DAR ES SALAAM INSTITUTE OF TECHNOLOGY (DIT)

INSTITUTIONAL COMPETENCY FRAMEWORK DEVELOPMENT REPORT

Strengthening institutional performance through competency-based transformation and human-centered leadership

A comprehensive institutional transformation report designed to strengthen competency-based systems, leadership capability, workforce performance, and organisational excellence within Tanzania's technical higher education sector.

Prepared

for
Dar es Salaam Institute of Technology (DIT)
&
United Nations Development Programme (UNDP), Tanzania

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LIST OF ABBREVIATIONS

Abbreviation	Full Meaning
AI	Artificial Intelligence
AU	African Union
CBET	Competency-Based Education and Training
CC	Core Competency
DIT	Dar es Salaam Institute of Technology
FGD	Focus Group Discussion
HR	Human Resources
HRM	Human Resource Management
ICT	Information and Communication Technology
ISO	International Organization for Standardization
MEL	Monitoring, Evaluation, and Learning
ML	Managerial and Leadership Competency
RESPECT	Responsiveness, Exceptional Service, Student-Centeredness, Professionalism, Excellence, Commitment, Transparency
SOP	Standard Operating Procedure
TF	Technical and Functional Competency
TF-A	Academic and Teaching Function Competencies
TF-AD	Administrative Function Competencies
TF-S	Supporting and Operational Function Competencies
TF-T	Technical and Laboratory Function Competencies
TOR	Terms of Reference
UNDP	United Nations Development Programme

ACKNOWLEDGEMENTS

The development of this Competency Framework Report was made possible through the collective commitment, active participation, and valuable contributions of numerous individuals and stakeholders whose expertise, institutional experience, and strategic insights enriched every stage of the competency framework development process.

Dar es Salaam Institute of Technology extends its sincere appreciation to the United Nations Development Programme (UNDP) Tanzania for its strategic partnership, financial support, and continued commitment to strengthening competency-based institutional transformation, graduate employability, and human capital development within Tanzania's higher education sector. This collaboration reflects a shared vision of promoting institutional excellence, workforce readiness, and sustainable development through competency-based systems and practices.

Special appreciation is extended to the Rector and Senior Leadership of DIT for their strong institutional support, openness to transformational processes, and active engagement throughout the assignment. Their participation in workshops, Focus Group Discussions (FGDs), competency mapping exercises, and stakeholder consultations demonstrated leadership commitment and reinforced the strategic importance of this initiative across the institution.

The Institute further acknowledges the invaluable contributions made by academic staff, administrative staff, technical officers, supporting staff, student representatives, departmental representatives, workshop facilitators, UNDP student ambassadors, Focus Group Discussion leaders, and recorders who participated throughout the exercise. The openness, professionalism, critical reflections, and collaborative engagement demonstrated by participants significantly enhanced the quality, relevance, authenticity, and analytical depth of the findings and recommendations presented in this report.

This assignment was technically led and the report authored by Dr. Rhoda Bennet, a specialist in competency framework development and organisational transformation with over 22 years of experience supporting workforce modernisation, leadership capability strengthening, and institutional development across public sector, development, and higher education institutions in Africa and Asia. Dr. Bennet holds a Doctorate in Human Resource Management from the University of Hertfordshire (2025).

The participatory and collaborative methodology adopted throughout this assignment reflects a shared institutional commitment to strengthening technical excellence, leadership effectiveness, organisational accountability, student employability, workforce readiness, and sustainable institutional transformation within DIT and the broader higher education landscape of Tanzania.

The development of this Competency Framework Report was made possible through the sustained collaboration, active participation, and institutional commitment of a wide range of stakeholders whose contributions of expertise, operational experience, strategic insight, and contextual knowledge enriched every dimension of the competency development process.

EXECUTIVE SUMMARY

This report presents the findings, analytical conclusions, and the proposed Institutional Competency Framework for the Dar es Salaam Institute of Technology, developed with strategic support from the United Nations Development Programme. The assignment forms part of broader institutional transformation efforts aimed at strengthening competency-based education, leadership effectiveness, workforce capability, graduate employability, and institutional performance within Tanzania's technical higher education sector..

The initiative was undertaken in recognition that technical expertise and academic qualifications alone are no longer sufficient to guarantee institutional excellence, workforce competitiveness, or graduate readiness in an increasingly dynamic, technology-driven, and globally interconnected environment. Modern institutions require integrated competencies that combine technical capability with behavioural effectiveness, emotional intelligence, ethical conduct, innovation, adaptability, leadership capability, and student-centered service delivery. The framework, therefore, positions competency not merely as knowledge or skills, but as the integrated application of knowledge, behaviour, values, attitudes, and professional conduct that enables superior institutional performance.

