

## POSITION DESCRIPTION

### POSITION INFORMATION

|                               |  |
|-------------------------------|--|
| POSITION TITLE:               | Manager, Student Centres   |
| WORK AREA POSITION CODE:      | 3STA816OVFYB   |
| FUNCTIONAL UNIT:              | Student Centres, Administrative Services Division  |
| ORGANISATIONAL UNIT:          | Student Administration Directorate   |
| CAMPUS:                       | Sydney, Melbourne or Brisbane (Variable)   |
| NOMINATED SUPERVISOR (TITLE): | Assistant Academic Registrar (Administrative Services)   |
| CURRENT CLASSIFICATION:       | HEW Level 9  |
| EMPLOYMENT TYPE:              | Continuing, Full-time  |
|                               | A period of probation may be attached to this position.  |
| REMUNERATION & BENEFITS:      | A range of generous conditions of employment and entitlements are provided to staff some of these include: generous leave conditions; flexible working conditions; comprehensive Staff Development Programs; salary packaging benefits as a rebate able employer; reward and recognition programs. |
| SUPERANNUATION:               | The University will contribute an amount equivalent to 9% or 17% of your gross annual salary to superannuation dependant on salary level, length of appointment or age.  |
| DATE DEVELOPED/ REVIEWED      | November 2012  |

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### BACKGROUND

Australian Catholic University is a publicly funded university, open to all, irrespective of religious beliefs. It is committed to a strong Catholic ethos and seeks to foster and promote teaching and learning, research and scholarship, and community engagement in the Christian tradition.

The University chooses to focus on areas of teaching and research that are closely connected with its particular character as a University that is Catholic, and that is public and national. The focus areas are Theology and Philosophy, Health, Education, the Common Good and Social Justice and Law.

The University has approximately 23,600 students and over 1,500 staff. Australian Catholic University (ACU) has six campuses: St Patrick's in Melbourne, Aquinas in Ballarat, Mount Saint Mary at Strathfield and MacKillop in North Sydney, McAuley at Banyo in Brisbane and Signadou in Canberra. The Vice-Chancellor's Office is located in North Sydney.

The structure to support this complex and national University consists of:

- Provost
- Deputy Vice-Chancellor Research
- Deputy Vice-Chancellor Students, Learning and Teaching
- Chief Operating Officer

Each portfolio consists of a number of Schools, Directorates or Institutes;

- Five Associate-Vice-Chancellors or Campus Deans that focus on the University's local presence and development of the University at the local 'campus' level;
- A Directorate of Identity and Mission that drives both the Identity and the Mission of the University and includes a number of Institutes and Directorates
- Marketing and External Relations that leads the University's marketing, student recruitment and communications functions.

The Student Administration Directorate is led by the Academic Registrar and headed by the Deputy Vice-Chancellor (Students, Learning and Teaching) consists of two core divisions:

- Administrative Services responsible for Admissions; Student Fees and Scholarships; Enrolments and Course Completions; Timetabling, Examinations and Results and Student Centres; and
- Systems responsible for Student Systems and Information Resource Management.

In addition, the Academic Registrar's office includes an Executive Officer, a Policy and Course Rules Officer and a Research, Reports and Policy Officer.

Student Administration supports the University's academic decision-making processes, and the Academic Registrar, Assistant Academic Registrars and Managers contribute to academic policy formulation and provide administrative support for student and academic-related matters.

## **POSITION PURPOSE**

Lead the Student Centres unit to deliver effective services and provision of support to students and staff across the University.

