FESC Guidelines

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Survey & Study Visits
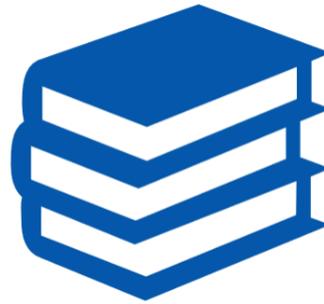
History of the Framework

How to Use the Framework

Self-Assessment Tools

Tool for Recruitment & HR Purposes

Results of surveys and study visits

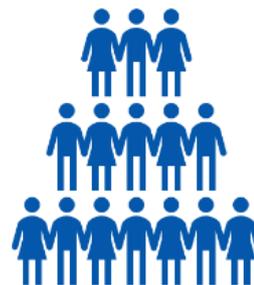Work on the Framework for Erasmus+ Staff Competences started with desk research to identify existing resources. Then two surveys were prepared, one for staff of Higher Education Institutions (HEI) and the other for students with mobility experience. The online surveys provided a sizable qualitative data, with over two thousand respondents from a wide variety of institutions. During six on-site visits important information was gathered for the development of the Framework. Both the workshops and interviews conducted with different actors involved in the internationalisation process helped test the Framework and check its applicability to different institutions.

Based on the results of the surveys and the data gathered during the study visits, a set of the most relevant competences for staff supporting the implementation of Erasmus+ in their higher education institution was identified:

- knowledge
  - ➤ about the Erasmus+ programme, procedures and own HEI
  - ➤ common understanding of internationalisation

- attitude
  - ➤ being flexible
  - ➤ being supportive
  - ➤ being accessible/available
  - ➤ being open-minded

- skills
  - ➤ language skills

- communication skills (communication within HEI and between institutions, with students)
- intercultural skills (being respectful and tactful to cultural diversity)
- digital skills
- organizational skills & stress management (efficiency, acting immediately, dealing with work overload)
- conflict management

● cross-cutting

- problem-solving skills/attitude

The feedback gathered from the surveys and the study visits is reflected in the Framework. Competences, identified as the most relevant, were similar in both the student and staff surveys and study visits. Moreover, it became visible that university staff report to face similar challenges regardless of the institution they come from, its size and structure.

From the staff input obtained, it can be concluded that International Relations Office (IRO) staff are not feeling understood by colleagues from other departments of the institution. Many respondents and interviewees highlighted the work overload, which is not always noticed by other colleagues.

Bureaucracy and a lot of varied responsibilities contribute to a high level of stress. Few trainings seem to be offered on the topic of time and stress management, as well as developing organizational skills.

The majority of interviewed HEI representatives claimed not to have any specific (Erasmus+ oriented) entry training. The learning is done mostly by doing. Most of the staff that took part in the surveys confirmed that they had participated in training activities, but only a relatively small number of these training activities were organized

by their home institutions. The trainings offered by their institutions were focused on a specific competence rather than being connected to a particular job position or tasks. The most commonly offered trainings, within institutions, were language courses and trainings on soft skills such as communication and problem-solving. IRO staff named trainings on intercultural skills, digital skills, as well as stress and conflict management as the most needed and desired. Research, surveys and interviews conducted within the FESC project, highlighted a great need for the creation of tools for quality assessment and the professional development of IRO staff. It is safe to say that as the characteristics of the Erasmus+ programme are the same for everyone, HEIs face similar types of challenges and similar competences are needed to deal with these.

By gathering student feedback, the perspective of mobility participants was obtained, which in turn led to a better understanding of their needs. That enables to put more focus on the areas that are especially important to mobile students and improving services which were deemed not satisfactory. Support offered by administrative staff can contribute to overall positive perception of the student exchange experience.

History of the Framework

Five European higher education institutions collaborated with the European University Foundation (EUF) to develop a Framework that gives a comprehensive overview of competences that are relevant for staff members in Higher Education who play a pivotal role in the implementation of their institutions' internationalisation strategies and in enabling student mobility, especially in the Framework of the Erasmus+ programme.

Over the years, the number of students who do part of study programmes abroad has increased exponentially. In response, HEIs have set up organisational units that support this type of activity and have attracted staff members who are expected to have or develop the competences to ensure that the qualitative and quantitative mobility targets of their institutions are met.