The framework development process adopted a participatory, evidence-based, and institutionally grounded methodology involving Focus Group Discussions (FGDs), competency mapping workshops, activity-based competency exercises, institutional document reviews, stakeholder consultations, and post-workshop reflections. The process engaged representatives from academic, technical, administrative, leadership, operational, and student constituencies across the institution, generating rich qualitative evidence grounded in DIT's operational realities. One of the most important outcomes of the process itself was the transformation in participant understanding of competency from a narrow technical interpretation toward a broader appreciation of behavioural, relational, leadership, and human-centered dimensions of performance.

Figure 1. *Group photo of UNDP Resident Representative Shigeki Komatsubara and DIT staff during the workshop.*

The findings revealed that DIT possesses significant institutional strengths, particularly its strong technical identity, practical orientation through the Teaching Factory model, commitment to competence-based education, and deeply rooted institutional values articulated through the RESPECT framework. At the same time, the analysis identified important institutional capability gaps requiring systematic strengthening. Communication emerged as the most critical competency priority across all stakeholder groups, followed closely by integrity, teamwork, accountability, emotional intelligence, leadership accessibility, staff motivation, recognition systems, adaptability, and digital capability. Participants consistently emphasized the need for more human-centered leadership, improved communication systems, enhanced staff recognition, stronger interdepartmental collaboration, and increased institutional responsiveness to both staff and student needs.

The report further highlights several critical institutional realities that must be addressed to sustain long-term transformation. These include leadership and communication barriers, departmental silos, inconsistencies in accountability systems, gaps in digital literacy, structural operational constraints, and concerns regarding equity, transparency, and staff motivation. Importantly, the report does not present these realities as institutional weaknesses alone, but as opportunities for purposeful institutional learning and transformation. The findings demonstrate that DIT possesses both the technical foundation and the institutional willingness necessary to implement meaningful competency-based reform.

The proposed DIT Institutional Competency Framework is structured around three interrelated domains

1. Core Competencies universal behavioural and professional expectations applicable to all staff;
2. Managerial and Leadership Competencies capabilities required for supervision, institutional direction, people management, and transformational leadership; and
3. Technical and Functional Competencies role-specific knowledge, technical expertise, and operational capability across academic, technical, administrative, and support functions.

For each competency, the framework provides competency definitions, institutional rationale, behavioural indicators, proficiency levels, assessment approaches, and recommended integration pathways into institutional systems. The framework is intentionally designed not merely as an HR instrument, but as an integrated institutional transformation architecture capable of aligning recruitment, performance management, leadership development, succession planning, curriculum systems, student employability, organisational culture, and institutional accountability under a common capability vision.

To support implementation, the report proposes a phased 24-month institutionalisation roadmap covering leadership engagement, institutional validation, systems integration, curriculum embedding, staff development, monitoring, and continuous improvement. The report also

provides a Monitoring, Evaluation, and Learning (MEL) framework intended to ensure sustainability, accountability, and long-term institutional ownership of the competency agenda.

Ultimately, this report positions the competency framework as a strategic tool for institutional transformation, capable of strengthening organisational effectiveness, workforce capability, leadership excellence, student readiness, and institutional competitiveness within Tanzania's evolving higher education landscape. It is submitted to DIT and UNDP as both a practical operational guide and a long-term institutional capability model designed to support sustainable human-centered institutional transformation.

CHAPTER 1

INTRODUCTION

1.1 Background and Institutional Context

The Dar es Salaam Institute of Technology (DIT) is one of Tanzania's leading technical higher learning institutions, mandated to provide competence-based technical education, applied research, innovation, consultancy services, and technology development in response to national industrial and societal needs. Established in the 1950s as the Dar es Salaam Technical Institute and later, through an Act of Parliament in 1997, transformed into its current institutional status, DIT has evolved into a strategic national institution supporting Tanzania's industrialization, technological advancement, and workforce development agenda.

DIT's institutional vision articulates a bold and purposeful ambition *"To become the leading technical education institution in addressing societal needs."* Its mission, "To provide competence-based technical education through training, research, innovation and development of appropriate technology", reflects a founding commitment to integrating theoretical rigour with practical application. The institution further operates under the **RESPECT** institutional values framework, embodying

R — Responsiveness
E — Exceptional Service
S — Student-Centeredness
P — Professionalism
E — Excellence
C — Commitment
T — Transparency

These values are not merely aspirational statements; they represent the behavioural foundations upon which this competency framework is anchored. Indeed, a central thesis of this report is that the RESPECT framework already contains the seeds of a robust institutional competency culture, one that requires systematic development, behavioural articulation, and integration into institutional processes to be fully realised.

1.1.1 Problem Statement

Despite DIT's strong technical identity, practical orientation, and institutional achievements, the institutional analysis conducted for this assignment revealed several systemic and organisational challenges that affect institutional performance and long-term competitiveness. These include

fragmented communication systems, inconsistent accountability practices, leadership accessibility gaps, uneven staff recognition and motivation systems, weak cross-departmental collaboration, limited integration of behavioural competencies, and growing pressures to adapt to digital technologies. While technical expertise across departments remains a major institutional strength, the findings demonstrate that technical capability alone is insufficient to sustain institutional excellence in an increasingly complex higher education environment.