## **POSITION RESPONSIBILITIES**

- Lead and manage all Student Centre functions to ensure to efficient and effective operation and a consistent national approach on all campuses of the University, within relevant policy and procedural frameworks
- Manage Student Centre staff across six campuses, including responsibility for staff recruitment, assessing and meeting training and development requirements; performance management; leave management and casual staff requirements during peak periods.
- Establish and maintain standard operating procedures and other systems to support a consistent level of Student Centre services.
- Implement activities and communication within Student Centres to promote a culture of high level client service and of continuous improvement.
- Manage the ongoing development and utilisation of the Student Administration component of the University's Customer Relationship Management (CRM) system, including responsibility for continual maintenance and growth of the AskACU knowledge base and the production and analysis of relevant statistics and data in order to provide reports to senior management.
- Identify issues and assist to resolve in relation to the operation and functionality of the ACU student system and CRM system.
- Liaise with key areas of the University such as Marketing and External Relations, Faculties, Schools, Library, IT support, International and the Students, Learning and Teaching to resolve complex (often multi-layered) issues and provide strategic support and advice on Student Centre processes and systems and implications of future changes in policies, processes and legislation across the University
- Analyse and monitor student experience and manage feedback mechanisms, research and benchmarking activities to ensure quality assurance and continual improvement in meeting best practice in service delivery, including strategies for the development and enhancement of a range of customer service and associated skills.
- Contribute to the Senior Management team and to strategic and quality management planning, implementation and review for the Administrative Services Division and the overall Student Administration Directorate.
- Provide advice and recommendations, initiate and contribute to the development and review of Student Centre policies and procedures.
- Contribute to the development of the Student Centre annual budget and manage that budget and other resources, including the asset register and equipment requirements, in accordance with approved financial delegations.

## SELECTION CRITERIA

### Essential

1. Completion of a relevant degree, together with progress towards a postgraduate qualification; or an equivalent combination of relevant experience and education/training.
2. Highly developed interpersonal skills in order to persuade, influence, consult and negotiate effectively with a wide range of people, both internally and externally.
3. Highly developed written skills, including report and proposal writing to deliver high level rationale and recommendations.
4. Demonstrated commitment, understanding and experience in the provision of a client service culture.
5. Demonstrated analytical and planning skills, with the ability to manage short and longer term projects simultaneously and achieve desired outcomes.
6. Demonstrated experience in leading and developing staff by creating a climate in which staff want to do their best; preferably across geographically dispersed teams in an area of high workload intensity.
7. Ability to work autonomously while collaborating with multiple stakeholders.
8. Demonstrated high level IT competencies.
9. Applicants should demonstrate awareness of the University's Mission and Catholic ethos and demonstrate an understanding of how this role serves the Mission.
10. Applicants should demonstrate commitment to cultural diversity and ethical practice principles, and demonstrate knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.

Additional Information about ACU, our Organisational Structure and working at ACU can be obtained from our website [www.acu.edu.au/careers](http://www.acu.edu.au/careers).

## LEADERSHIP COMPETENCIES

The identified leadership competencies to perform effectively in the role, along with the required technical skills, knowledge and experience, will be used to assess the staff member's suitability for the role.

For a full description of the competencies at each level refer to the reference at the end of this document.

### Preserves our Essential Character

| Displays Integrity   | Delivers Excellence   | Demonstrates Interpersonal Understanding  |
|--|---|---|
| <p>Demonstrates confidence and courage in achieving ACU's Mission, Philosophy and Values.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Acts in a manner consistent with ACU Mission, Philosophy and Values</li> <li><input checked="" type="checkbox"/> 2. Acts on ACU Values even when it is hard to do</li> <li><input type="checkbox"/> 3. Acts on ACU Values even when significant cost or risk is associated with doing so</li> <li><input type="checkbox"/> 4. Creates an environment that nurtures integrity in others and the achievement of ACU's Mission, Philosophy and Values</li> </ul> | <p>Takes personal accountability for achieving high quality outcomes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Takes accountability for delivering results</li> <li><input checked="" type="checkbox"/> 2. Acts to make incremental improvements</li> <li><input type="checkbox"/> 3. Sets and works towards stretch goals</li> <li><input type="checkbox"/> 4. Takes calculated risks</li> </ul> | <p>Actively listens to understand others' thoughts, feelings and concerns.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Listens and responds appropriately to others</li> <li><input checked="" type="checkbox"/> 2. Shows genuine interest in others</li> <li><input type="checkbox"/> 3. Understands and anticipates others' emotions</li> <li><input type="checkbox"/> 4. Develops a deep understanding of others</li> </ul> |

### Works Collaboratively

| Works in Teams   | Leads and Develops Others  | Influences Effectively   |
|--|--|--|
| <p>Sees the benefit of collaboration and works cooperatively across ACU to deliver shared goals.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Co-operates</li> <li><input type="checkbox"/> 2. Seeks input</li> <li><input checked="" type="checkbox"/> 3. Collaborates</li> <li><input type="checkbox"/> 4. Builds a collaborative environment</li> </ul> | <p>Energises and develops ACU staff. Creates a climate in which our staff want to do their best.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Provides clarity</li> <li><input checked="" type="checkbox"/> 2. Enables the team to function effectively</li> <li><input type="checkbox"/> 3. Engages and empowers the team</li> <li><input type="checkbox"/> 4. Communicates a compelling vision and sense of purpose</li> </ul> | <p>Gains the support of others for courses of action that benefit the University.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Communicates based on facts and logic</li> <li><input checked="" type="checkbox"/> 2. Tailors approach to the audience or situation</li> <li><input type="checkbox"/> 3. Influences others using appropriate communication strategies</li> <li><input type="checkbox"/> 4. Uses complex influencing strategies</li> </ul> |