But what are the competences that these staff members need to do their jobs well? Many HEIs struggle with the recruitment of new staff members and/or with the continuous professional development that staff members need to remain equipped to function well in the dynamic world of student mobility.

The Framework for Erasmus+ Staff Competences outlines the competences (knowledge, skills and attitudes) that are relevant for staff members who have one or more tasks in supporting student mobility. It is intended as a frame of reference and a shared language that can be helpful in the recruitment of new staff members and/or in the planning of professional development of current staff members. The Framework thus hopes to contribute to the quality of international student mobility in Higher Education and to the emancipation of the work in international relations.

Development of the Framework

When creating a Framework of staff competences it is vital to have an in-depth understanding of the roles and tasks within a specific context in an institution. The task of devising the Framework was placed in the hands of experts with extensive experience in international units of their higher educational institutions. It was also decided that the Framework should cater to the needs of International Offices of institutions of different sizes, organisational schemes and internationalisation strategies. Therefore, emphasis was placed on receiving input from individuals, whose competences were analysed. The Framework was created based on the findings in two online questionnaires, one for staff members involved in student mobility management, and another one for students. The feedback was gathered on the following aspects: specific tasks perform by the staff and competences, knowledge, skills and attitudes required to successfully complete them. Moreover, getting the student perspective was seen as especially valuable as it allowed to include the expectations of the participants, who are a client and recipient of a number of IRO's actions.

To assure that the Framework is not just a product, but a tool that is widely used, it was important to make it relevant to all the actors who are to use it within the given organisation. A series of workshops and in-depth interviews with different stakeholders in the internationalisation process of selected higher education institutions were carried out. This enabled to include the perspective of institutions' management, staff of international offices, academic staff, human resources units, representatives of student organisations as well as other units within the institution that cooperate with international offices. The multitude of perspectives on the tasks

and competences, as well as, important feedback received from various actors, influenced the structure and potential usage of the Framework.

The aim was to make the Framework a universal tool, usable for a variety of actors within in the international office as well as human resources units and management of higher education institutions. The future of internationalisation of higher education was also taken into consideration as with the new Erasmus+ programme some of the tasks might change and therefore some competences might become even more crucial. The guidelines are intended to present the different usages of the Framework.

Read more about the history of the Framework

How to use the Framework

The Framework for Erasmus+ Staff Competences can be viewed and used in the traditional table format. As the document presents a complex set of tasks and competences, a user-friendly digital version of the Framework has been prepared, as well. For the sake of clarity, the Framework has been divided into distinct sets of tasks.

The first set, the policy related tasks, pertain to tasks dealing with the internationalisation ranges from setting up and maintaining international partnerships, managing finances, reporting, administration of mobility flows, participation in curriculum reform to involvement in the creation and running of international collaborative study programmes.

The second set of tasks encompasses student related tasks. The Framework uses management of student mobility within the Erasmus+ programme as the main frame of reference, but can be applied to the vast majority of mobility schemes. Student related tasks are divided into three sections that exemplify the three distinct stages of mobility management: before, during and after mobility. The tasks were derived from questionnaires, interviews and experience of Framework creators. Therefore, they reflect the common tasks performed by staff at HEIs dealing with the incoming and outgoing mobile students.

Cross-cutting tasks form the third set of tasks within the Framework. They deserve special attention, as they affect all aspects of the activity of the IRO and other units dealing with internationalisation and student mobility, in particular. Cross-cutting

tasks in mobility management range from communication and collaboration with other units within the institution, with international partners, and with student organisations, interactions with funding organisations, national authorities to managing data, creating and maintaining websites and social media presence to keeping-up to date with relevant information in higher education on both the national and international level.

It is important to note that the Framework was designed as a point of reference and not a set of prescribed rules to be used by all institutions or individuals. The Framework can be used as a whole or parts of it might be used independently depending on the user and the purpose for which the tool is being used. Members of the IRO might be interested in checking their competences in just some of the tasks that relate to their actual job. Management of an institution might look at the Framework, as a whole, to see what tasks are performed, and consequently, what competences lie within the International Office.

Each of the tasks is set against three areas: knowledge, skills and attitudes that are required to perform it well. The competences are phrased as 'can do statements' meaning that they should be read as 'a staff member performing a given task should be able to" followed by a specific skill, body of knowledge or attitude. It is essential to see individuals' potential to develop the given skills, attitudes and to gain knowledge in the areas described, and not to see the Framework as just a way to measure specific behaviours that have occurred in the past.