Globally, higher education institutions are undergoing significant transformation driven by the Fourth Industrial Revolution, digital transformation, artificial intelligence, changing labour market expectations, and the growing demand for employability-oriented education systems. Institutions are increasingly expected not only to produce technically competent graduates but also adaptable, innovative, ethically grounded, emotionally intelligent, and entrepreneurial professionals who can thrive in rapidly evolving economies. As a result, competency-based institutional systems are becoming central to higher education reform globally.

Within Tanzania and across Africa, this transformation aligns closely with national and continental development priorities, including

- Tanzania Development Vision 2050;
- National industrialisation and digital economy strategies;
- Competency-Based Education and Training (CBET) reforms;
- Public sector modernisation and accountability agendas;
- Graduate employability and entrepreneurship priorities; and
- The African Union Agenda 2063 vision for a skilled and innovation-driven Africa.

In this context, competency frameworks have emerged as strategic institutional tools for aligning human capital capability, organisational culture, leadership effectiveness, curriculum systems, workforce readiness, and institutional performance under a common capability architecture. Modern competency frameworks no longer focus solely on technical skills; they integrate behavioural competencies, leadership capabilities, emotional intelligence, an orientation to innovation, ethical conduct, digital literacy, and student-centred service delivery into institutional systems.

For technical higher education institutions such as Dar es Salaam Institute of Technology, competency frameworks are particularly critical, as they provide the institutional architecture needed to strengthen both educational excellence and organisational performance in an increasingly complex, technology-driven environment. Competency frameworks enable institutions to move beyond traditional qualification-based systems toward integrated capability models that combine technical expertise, behavioural effectiveness, leadership capability, ethical conduct, innovation orientation, and digital adaptability. In doing so, they strengthen institutional effectiveness and accountability by establishing clear performance expectations, behavioural standards, and transparent systems for assessment, staff development, and institutional responsibility.

Within the context of Competency-Based Education and Training (CBET), competency frameworks play a central role in improving teaching quality, curriculum delivery, and learning

outcomes by ensuring that academic systems are aligned with industry needs, practical application, and labour market expectations. They further support the development of leadership and management capability by providing structured expectations for supervision, communication, decision-making, emotional intelligence, accountability, and people management across all institutional levels. At the same time, competency frameworks strengthen student employability and entrepreneurship readiness by embedding transferable skills such as communication, innovation, teamwork, problem-solving, adaptability, digital literacy, and professional ethics into both institutional culture and academic delivery systems.

Importantly, competency frameworks also position institutions to respond effectively to rapid technological advancement, digital transformation, and evolving workforce demands. They enhance workforce adaptability by supporting continuous learning, innovation capability, and openness to change among both staff and students. Furthermore, they improve industry relevance and graduate competitiveness by aligning institutional systems with emerging economic sectors, industrialisation priorities, and employer expectations. Beyond operational performance, competency frameworks contribute significantly to organisational culture transformation by promoting collaboration, human-centred leadership, accountability, professionalism, and shared institutional values. In institutions such as DIT, they ultimately serve as strategic transformation tools that strengthen digital capability, innovation ecosystems, institutional competitiveness, and long-term sustainability within Tanzania's evolving higher education and industrial development landscape.

1.1.2 Strategic Rationale for Institutional Transformation

The strategic rationale for this competency framework initiative is grounded in the recognition that DIT operates in a rapidly changing higher education and labour market environment that demands institutional agility, innovation, and future-ready workforce systems. As Tanzania accelerates industrialisation, digital transformation, and skills development reforms, DIT must position itself not only as a technical education provider but also as a transformational institution capable of producing graduates and institutional systems aligned with emerging economic realities.

The competency framework, therefore, serves not merely as an HR instrument but as an institutional transformation architecture designed to align recruitment, leadership development, performance management, curriculum systems, student development, organisational culture, succession planning, and institutional accountability under a unified capability vision.

1.2 Theory of Change

The following Theory of Change guided this assignment

If DIT systematically defines, institutionalises, and integrates technical, behavioural, leadership, and digital competencies across its institutional systems, workforce structures, and educational processes;
then the institution will strengthen organisational effectiveness, leadership capability, staff

performance, student employability, innovation capacity, and institutional accountability;
which will ultimately contribute to enhanced graduate competitiveness, stronger institutional performance, and sustainable transformation within Tanzania's technical higher education sector.

The Theory of Change recognises that institutional transformation is not achieved through structural reform alone, but through the deliberate alignment of people, competencies, systems, culture, and leadership practices toward shared institutional goals.

1.3 Link Between Competency and Institutional Performance Outcomes

The framework positions competency as a direct driver of institutional performance outcomes. Competencies influence not only how staff perform tasks, but also how they collaborate, communicate, lead, innovate, solve problems, manage students, adapt to change, and uphold institutional values. Institutions with strong competency systems demonstrate

i. Higher workforce productivity;
ii. Improved service delivery;
iii. Better leadership effectiveness;
iv. Stronger accountability and transparency;
v. Enhanced staff motivation and retention;
vi. Greater student satisfaction;
vii. Improved graduate employability outcomes; and
viii. Increased institutional resilience and adaptability.

