



**The Mico University College**  
DO IT WITH THY MIGHT

# CORE VALUES & COMPETENCIES FRAMEWORK

EFFECTIVE: SEPT. 2018

1a Marescaux Road  
Kingston 5, Jamaica  
[themico.edu.jm/policies](http://themico.edu.jm/policies)



## The Mico University College

## CORE VALUES &amp; COMPETENCIES FRAMEWORK

<b>Office of Accountability:</b>	Office of the Vice President – Academic Affairs
<b>Office of Administrative Responsibility:</b>	Deans of Faculties
<b>Document Number:</b>	Mico.Aca.Fr.18.002
<b>Date Policy Created:</b>	May 2018
<b>Effective Date of Policy:</b>	September 2018
<b>Policy Prepared by:</b>	Curriculum Unit
<b>Position of Policy Preparer:</b>	Academic Unit
<b>Date of This Revision:</b>	August 2018
<b>Date Accepted by Academic Board</b>	September 5, 2018
<b>Authorized by:</b>	
	President and Chairman of Academic Board
<b>Date Approved by the Board of Directors:</b>	
<b>Authorized by:</b>	
	Pro-Chancellor and Chairman of the Board
	Chairman of the Sub-Committee
<b>Version:</b>	04
<b>Web Location of Document (Latest Version):</b>	
<a href="https://themico.edu.im/oga/documents/policies/Core%20Values%20and%20Competencies%20Framework.pdf">https://themico.edu.im/oga/documents/policies/Core%20Values%20and%20Competencies%20Framework.pdf</a>	
<b>APPROVED</b>	



## CHANGE HISTORY

DATE OF CHANGE	NATURE OF CHANGE	REVIEWER(S)
May 2018	Original framework drafted.	D. Minott
July 2018	Review and updates.	Deans Committee
August 2018	Reviews and updates.	C. Flowers (MOE)
Sept. 2018	Approved by Academic Board.	Academic Board
Oct. 2019	Minor text adjustments; new policy template added.	R. Wright

*For more information about policy development, consult the Policy Formulation and Management Policy on The Mico website at [themico.edu.jm/policies](http://themico.edu.jm/policies).*



## Table of Contents

1. Introduction and Rationale.....	5
2. What is the Institutional Framework: Core values and Competencies?.....	5
3. Alignment with The Mico Strategic Goals and Guiding Principles .....	6
4. Application of the Framework.....	6
5. The Assessment Framework.....	6



## 1. Introduction and Rationale

This framework was developed by The Mico University College Curriculum Unit. With the many issues that the Jamaican society is being bombard with, there are signs that these are being filtered into the educational institutions at all levels. To combat this, The Mico saw the need to be more vigilant in transformation of members of the community in contributing to change. That is preparing “[leaders] with ... moral and values to be [reflexive] leaders in an ever changing complex world” (Self-study of The Mico University College, p. 20, 2017).

The Mico value proposition for the University status document highlights that The Mico brand is supported by four important pillars; Leadership, service to others, integrity and excellence in performance. These are the core values that guide the institution’s operations. This framework serves as a tool that allows for the core values to become living, breathing principles in the institution. This can be achieved by promoting the growth and development of members of the community to represent the idealized behaviour, and to become leaders of change in and outside the institution.

## 2. What is the Institutional Framework: Core values and Competencies?

This Institutional Framework focuses on the core values of The Mico University College. It attempts to express the required behavioural standards that are expected of all staff and students and as such focuses on the institution’s core values. The core values are what presently guide the institution’s operations. They are also shared beliefs that guide all members of the community on how to act inside and outside of the institution.

The Mico framework offers an inventory of the expected behavioural standards and attitudes that is divided into four domains.

Each domain represents one of the four core values of The Mico:

**Domain 1:** Leadership and Teamwork

**Domain 2:** Service to others (Community Service)

**Domain 3:** Academic Excellence

**Domain 4:** Integrity

For each domain there is a brief definition of the different standards and a list of competencies. For each of the competencies there is a set of positive indicators showing how they are measured. The core values apply to all Mico staff of different functions and levels. As part of the core values and competencies framework there is an assessment framework.