### Leads our Future Success

| Displays Business Acumen   | Demonstrates Confidence   | Leads Change   |
|--|---|--|
| <p>Recognises that ACU is a business and seizes opportunities to improve the commercial viability of the University.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Understands the importance of commercial success</li> <li><input checked="" type="checkbox"/> 2. Demonstrates some awareness of commercial implications</li> <li><input type="checkbox"/> 3. Focuses on commercial outcomes</li> <li><input type="checkbox"/> 4. Creates new commercial opportunities for ACU</li> </ul> | <p>Displays the inner confidence to take risks and make timely and effective decisions. Shows confidence in own judgment and actions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Acts confidently</li> <li><input checked="" type="checkbox"/> 2. Displays self belief</li> <li><input type="checkbox"/> 3. Stands up for own views</li> <li><input type="checkbox"/> 4. Shows great courage</li> </ul> | <p>Displays openness and resilience to change, inspires others to change and acts to make change happen.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Accepts and understands change</li> <li><input checked="" type="checkbox"/> 2. Adapts working practices</li> <li><input type="checkbox"/> 3. Advocates for change</li> <li><input type="checkbox"/> 4. Prepares the ground for change</li> </ul> |

# ACU Leadership Competency Framework (reference)

## Preserves our Essential Character

### Displays Integrity

*Demonstrates confidence and courage in achieving ACU's Mission, Philosophy and Values.*

**1. Acts in a manner consistent with ACU Mission, Philosophy and Values**

- Understands and can articulate ACU's Mission, Philosophy and Values
- Takes pride in being trustworthy
- Deals with others in an open and honest manner that fosters trust
- Talks without judgment

**2. Acts on ACU Values even when it is hard to do**

- Confidently represents ACU's Mission, Philosophy and Values where there is divergence
- Conveys compassion and honesty in difficult situations and even when it may hurt a trusted relationship
- Recognises own mistakes and publicly admits to having made them
- Recognises and acknowledges ACU Mission in action
- Encourages growth in understanding and commitment to the ACU Mission

**3. Acts on ACU Values even when significant cost or risk is associated with doing so**

- Challenges influential persons or those in senior positions to act on ACU Values or for displaying unprofessional or unethical behaviour
- Is honest with others where there is a personal cost or risk involved
- Makes sure there is full disclosure, mentioning the costs or drawbacks and the advantages of a situation
- Consistently models and makes decisions aligned with ACU Mission, Philosophy and Values

**4. Creates an environment that nurtures integrity in others and the achievement of ACU's Mission, Philosophy and Values**

- Generates excitement, enthusiasm and commitment to ACU Mission, Philosophy and Values that encourage growth in understanding and commitment to the ACU Mission
- Makes sure that decision making within work groups fosters achievement of the ACU Mission
- Sets high standards for University-wide integrity, including speaking out in instances where behaviours are inconsistent with the ACU Mission
- Employs processes that help people integrate ACU Values in their decision making

### Delivers Excellence

*Takes personal accountability for achieving high quality outcomes.*

**1. Takes accountability for delivering results**

- Has a 'can do' attitude at all times
- Sticks with assigned roles and tasks until completion – does not give up easily
- Expresses determination to do the task well or right

**2. Acts to make incremental improvements**

- Takes action or recommends ways to improve performance without being directed to do so
- Makes specific changes to improve performance
- Looks for new or better ways of doing things

**3. Sets and works towards stretch goals**

- Sets stretch goals/targets (challenging but achievable) with relevant metrics for self and others; works hard to meet them
- Identifies opportunities to exceed goals and works towards them, even in difficult circumstances
- Sets out to achieve something that has not been done before
- Defies inertia and conventional wisdom to make change happen