The framework, therefore, establishes competency as the operational bridge between individual capability and institutional performance excellence

1.4 Purpose of the Competency Framework Initiative

The purpose of this assignment was to develop a comprehensive, evidence-based, and institutionally contextualised competency framework to strengthen the overall institutional performance and long-term transformation agenda of Dar es Salaam Institute of Technology. The initiative was designed to provide the institution with both a strategic institutional capability model and a practical operational framework for improving institutional effectiveness, accountability, leadership capability, technical excellence, staff performance, and professional standards across all institutional functions.

The framework further seeks to strengthen student employability, workforce readiness, and entrepreneurship capability by aligning institutional systems and curriculum delivery with the principles of Competency-Based Education and Training (CBET), labour market expectations, technological advancement, and emerging industry demands. In addition, the initiative aims to support organisational culture transformation by promoting professionalism, collaboration, communication, ethical conduct, innovation, and the practical realisation of DIT's institutional values within day-to-day operations and leadership practices.

From the outset, the competency framework was conceived not merely as a Human Resource management tool or administrative document but as a transformative institutional architecture

capable of aligning recruitment, performance management, leadership development, staff learning, curriculum systems, student development, and institutional accountability under a shared language of capability, performance, and professional excellence. The framework, therefore, positions competency as a strategic driver of institutional transformation, future readiness, and sustainable organisational development within Tanzania's evolving technical higher education landscape.

1.5 Objectives of the Assignment

Overall Objective To develop a comprehensive institutional competency framework and competency-based institutional model for DIT, aligned with institutional transformation priorities, labour market expectations, UNDP development objectives, and competency-based education principles.

Specific Objectives

1. To develop a competency framework comprehensively tailored to DIT's academic, technical, administrative, leadership, and operational functions.
2. To identify, define, and behaviourally articulate core competencies, managerial and leadership competencies, and technical and functional competencies across institutional roles and levels.
3. To conduct participatory stakeholder consultations and competency mapping exercises, ensuring institutional ownership and contextual grounding.
4. To strengthen institutional understanding of competency-based approaches through the consultative process itself.
5. To produce competency proficiency levels and behavioural indicators enabling fair and consistent assessment across all staff categories.
6. To propose an integration roadmap embedding the competency framework within recruitment, performance management, leadership development, curriculum systems, and succession planning.
7. To contribute to broader institutional transformation by positioning the competency framework as a catalyst for organisational culture change.

1.6 Scope of the Assignment

The scope of this assignment encompassed all major institutional functions and staff categories at DIT, including academic staff, administrative staff, technical officers, supporting staff, and senior management. The consultative process engaged representation from across DIT's departments and faculties, ensuring that the resulting framework reflects institutional-wide realities rather than isolated functional perspectives. The process aligns with the institutional transformation pathway's requirements for better outcomes, as presented in figure 2.

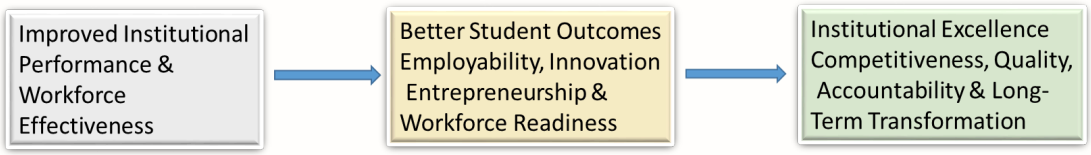

Figure 2. *Institutional Transformation Pathway*

The scope further includes student employability and entrepreneurship dimensions, reflecting DIT's mandate not only to develop institutional staff capability but to ensure that graduates exit the institution equipped with the competencies demanded by Tanzania's evolving labour market and entrepreneurial economy.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND METHODOLOGY

2.1 Theoretical and Conceptual Underpinnings

The competency framework development exercise was grounded in internationally established competency theory and adapted for the specific institutional, cultural, and developmental context of DIT and Tanzania's higher education sector.

Competency is understood in this framework as an integrated combination of knowledge, skills, abilities, attitudes, values, and behaviours that distinguish superior performance from average performance in a given role and context. A competency is not merely what an individual *knows* or *can do*, but how they *consistently behave* in the exercise of their responsibilities, particularly under conditions of complexity, ambiguity, and institutional pressure.

The framework draws from three well-established competency architecture traditions

1. **Behavioural Competency Theory (McClelland, 1973; Spencer & Spencer, 1993)**, which establishes that superior performance is predicted by identifiable behavioural patterns rather than cognitive ability or technical credentials alone.
2. **Integrated Competency Framework Models**, as applied in international development organisations, including UNDP's People for 2030 competency framework, which distinguishes core, managerial, and technical competency domains and articulates proficiency levels applicable across institutional levels.
3. **Competency-Based Education and Training (CBET) frameworks**; aligned with Tanzania's national CBET policy and DIT's own educational philosophy, ensuring coherence between institutional HR competency systems and academic competency frameworks.