### 3. Alignment with The Mico Strategic Goals and Guiding Principles

This framework is designed to support The Mico's philosophy, mission, vision and strategic goals.

### 4. Application of the Framework

The Competency Framework can:

- a) Assist the institution quality assurance office to set standards and develop assessment tools for institutional evaluation self-study exercise.
- b) Serve as a guide in monitoring staff and students' growth.
- c) Serve as a reference document for faculty in the writing of learning objectives for program documents, course outlines, lessons, rubric
- d) Direct HR processes such as a
  - Job descriptions that list the relevant competencies for each job position
  - Recruitment process
  - Career development
  - Appraisal

### 5. The Assessment Framework

The assessment framework serves as a tool for use by:

- Quality assurance assessment office for institution's self-study exercise
- Faculty, Units and Departments
  - o to generate data on how programmes, courses are e aligned with the institutional core values
  - o Assess pre service teachers' professional development.
  - o Plan for professional development

***NB: Departments and units can add indicators where necessary, if this is done the necessary adjustments must be made to assessment instrument, this is to ensure accuracy of scoring.***

**Domain 1: Leadership and Teamwork**

<b>Standard 1: Ability to professionally develop the next generation of innovative and critical thinking entrepreneurs who possess the capacity to identify existing opportunities, challenges and problems in our society as well as providing sustainable solutions to the numerous problems and challenges our society faces.</b>	
<b>Competencies</b>	<b>Indicators</b>
Teamwork	Pursuing opportunities for professional collaboration within and beyond the school. A willingness to: <ul style="list-style-type: none"><li>- cooperate with and support peers or team members</li><li>- share information with others</li><li>- affirm or applaud the positive behaviours and or contribution of learners to the ....</li><li>- speaks positively of team members</li><li>- valuing the perspectives of others</li></ul>
Creative thinking	<ul style="list-style-type: none"><li>- Creating a variety of solutions from multiple options (Flexibility)</li><li>- Creating new or unique ways of solving problems (Originality)</li><li>- Enhancing an idea or concept for understanding (Elaborateness)</li><li>- <a href="http://www.creativitycards.net/flexibility-fluency-originality.html">http://www.creativitycards.net/flexibility-fluency-originality.html</a></li></ul>
Innovativeness	Taking the opportunity to use one's knowledge and skills to discover, create and develop ideas that can assist in making informed decisions and taking appropriate actions. <ul style="list-style-type: none"><li>- propensity to be inventive</li><li>- open to new ideas</li><li>- advice and share information requested by others</li><li>- improvise in the absence of obvious answers</li><li>- develop original solution(s) to challenges or problems</li></ul>
Entrepreneurship	Using creative, innovative and planning skills to convert ideas into action. Leading and motivating with an ethical innovative spirit.
Reflective- reflexive thinking	Reflecting on and using a variety of perspectives to assess thoughts and action. Critically analysing information in order to draw conclusions and make decisions. Demonstrating intellectual honesty, fairness and impartiality
Communication <ul style="list-style-type: none"><li>- Compassion</li><li>- Directness</li><li>- Respect</li></ul>	Using effective verbal and written communication with various digital tools. Using effectively non-verbal communication techniques Using different instructional media and technology to interact with the colleagues.