For each of the task the knowledge needed is divided into two categories; one pertaining to the knowledge of external conditions "knowledge of higher education in a national and global context, in particular internationalisation" and the other

"knowledge of structures, strategies & procedures of the home institution, in particular internationalisation" dealing with the information and understanding of one's own institution. The required skills are grouped into four categories. Communication skills are the skills needed when performing administrative tasks within the institution, whereas, the intercultural and language skills are commonly associated with the units dealing with the internationalisation of a given institution. Digital skills are important in all sorts of administrative tasks across any institution, but they are even more important in the international offices with the accelerated digitalisation of both the teaching and learning, and especially with the digital evolution of the Erasmus+ programme. For the purpose of the Framework, attitudes have been divided into two categories. One being "Responsiveness, pro-activity & flexibility" and the other "Confidence, empathy & openness." Attitude is important while performing any kind of a task, but it might be seen as especially important when dealing with matters related to internationalisation. That might be the case as managing student mobility, not only, requires certain attitudes towards clients and partners, but also, has the added component of dealing with issues within an international and intercultural environment. Some might argue that attitudes cannot be learned or trained, however, they can be developed indirectly when training other competences. That is one of the reasons why it is vital to identify the desired attitudes when performing specific tasks or jobs.
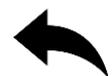
Self-Assessment Tools

The Erasmus+ Staff Competences Framework is a tool, first and foremost, for the individuals and units involved in managing student mobility, which at the majority of Higher Education Institutions are the International Offices. The main actors in managing student mobilities can use the Framework to take ownership of their own professional development process.

The Framework can be used for self-auditing purposes, so that one can assess one's own strengths and competences that need to be developed further. An international officer can either use the Framework in its static format, opt for the digital version or use the sample self-auditing forms. Several self-auditing forms were created within the scope of the project. Based on the Framework it is possible to create forms for a wide array of positions and tasks within the International Office and other units dealing with student mobility and internationalisation.

The self-auditing form is divided into three sections; knowledge, skills and attitudes; all of which are part of the Framework. The specific set is based on the tasks that the individual at the given position performs and competences that they should have. The tool was not devised as a tool for assessing staff but for the individual to carry out a self-audit, therefore there is no total score for the self-audit. In order to perform the self-audit, one should read the sentences and mark how accurate are they in describing one's knowledge, skills and attitudes. Based on that, one can identify the areas in which they are proficient and areas in which they need to develop further.

After performing a self-audit, an international officer who becomes aware of the areas that need improvement can look for ways to develop the needed competences.

The ownership of the career development process is with the persons in question, who can be proactive in their training. They can do that by different means, one of which is taking part in staff trainings funded by the Erasmus+ programme or other local, national or international funding sources. The IMOTION staffmobility.eu online platform offers a place to search for training offers from institutions across the continent. As increasing numbers of online trainings focusing on specific competences catering to the needs of a specific industry are available, it is easier to find ways to improve one's own competences.

Examples:

- Digital skills

  With the digital evolution of the Erasmus+ programme more trainings on digital skills will be required. National Agencies will probably offer trainings on matters related to the Erasmus+ programme.

- Knowledge

  Knowledge of the Erasmus+ programme. Aside from reading material such as the Programme Guide one can take part in trainings organized by the National Agency.

- Attitudes

  As training and developing attitudes on their own is rather difficult or, according to some, not possible, one can take part in trainings that would develop for example intercultural skills, which in turn may lead to greater openness.

The self-auditing function of the Framework also offers individuals a way to monitor their progress in regards to specific competences. After the initial diagnosis

and taking and working on developing areas that were lacking, one can use the self-auditing form repeatedly to see the improvements and effects of the trainings.

It is relatively easy to create self-auditing templates for different positions with the International Office or in other units dealing with internationalisation, by referring to the Framework to define the required knowledge, skills, and attitude. That can be done by the manager of the IRO or with the help of the Human Resources department, depending on the structure of the institution.

The Framework can be very useful in one's career planning and development. One example of such a sage is when looking for different job opportunities, be it within the institution or elsewhere. If a job description lists tasks to be performed, one can see whether the competences required correspond to one's strengths identified through analysing the Framework. The Framework can also be a useful tool when creating one's CV or writing a motivation letter. Presenting one's core competences acquired while working at the International Office or another unit dealing with internationalisation, provides valuable information on the skills and attitudes that could make one an asset for the potential employer. Using the Framework can help one choose terminology that will be clearly understood by recruiters.