A critical conceptual contribution of this exercise was the recognition, emerging organically through the consultative process, that competency frameworks for institutions like DIT must integrate both **organisational competencies** (what the institution needs from its staff) and **educational competencies** (what DIT seeks to develop in its students). The two are not parallel but symbiotic institutional staff who embody and model core competencies are themselves the most powerful influence on student professional development.

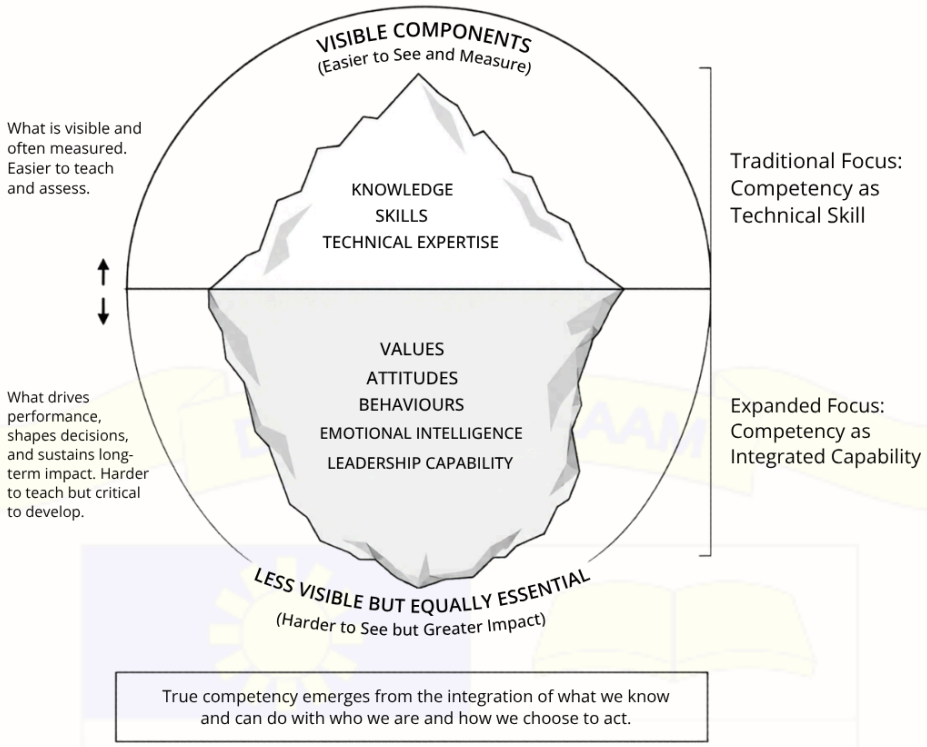

Figure 3. *The Integrated Competency Model (Beyond Knowledge and Skills) McClelland Iceberg Model (1917–1998)*

2.2 Methodology

The competency framework development process adopted a **participatory, evidence-based, and transformative methodology** that prioritised institutional ownership, contextual relevance, and genuine engagement over externally imposed frameworks. The methodological design was intentional in moving beyond traditional HR-centred competency mapping toward a broader **institutional transformation lens**.

The methodology is integrated

- Qualitative thematic analysis
- Competency categorisation analysis
- Behavioural pattern identification
- Institutional gap analysis
- Cross-group competency frequency mapping
- Organisational culture interpretation
- Comparative competency analysis across departments and staff categories

