |
| Where you are sharing information relevant to a third party, you are asked to tick this box to indicate you have received permission to share this information as part of your Personal Circumstance/ COVID-19 Statement. | |  |

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| **Please specify which of the three criteria category areas have been impacted by placing a ‘√’ as appropriate** |

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| **Competency Areas** | **Impacted area(s) √ tick as appropriate** |
| Team Leadership |  |
| Analysis & Decision Making |  |
| Management & Delivery of Results |  |
| Interpersonal & Communication Skills |  |
| Specialist Knowledge, Expertise and Self Development |  |
| Drive and commitment to the values of University College Cork |  |
| **Specific Criteria impacted** | **Please refer to the list of codes provided accompanying this document which are relevant to the stage of your application.** |

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| **CODE** | **√ tick** | **Time period affected** | **How Impacted – Brief Statement** |
| **TL 1** |  |  |  |
| **TL 2** |  |  |  |
| **TL 3** |  |  |  |
| **TL 4** |  |  |  |
| **TL 5** |  |  |  |
| **TL 6** |  |  |  |
| **AD 1** |  |  |  |
| **AD 2** |  |  |  |
| **AD 3** |  |  |  |
| **AD 4** |  |  |  |
| **AD 5** |  |  |  |
| **MDR 1** |  |  |  |
| **MDR 2** |  |  |  |
| **MDR 3** |  |  |  |
| **MDR 4** |  |  |  |
| **MDR 5** |  |  |  |
| **MDR 6** |  |  |  |
| **MDR 7** |  |  |  |
| **MDR 8** |  |  |  |
| **MDR 9** |  |  |  |
| **IC 1** |  |  |  |
| **IC 2** |  |  |  |
| **IC 3** |  |  |  |
| **IC 4** |  |  |  |
| **IC 5** |  |  |  |
| **IC 6** |  |  |  |
| **SK 1** |  |  |  |
| **SK 2** |  |  |  |
| **SK 3** |  |  |  |
| **DC 1** |  |  |  |
| **DC 2** |  |  |  |
| **DC 3** |  |  |  |
| **DC 4** |  |  |  |
| **DC 5** |  |  |  |

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| Provide any relevant factual information here without the inclusion of information of a sensitive nature, as there is provision for such information to be disclosed to the Chair of the relevant Admin Promotions Board. | |
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| CANDIDATE SIGNATURE - I confirm that I have discussed the above statement with my Head. | |
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| Date |  |
| HEADS SIGNATURE - I confirm that I have discussed the above statement with the candidate named. | |
| Shape  Description automatically generated with low confidence | |
| Date |  |

**CODE REFERENCE**

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| ADMIN PROMOTIONS COMPETENCIES | |
| *To assist in completion of your Personal Circumstance/ COVID-19 Impact Statement you are provided with a list of codes against the Regulation criteria. This listing is specifically set out for the purposes of facilitating the identification of impact on specific criterion. it is not a replacement for the Regulation which is your primary reference point in compiling your application.* | |
| ***Competency Areas and Related Criteria*** | |
| *Team Leadership* | |
| **TL 1** | Works with the team to facilitate high performance, developing clear and realistic objectives and addressing performance issues if they arise. |
| **TL 2** | Provides clear information and advice as to what is required of the team. |
| **TL 3** | Strives to develop and implement new ways of working effectively to meet objectives. |
| **TL 4** | Leads the team by example, coaching and supporting individuals as required. |
| **TL 5** | Places high importance on staff development, training and maximising skills & capacity of team. |
| **TL 6** | Is flexible and willing to adapt, positively contributing to the implementation of change. |
| *Analysis & Decision Making* | |
| **AD 1** | Gathers and analyses information from relevant sources, whether financial, numerical or otherwise weighing up  a range of critical factors. |
| **AD 2** | Takes account of any broader issues and related implications when making decisions. |
| **AD 3** | Uses previous knowledge and experience in order to guide decisions. |
| **AD 4** | Makes sound decisions with a well-reasoned rationale and stands by these. |
| **AD 5** | Puts forward solutions to address problems. |
| *Management & Delivery of Results* | |
| **MDR 1** | Takes responsibility and is accountable for the delivery of agreed objectives. |
| **MDR 2** | Successfully manages a range of different projects and work activities at the same time. |
| **MDR 3** | Structures and organises their own and others work effectively. |
| **MDR 4** | Is logical and pragmatic in approach, delivering the best possible results with the resources available. |
| **MDR 5** | Delegates work effectively, providing clear information and evidence as to what is required. |
| **MDR 6** | Proactively identifies areas for improvement and develops practical suggestions for their implementation. |
| **MDR 7** | Demonstrates enthusiasm for new developments/changing work practices and strives to implement these changes effectively. |
| **MDR 8** | Applies appropriate systems/ processes to enable quality checking of all activities and outputs. |
| **MDR 9** | Practices and promotes a strong focus on delivering high quality customer service, for internal and external customers. |
| *Interpersonal & Communication Skills* | |
| **IC 1** | Builds and maintains contact with colleagues and other members of the University Community to assist in performing role. |
| **IC 2** | Acts as an effective link between staff and senior management. |
| **IC 3** | Encourages open and constructive discussions around work issues. |
| **IC 4** | Projects conviction, gaining buy-in by outlining relevant information and selling the benefits. |
| **IC 5** | Treats others with diplomacy, tact, courtesy and respect, even in challenging circumstances. |
| **IC 6** | Presents information clearly, concisely and confidently when speaking and in writing. |
| *Specialist Knowledge, Expertise and Self Development* | |
| **SK 1** | Has a clear understanding of the roles, objectives and targets of self and team and how they fit into the work of the Department/Unit and the University and effectively communicates this to others. |
| **SK 2** | Has high levels of expertise and broad University knowledge relevant to his/her area of work. |
| **SK 3** | Focuses on self-development, striving to improve performance. |
| *Drive and commitment to the values of University College Cork* | |
| **DC 1** | Strives to perform at a high level, investing significant energy to achieve agreed objectives. |
| **DC 2** | Demonstrates resilience in the face of challenging circumstances and high demands. |
| **DC 3** | Is personally trustworthy and can be relied upon. |
| **DC 4** | Ensures that customers are at the heart of all services provided. |
| **DC 5** | Upholds high standards of honesty, ethics and integrity. |