SELF-AUDITING FORM FOR A STUDENT ADVISOR

SELF-AUDITING FORM FOR AN ADVISOR

SELF-AUDITING FORM FOR A PROGRAMME MENAGER

Tool for recruitment & HR purposes

Depending on the size and structure of a higher education institution, the recruitment and selection processes of new IRO staff are carried out by the IRO manager, the HR unit or the two jointly. The Framework was designed in order to support the recruitment processes at different stages. Firstly, it is a frame of reference that allows the IRO and HR to use the same language while describing tasks and competences, which facilitates communication between the two actors.

The Framework can be used at the stage of preparing a job announcement. When there is a vacancy at the IRO, the manager alone or in cooperation with the HR has to draft a job announcement. In order to make the recruitment process as smooth as possible, the announcement should be as clear and precise as possible to attract the most suitable candidates. The first step is to identify the tasks that the new employee will perform. As the Framework provides information on tasks covering a range of activities performed within the IRO it can be used to enumerate the tasks, especially those dealing with student mobilities. Based on the tasks selected, the knowledge, skills and attitudes required for the position can be described. Once CVs and motivation letters are submitted, the Framework can be used to check whether the applicants have the needed skills, attitudes and knowledge. That functionality of the Framework becomes even more useful at the interviewing stage. The panel interviewing applicants can use the language of the Framework to be able to communicate better.

Another process in the scope of human resources management, where the Framework might be helpful while preparing procedures for appraisals. The structure and terminology of the Framework can be employed to provide clear information on

performance expectations. The IRO manager and/or HR department should define the competences required at a certain position prior to job appraisal. That would bring more clarity and transparency regarding the skills, attitudes and knowledge that one should have at the start of performing a certain job or to develop through a variety of professional development possibilities. Using the Framework will also ease the burden on the individuals carrying out the assessment, as they will have a common frame of reference.

Professional development strategies are key in improving the quality of services as well as assuring better rates of employee satisfaction. During the lifespan of the FESC project it became apparent that at many institutions a better analysis of training needs is necessary. Feedback from IRO staff suggests that professional development possibilities are somewhat fragmented and there is a growing need for a more comprehensive approach to trainings. That is especially potent as an increasing complexity of tasks nestled within the IRO is observed, which in turn increases demands on competences of staff members. By using the Framework the units responsible for the institutions professional development strategy can identify which competences are essential. After carrying out job appraisals a needs analysis should be conducted in order to identify where improvements are needed. That would allow for the training offer to be respond to the needs and gaps. Offering customised trainings catering to the needs of the IRO staff would lead to further professionalization of that unit.

The Framework, can help to further professionalise the work of the IROs and other units dealing with internationalisation. Job assessment and professional development schemes, which will address specific issues discovered, during the assessment process, can contribute to better work performance. The possibility of self-

auditing can contribute to the higher need of self-development among IRO staff. Improving the quality of services for mobile students will in turn lead to the improvement of the overall quality of the international mobility experience. Better quality of the mobility experience is, not only desired within specific mobility programmes, but also one of key elements of any internationalisation strategy.

Conclusion

During in-depth interviews and workshops that were conducted during the lifespan of the project, both IRO staff and managers have highlighted the lack of awareness and understanding of the competences and expertise nestled within the IRO. Many IRO representatives, pointed out to the fact that the management of their institutions, other units and even the HR departments are not fully aware of the amount of work and the diversity of tasks performed at the IRO. The Framework can be shared within the institution in order to show the tasks that are performed at the IRO and the competences that are required of its staff members. The tasks listed in the Framework do not exhaust the list of all tasks at the IRO, but give an overview of the main tasks performed. Using the Framework in discussions with the management or other partners within the institution can facilitate communication and raise awareness about the extensive competences of the IRO.

Self-Assessment Tools

Student Advisor

This self-evaluation tool is aimed at student advisors on international mobility issues who have the primary responsibility to advise (mobile) students, but also other stakeholders within the institution.