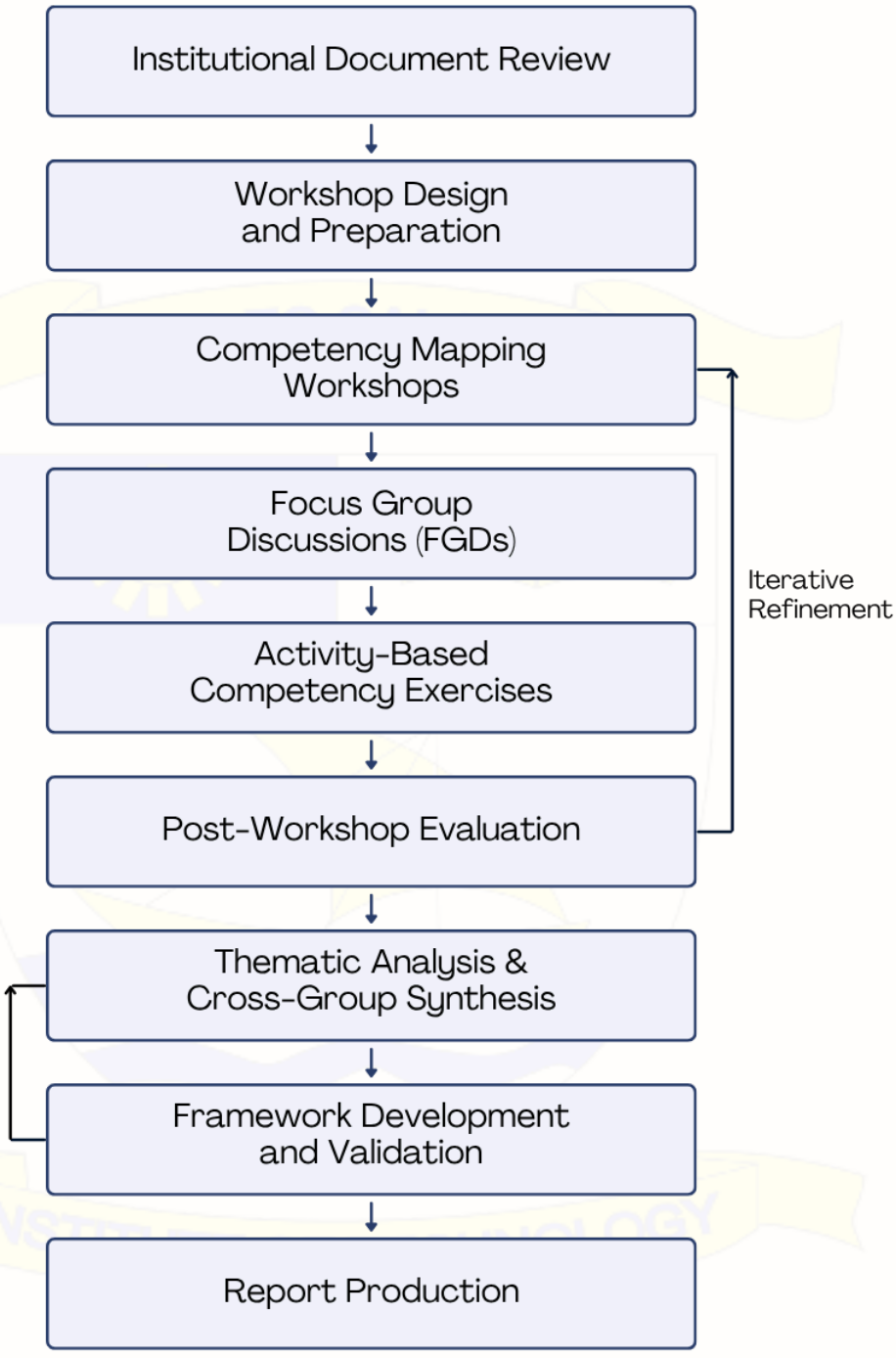

Figure 4. *Competency Framework Development Methodology, Process Overview*

2.3 Data Collection Methods

Focus Group Discussions (FGDs) 11 working groups were convened, each representing distinct institutional constituencies

Group Name	Institutional Constituency
Group L	Mixed staff representation general institutional functions
ISO 21001	Quality assurance and academic standards Functions
Ngorongoro	Cross-departmental professional staff
Serengeti	Cross- departmental professional staff with leadership representation
Teaching Factory	Practical training and technical education functions
Tech-Hub	ICT, Digital, and technology - oriented functions
Ngorongoro 1	Cross departmental professional staff
Winners	Cross departmental professional staff
Satellite	Cross departmental professional staff
The Super	Cross departmental professional staff
The Vibe	Students and early career staff representation

Focus Group Discussions were facilitated using structured yet flexible guides, enabling participants to articulate competency expectations based on their direct operational experience rather than on theoretical frameworks.

The methodological design was intentional in moving beyond traditional HR-centred competency mapping toward a broader institutional transformation lens.

The methodology further incorporated extensive Focus Group Discussions (FGDs) with 100 participants from diverse institutional constituencies, ensuring that the framework was grounded in the lived experiences of academic staff, administrative staff, technical staff, support staff, students, and institutional representatives. Ethical considerations were embedded throughout the process, including informed participation, voluntary engagement, confidentiality, respectful facilitation, and assurance that individual contributions would not be attributed to named participants in the report. To strengthen validity and institutional ownership, the emerging findings underwent validation through cross-group comparison, triangulation of FGD evidence

with workshop outputs, competency mapping exercises, post-workshop reflections, and alignment with DIT's strategic priorities, RESPECT values, and institutional mandate. This ensured that the final competency framework was not externally imposed, but evidence-based, contextually relevant, ethically grounded, and institutionally validated.

Competency Mapping Workshops Structured workshop activities provided participants with a practical framework for identifying, categorising, and prioritising competencies relevant to their roles. Importantly, workshops were designed to build competency literacy, moving participants from initial, progressive, often technical-only conceptions of competency toward a more integrated behavioural understanding.

Activity-Based Competency Exercises Practical exercises, including competency sorting activities, scenario-based discussions, and prioritisation matrices, generated concrete behavioural evidence that supplemented verbal FGD data.