**4. Takes calculated risks**

- Consistently makes decisions, sets priorities or chooses goals based on an explicit consideration of the costs, benefits and risks
- Evaluates where things could go wrong, thinks through all the contingencies and then takes a calculated risk to achieve long-term improvement
- Commits significant resources, and/or time, in the face of uncertainty to achieve significant, quantified benefits for the University

### Demonstrates Interpersonal Understanding

*Actively listens to understand others' thoughts, feelings and concerns.*

**1. Listens and responds appropriately to others**

- Pays attention and listens
- Takes time to build rapport
- Respects others and how they are feeling

**2. Shows genuine interest in others**

- Has awareness of and relates to people from diverse backgrounds
- Sees things from other people's perspectives
- Shows genuine interest in the feelings, needs and concerns of others
- Seeks to understand both what the person says and how they feel

**3. Understands and anticipates others' emotions**

- Anticipates how people will feel and act, based on actively listening to them
- Awareness of and responsive to the emotional states and responses of others
- Takes into account people's different styles, personalities, and their unspoken thoughts and feelings

## ACU Leadership Competency Framework (*reference*)

### 4. Develops a deep understanding of others

- Develops a deep understanding of other people's ideas, behaviour and perspectives
- Recognises the underlying or long-term causes of behaviour
- Continually updates, refreshes and checks the accuracy of own understanding
- Understands others who are different from oneself, recognising excellence when it looks different from what one expected

## Works Collaboratively

### Works in Teams

*Sees the benefit of collaboration and works cooperatively across ACU to deliver shared goals.*

#### 1. Co-operates

- Sees success as University-wide, rather than focusing solely on the success of own work unit/directorate/faculty or location
- Is a team player; shares information and sees the benefits of working as a team
- Keeps others informed and up-to-date about what is happening
- Promotes a friendly, cooperative environment

#### 2. Seeks input

- Genuinely values the input, expertise and experience of others
- Recognises and rewards the contributions of others
- Asks others for their views and opinions when making decisions and plans
- Seeks to understand the perspectives of others

#### 3. Collaborates

- Forges connections and maintains effective relationships across the University
- Considers the impact of decisions/priorities for other work units/directorates/faculties or locations
- Supports wider University initiatives
- Puts the goals of the University ahead of individual needs/wants

#### 4. Builds a collaborative environment

- Builds an environment of collaboration across the University by promoting shared goals
- Shares resources and expertise to achieve overall ACU objectives and encourages others to do the same
- Sees and works towards possible synergies across the whole University

### Leads and Develops Others

*Energises and develops ACU staff. Creates a climate in which our staff want to do their best.*

#### 1. Provides clarity

- Engages in regular communication with staff and provides rationale for decisions
- Identifies clear work priorities for the team
- Gives specific instructions and/or on the job training

#### 2. Enables the team to function effectively

- Creates the right conditions to enable the team to perform at its best – e.g. provides appropriate structure, hires appropriate people, supports attendance at induction, conducts teamwork meetings/activities, manages performance with fairness (career development), awareness of workload implications
- Celebrates success, openly recognises individual and team achievement and gives credit where credit is due
- Delegates; pushes tasks and decisions down without deferring responsibility
- Supports team members, especially during difficult times, e.g. takes time to discuss their concerns and answer their questions

#### 3. Engages and empowers the team

- Empowers the team by giving real ownership for delegated activities
- Clearly and consistently communicates the key priorities and how they link to ACU's strategy
- Gives specific constructive feedback for developmental purposes
- Has high visibility as a leader beyond locational boundaries

#### 4. Communicates a compelling vision and sense of purpose

- Provides a clear vision of ACU future success which is compelling and engaging
- Believes in the vision and inspires confidence in the vision
- Talks about possibilities; is optimistic about the future
- Provides in-depth mentoring, coaching or training

### Influences Effectively

*Gains the support of others for courses of action that benefit the University.*

#### 1. Communicates based on facts and logic

- Uses analysis, data, research and concrete examples to present arguments and recommendations
- Communicates a similar argument to various parties rather than adapting to meet their specific needs
- Writes and speaks clearly and concisely
- Conveys facts, concepts and technical information using terms that most people can understand

## ACU Leadership Competency Framework (*reference*)

### 2. Tailors approach to the audience or situation

- Adapts style, language and context to suit the audience
- Anticipates and prepares for others' reactions
- Listens to and is sensitive towards others' agendas, concerns, interests and views; adapts approach accordingly
- Tries a different approach if the first attempt to gain buy-in fails