Knowledge	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I know how to identify and interpret developments in the structure and situation of higher education in Europe and beyond.					
I know where to find and how to interpret research and theoretical frameworks on matters such as internationalisation of the curriculum.					
I know where to find, how to interpret and apply information on mobility programmes (ex. ECTS and relevant innovations).					
I know where to find and how to interpret my institution's structures, strategies and procedures relating to educational policy, student affairs and services.					
I understand and can interpret my institution's structures, strategies and procedures relating to quality assurance mechanisms.					
I know where to find and how to apply my institution's marketing and communication policy.					
I know where to find information on my institution's mobility schemes and possibilities.					
I am familiar with innovations in the area of mobility management such as EWP and OLA.					

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am know how to identify and interpret relevant developments in the training of intercultural and language skills.					
I know where to find and how to interpret information on matters such a travel, visas, insurance and other practical matters.					
Skills	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**
I can offer clear oral and written advice to students on mobility possibilities within their study programmes.					
I can communicate in a target group oriented manner on my institution's internationalisation strategy.					
I can communicate in a target group oriented manner about the mobility possibilities.					
I can provide students with clear instructions on procedures regarding their mobility.					
I can evaluate students' application forms and provide them with clear constructive feedback.					
I can respond to students' questions in a professional and timely manner.					
I can analyse a critical situation and report on it orally or in writing.					
I can recognize and respond immediately when a quick decision is required.					
I can communicate with international partners in a constructive and appropriate manner, both orally and in writing.					
I can anticipate, recognise and handle cultural differences between students in terms of communication and/or needs.					
I can anticipate, recognise and handle cultural differences between students regarding assistance and supervision.					
I can identify the needs and expectations of outgoing students in regards to intercultural skills.					
I am able to display sensitivity to students' personal reference frameworks.					

Skills	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I can offer assistance and guidance on intercultural matters to buddies/mentors and other individuals involved in the integration of incoming students into the institution and the local social life.					
I can successfully communicate and collaborate with my international counterparts.					
I can explain clearly matters such as the set-up of the Transcript of Records and grade conversion.					
I can use appropriate digital tools and technologies to collaborate, exchange data and information.					
I can organise, store and manage data in a structured digital environment.					
I demonstrate awareness of cultural and generational diversity in digital environments.					
I am aware of the concept of 'culture shock' and can offer assistance to incoming students to overcome it.					
I am aware of the concept of 'reverse culture shock' and can use that in supporting the reintegration of mobile students returning to my institution.					
I can give constructive feedback on the use and development of the system that is used for mobility management.					
I can write clear and credible reports.					
My foreign language skills (in most cases English) are sufficient to provide guidance to incoming international students.					
My foreign language skills are sufficient to assess the language capabilities of outgoing students.					

Attitude	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I act confidently and conscientiously, with a suitable degree if empathy and openness towards colleagues, students and other stakeholders.					
I can anticipate possible differences in perspectives and expectations of different stakeholders.					
I am responsive and accommodating towards students' actions, questions and needs.					
I demonstrate accuracy in performing my tasks.					
I am pro-active and flexible when assisting students.					
I aspire to empower students.					
I display flexibility when engaging with colleagues and students in order to pro-actively cater to the needs of mobile students.					
I am open to suggestions from different stakeholders and demonstrate confidence in their professionalism.					
I am able to divert from strict procedures when situation calls for that or in order to anticipate possible problems.					
I can demonstrate engagement with external stakeholders to pro-actively cater to the needs of mobile students.					

Advisor

This self-evaluation tool is aimed at senior advisors on internationalisation and international relations, who have the responsibility to advise institutions' management and to develop policy with regard to the internationalisation strategy of their institution.

Knowledge	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I know how to indentify and interpret developments in the structure and situation of higher education in Europe and beyond, focusing on internationalisation.					
I know where to find, how to interpret and apply information on mobility programmes (ECTS, relevant innovations etc.)					
I know where to find and can interpret information on international collaborative programmes (ex. joint programmes).					
I am familiar with and know how to interpret my institution's structures, strategies and procedures relating to educational policy, student affairs and services.					
I understand and can interpret my institution's structures, strategies and procedures relating to quality assurance mechanisms.					
I know where to find and how to apply my institution's marketing and communication policy.					
I am familiar with my institution's data management systems and other relevant IT tools.					
I know where to find and can interpret my institution's financial policy and regulations.					
I am familiar with my institutions' strategies and procedures regarding ECTS and credit recognition.					