Institutional Document Review Key DIT institutional documents, including the institution's strategic plan, RESPECT values framework, and operational policies, were reviewed to ensure alignment between the proposed competency framework and DIT's existing institutional architecture.

Post-Workshop Evaluations Structured reflections following workshops provided critical insights into participant learning, residual gaps in competency understanding, and early indicators of institutional readiness for competency-based transformation.

2.4 Analytical Approach

Data were analysed using an integrative thematic analysis approach combining

- **Inductive coding** allowing themes to emerge from participant narratives rather than being imposed by a pre-determined framework
- **Deductive validation** cross-referencing inductively generated themes against established competency frameworks to ensure conceptual rigour
- **Cross-group frequency mapping** systematically identifying competencies that recurred across multiple groups, distinguishing institutional-wide priorities from group-specific needs
- **Triangulation** comparing findings across FGD transcripts (translated from Swahili to English with full fidelity to participant meaning), written competency exercises, and post-workshop evaluations

All Swahili-language contributions were translated into English while preserving participant meaning, cultural context, and operational interpretation. This linguistic fidelity was critical, as several of the most nuanced institutional insights were expressed in Swahili.

2.5 Ethical Considerations and Limitations

The exercise was conducted in accordance with the principles of informed participation, voluntary engagement, and confidentiality. Participants were assured that individual contributions would not be attributable in reporting and that the purpose of the exercise was institutional development rather than individual assessment.

Limitations include the self-selection nature of workshop participation (enthusiastic participants may not fully represent hesitant staff); the time-bounded nature of the exercise (deep cultural and leadership patterns require longitudinal observation); and the transitional nature of competency awareness (many participants' understanding was still developing at the point of data collection, as evidenced by the significant shifts observed during the workshops themselves). These limitations do not diminish the validity of the findings, but should be noted as the framework is operationalised and refined through implementation.

CHAPTER 3

INSTITUTIONAL ANALYSIS AND THEMATIC FINDINGS

3.1 Overview of Findings

The cross-group thematic analysis generated a rich and textured portrait of DIT's institutional competency landscape, revealing both significant institutional strengths and important development priorities. The analysis produced findings across three dimensions what DIT does well (institutional competency assets), where gaps and development needs are most acute (institutional competency priorities), and what the process itself revealed about DIT's organisational culture and capacity for transformation.

Institutional Competency Assets DIT's most enduring competency assets are its deep technical identity and its commitment to practical, competency-based education. The institution's Teaching Factory model, integrating real-world industrial practice into the learning environment, represents a powerful institutional competency in its own right, embedding applied technical capability as a core institutional value. Participants across all groups demonstrated genuine pride in DIT's technical standards and practical orientation.

Institutional Competency Priorities Counterbalancing this technical strength, the analysis consistently identified significant gaps in behavioural competencies, particularly in communication systems, leadership accessibility, emotional intelligence, teamwork culture, and accountability practices. These findings align with global research demonstrating that institutional excellence requires integrating technical capability with behavioural and leadership competencies.

The Transformation Finding Perhaps the most significant finding to emerge from the exercise was not a gap or a strength, but a **process insight** the majority of participants entered the workshops with a predominantly technical understanding of competency. Through structured engagement, they progressively and visibly expanded their understanding to embrace the full behavioural, emotional, and relational dimensions of institutional performance. This shift within the consultative process itself reflects DIT's growing institutional readiness for competency-based change.