**Domain 2: Service to others (Community Service)**

<b>Standard 2:</b> Ability to encourage habits of caring, civic and social responsibility, leadership, and engagement by incorporating the idea of volunteerism in the teaching learning experience and by emphasizing and encouraging the connection between excellence, leadership, service and development for our constituents.	
Competencies	Indicators
Interacts with the community (Volunteerism)	Participating in education related community services and voluntary work
Caring	Responding positively to those with special needs Listening with care and tolerance in order to comprehend and learn from others
Collaboration	Working effectively in teams online or in a physical space: <ul style="list-style-type: none"><li>• Building and sustaining professional networks for sharing of knowledge, skills, tools etc.</li><li>• Interacting to enable knowledge exchange for effective workflow or to influence agreed positive change</li><li>• Behave in ways that build organizational trust</li></ul> Working with diverse group in order to successfully accomplish tasks
Citizenship	Working with others in a respectful and appropriate manner on campus and in the community. Volunteering to share your knowledge and skills to others.



**Domain 3: Academic Excellence**

<b>Standard 3: Ability to engage in learning experiences that challenge one's expectations, broaden horizons, and transform one into lifelong learner and innovator in a supportive learning community.</b>	
<b>Competencies</b>	<b>Indicators</b>
Alignment of teaching and learning experience with the institutions' standards	Utilizing teaching learning strategies that are aligned with the institution's standards, learning outcomes and competency framework.  Incorporating deliberately the institution's core values into the teaching learning experience.
Research, Critical thinking, Problem solving and Decision making	Deducing and critically analysing information in a bid to solve problems, make decisions and take actions.
Inclusive learning environment	Using and integrating technology effectively to maximise students learning. Adapting the teaching learning activities for the benefit of students with special learning needs (e.g. the gifted). Planning lessons utilizing effectively various approaches to engage all learners.
Content knowledge	Demonstrating and confidently manipulating subject content beyond the level they are expected to facilitate.

**Domain 4: Integrity**

<b>Standard 4: Ability to demonstrate the ethical attributes of honesty, fair play, trustworthiness and respect for self and others.</b>	
<b>Competencies</b>	<b>Indicators</b>
Open civil discourse	Encouraging others to share their views Keeping all informed and in a timely manner
Respectful listening	Using active listening to display openness and to understanding of different viewpoints
Respect for self and others	Demonstrating consistently honesty and fairness in the treatment of self and others.
Morally responsible leaders	Demonstrating ethical and responsible behaviour on and off campus. Acting with respect for The Mico University College's rules and regulations at all times.
Accountability	Encouraging transparency on the campus or in the community when it is appropriate Showing discretion and practicing confidentiality on campus and in the community when it is required.



## Assessment Instrument

Competencies	1 Needs substantial improvement	2 Needs some improvement	3 Meets expectations	4 Exceeds expectations	Comments
<b>Leadership and Teamwork</b>					
Teamwork					
Creative thinking					
Innovativeness					
Critical thinking and Problem solving					
Entrepreneurship					
Reflective reflexive thinking					
Communication					
<b>Total Average Score:</b>					
<b>Service to others (Community Service)</b>					
Interacts with the community (Volunteerism)					
Caring					
Collaboration					
Citizenship					
<b>Total Average Score:</b>					



Competencies	1 Needs substantial improvement	2 Needs some improvement	3 Meets expectations	4 Exceeds expectations	Comments
<b>Academic Excellence</b>					
Alignment of teaching and learner with the institutions standards					
Research, Critical thinking, Problem solving and Decision making					
Innovativeness					
Content knowledge					
<b>Total Average Score:</b>					
<b>Integrity</b>					
Open civil discourse					
Respectful listening					
Respect for self and others					
Freedom of thought and expression					
Morally responsible leaders					
Accountability					
<b>Total Average Score:</b>					

**How to calculate rating per section:**

Add all the ratings in each section > Divide the total rating by the number of items listed in the section (The number you receive will give you the overall rating for each of the sections) > Record the score in the space provided > Find the percentage (%) > Use scale to interpret score

**Scale Interpretation:**

The rating scale is from 1-4, with 1 being the lowest (needs substantial improvement), and 4 being the highest (Exceeds expectations).

1 - Needs substantial improvement (0 - 29%)

2 - Needs some improvement (30-59%)

3 - Meets expectations (60- 89%)

4 - Exceeds expectations (90 – 100%)