### 3. Influences others using appropriate communication strategies

- Uses chains of influence – e.g. asks A to persuade B who will persuade C
- Uses third parties to persuade
- Takes two or more steps to influence, with each step tailored to the specific audience
- Responds appropriately to feedback in real time; can “think on their feet” when seeking to influence others

### 4. Uses complex influencing strategies

- Thinks through how to influence over time and develops deliberate influencing strategies
- Builds a breadth of internal and external relationships, networks and alliances and leverages these to build and sustain support
- Builds support for ideas through informal stakeholders
- Uses an in-depth understanding of the interactions within a group to move towards a specific outcome

## Leads our Future Success

### Displays Business Acumen

***Recognises that ACU is a business and seizes opportunities to improve the commercial viability of the University.***

#### 1. Understands the importance of commercial success

- Understands that ACU is a business that obliges leaders to think commercially
- Works as directed towards financial goals – does not waste financial or other resources
- Treats ACU resources as if they were their own; asks how can they make every dollar count

#### 2. Demonstrates some awareness of commercial implications

- Shows basic understanding of how resources (time, materials, staffing etc) link to commercial outcomes
- Works to achieve budget or control costs
- Understands the costs and profit drivers of own work unit/directorate/faculty or location and how own area contributes to ACU's broader commercial success

#### 3. Focuses on commercial outcomes

- Identifies ways to improve effectiveness of own work unit/directorate/faculty or location
- Applies financial and risk assessment techniques to evaluate commercial opportunities
- Focuses on ways to improve profitability and efficiency
- Mobilises resources to capitalise on present and future opportunities
- Looks at external benchmarks – e.g. what other universities are doing to improve commercial success

#### 4. Creates new commercial opportunities for ACU

- Generates new profit-making initiatives while applying the disciplines of risk and return criteria
- Drives and encourages commercial behaviour within the University
- Creates new commercial opportunities through cross-unit collaboration or external partnerships
- Finds new ways to maximise profitability and efficiency
- Takes a University-wide view of potential commercial opportunities

### Demonstrates Confidence

***Displays the inner confidence to take risks and make timely and effective decisions. Shows confidence in own judgment and actions.***

#### 1. Acts confidently

- Makes appropriate decisions without asking others
- Acts quickly in uncertain situations; is decisive
- Presents self confidently

#### 2. Displays self belief

- Explicitly states confidence in own judgment or abilities, and has the track record to back this up
- Speaks of own strength and capabilities based on realistic self assessment
- Expresses opinion openly

#### 3. Stands up for own views

- Stands up for own views under pressure – e.g. in a conflict or with powerful others
- Remains composed even when challenged
- Is prepared to be the lone voice; stops excessive debate and makes an informed decision
- Confidently takes on and seeks out challenging opportunities

#### 4. Shows great courage

- Willingly takes on extremely challenging tasks
- Holds out for what is believed to be right for the University even when significant risk is associated
- Takes well-considered and ethical entrepreneurial risks to drive sustainable business results
- Monitors situation and takes action to mitigate risks

## ACU Leadership Competency Framework (*reference*)

### Leads Change

*Displays openness and resilience to change, inspires others to change and acts to make change happen.*

#### 1. Accepts and understands change

- Listens with an open mind to others when they propose new solutions and different ways of doing things
- Demonstrates willingness to change ideas or perceptions based on new information or ideas
- Recognises the driver for change: internal/external

#### 2. Adapts working practices

- Makes changes to the way in which work is carried out but not what needs to be done – i.e. changes how to accomplish the goal or outcome
- Challenges the status quo; is not constrained by routine and the way things have always been done
- Cascades the impact of a change into working practices and processes for the staff in a work unit/directorate/faculty or location

#### 3. Advocates for change

- Encourages others to be flexible and understand the impact of and benefits of change
- Is enthusiastic and energetic about potential changes
- Presents the business case for change
- Uses both logical and emotional reasoning to gain the buy-in of others
- Communicates the need for change/driver of change

#### 4. Prepares the ground for change

- Inspires others to embrace change with enthusiasm and energy
- Champions and facilitates the development of highly innovative ideas
- Creates a sense of urgency for change when appropriate
- Anticipates and take actions to address the emotional impact of change
- Recognises and reinforces the behaviours of those who embrace the change