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am familiar with my institution's strategies and procedures relating to internationalisation.					
I understand and can interpret relevant legal issues that may influence collaboration with international partner institutions.					

Skills	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I can anticipate, recognise and handle cooperation models and customs at partner institutions and potential partner institutions.					
I can anticipate, recognise and handle cultural differences in managing mobilities in terms of administration and funding schemes.					
I can communicate with international partners in a constructive and appropriate manner, both orally and in writing.					
I can handle variety in negotiation cultures and manage different expectations regarding the contents of international agreements.					
I can recognise and take into account different organisational cultures within my institution.					
I can discuss and edit the contents of international agreements.					
I can offer clear advice on the administration of collaboration agreements to different stakeholders at my institution.					
I can use appropriate digital tools and technologies to collaborate, exchange data and information.					
I demonstrate awareness of cultural and generational diversity in digital environments.					
I can organise and manage data in a structured digital environment.					
I can identify and clearly specify the requirements that need to be met by an IT system that administers mobility flows.					
I can give constructive feedback on the use and development of the system that is used for mobility management.					
I can identify and interpret information on digital innovations in the area of international mobility.					

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I can write clear and credible reports.					
I can provide information in a target group oriented manner.					

Attitude	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I can negotiate in a proactive, open minded and respectful manner.					
I act confidently and conscientiously, with a suitable degree if empathy and openness towards colleagues, students and other stakeholders.					
I am proactive in offering advice on matters relating to international collaboration and student mobility.					
I display flexibility when engaging with colleagues and students in order to pro-actively cater to the needs of mobile students.					
I act proactively to stimulate curriculum reform to enable mobility.					
I show politeness and empathy when dealing with disagreements.					
I demonstrate confidence when applying for and managing funding,					
I am open to suggestions from different stakeholders and demonstrate confidence in their professionalism.					
I am able to divert from strict procedures when situation calls for that or in order to anticipate possible problems.					
I can demonstrate engagement with external stakeholders to pro-actively cater to the needs of mobile students.					

Programme manager

This self-evaluation tool is aimed at employees responsible for the management of (EU) funded programmes.

Knowledge	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I know where to find, how to interpret and apply information on Erasmus and other mobility programmes.					
I know where to find and how to interpret my institution's structures, strategies and procedures relating to educational policy, student affairs and services.					
I understand and can interpret my institution's structures, strategies and procedures relating to quality assurance mechanisms.					
I know where to find information on my institution's mobility schemes and possibilities.					
I am familiar with innovations in the area of mobility management such as EWP and OLA.					
I am familiar with my institution's strategies and procedures relating to internationalisation.					

Skills	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I can provide students with clear instructions on procedures regarding their mobility.					
I can evaluate students' application forms and provide them with clear constructive feedback.					
I can respond to students' questions in a professional and timely manner.					
I can analyze a critical situation and report on it orally or in writing.					
I can recognize and respond immediately when a quick decision is required.					
I can communicate with international partners in a constructive and appropriate manner, both orally and in writing.					
I can anticipate, recognise and handle cultural differences between students in terms of communication and/or needs.					
I am able to display sensitivity to students' personal reference frameworks.					
I can successfully communicate and collaborate with my international counterparts.					
I can use appropriate digital tools and technologies to collaborate, exchange data and information.					
I can organise, store and manage data in a structured digital environment.					
I demonstrate awareness of cultural and generational diversity in digital environments.					
I can give constructive feedback on the use and development of the system that is used for mobility management.					
I can write clear and credible reports.					
My foreign language skills (in most cases English) are sufficient to communicate with international students and staff in my institution.					

Attitude	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I act confidently and conscientiously, with a suitable degree of empathy and openness towards colleagues, students and other stakeholders.					
I can anticipate possible differences in perspectives and expectations of different stakeholders.					
I am responsive and accommodating towards students' actions, questions and needs.					
I demonstrate accuracy in performing my tasks.					
I am pro-active and flexible when assisting students.					
I display flexibility when engaging with colleagues and students in order to pro-actively cater to the needs of mobile students.					
I am open to suggestions from different stakeholders and demonstrate confidence in their professionalism.					
I am able to divert from strict procedures when a situation calls for that or in order to anticipate possible problems.					
I can demonstrate engagement with external stakeholders to pro-actively cater to the needs of mobile students.					