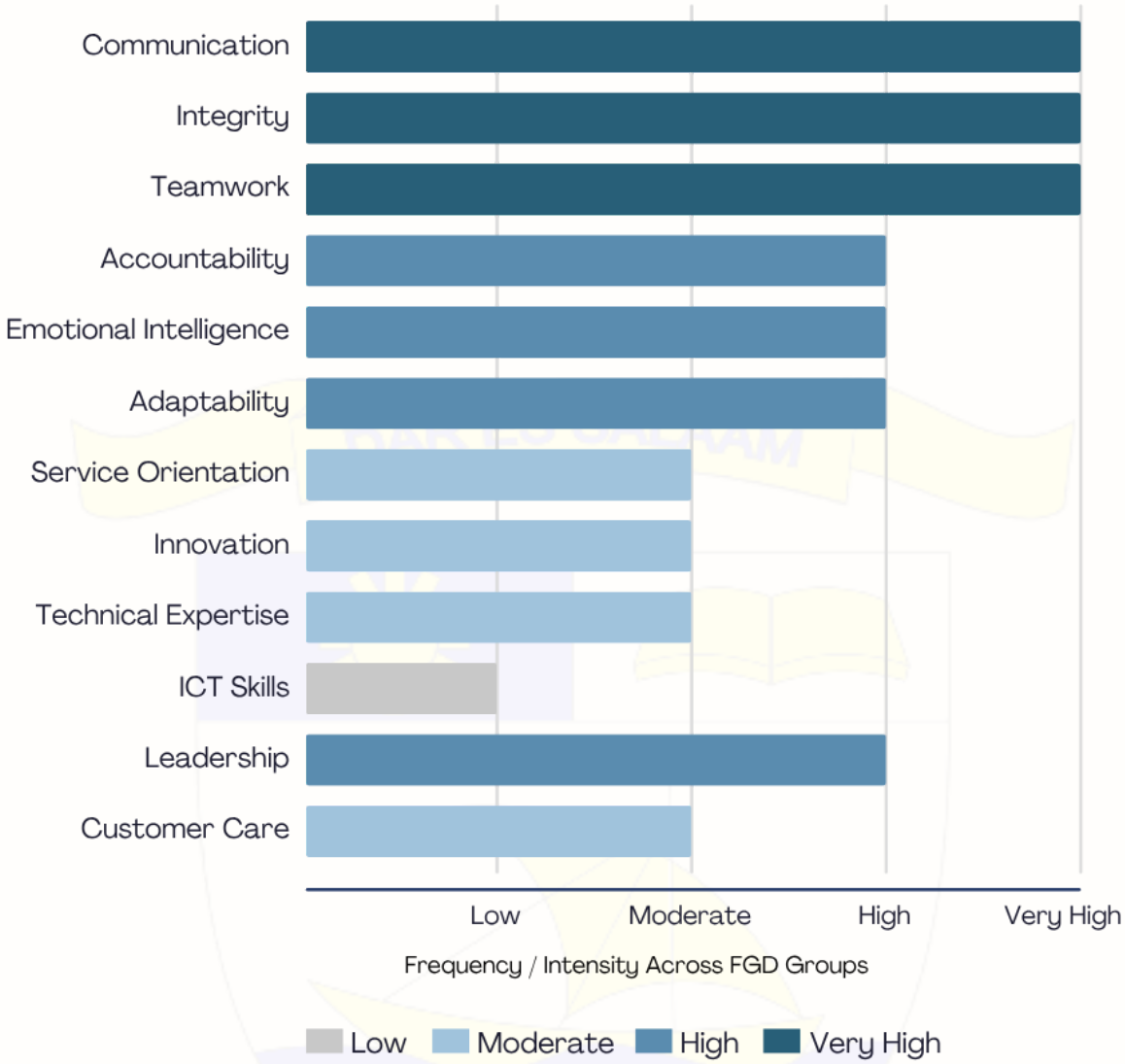

Figure 5. *Cross-Group Competency Frequency Mapping (Key Findings)*

3.2 Core Competency Findings

Communication emerged as the single most dominant competency across all seven groups, appearing with greater frequency, depth, and urgency than any other theme. Participants associated communication with virtually every dimension of institutional functioning, teaching effectiveness, student welfare, leadership trust, interdepartmental coordination, industry engagement, conflict management, and institutional reputation. Critically, the analysis revealed communication not merely as an interpersonal skill but as a systemic institutional capability, one whose absence at any level creates cascading effects throughout the organisation.

Communication gaps identified included delayed feedback from management, poor information flow across departments, weak accessibility to senior leadership, limited channels for upward communication, and insufficient structured reporting mechanisms.

Integrity and Professional Standards emerged strongly across multiple groups, with participants associating it with honesty, ethical conduct, transparency, confidentiality, fairness, and compliance with institutional regulations and public service ethics. Significantly, participants did not limit integrity to personal honesty; they connected it explicitly to institutional trust, UNDP accountability requirements, and DIT's public reputation. Concerns were raised sensitively but consistently about favouritism, nepotism, unethical conduct in some institutional processes, and the absence of robust accountability mechanisms. These concerns must be taken seriously integrity failures are not merely individual moral lapses but institutional risks that erode the foundational trust upon which the institution's effectiveness depends.

Teamwork and Collaboration featured prominently, with participants highlighting the importance of cross-departmental cooperation, team-based problem-solving, and shared decision-making. However, discussions also revealed important structural barriers, departmental silos, hierarchical communication patterns, uneven participation in team activities, and a tendency for institutional functions to operate in relative isolation. The Teaching Factory model was frequently cited as a positive example of team-based competency integration.

Accountability and commitment were consistently referenced across groups, often in the context of their absence rather than their presence. Participants highlighted concerns about inconsistent attendance at activities, limited ownership of outcomes, and a tendency to attribute institutional challenges to systemic factors rather than individual responsibility. Self-management was identified as critically important for staff operating with significant professional autonomy.

Emotional Intelligence emerged with remarkable consistency, particularly in discussions about leadership effectiveness and student welfare. Participants emphasised empathy, patience, active listening, emotional self-regulation, and interpersonal sensitivity as essential for effective teaching, counselling, and institutional leadership. The concept of *human-centered leadership*, treating staff and students with dignity and genuine concern, recurred across groups, suggesting a deep institutional aspiration for a more empathetic organisational culture.

Adaptability and Change Readiness reflected DIT's operational context of accelerating technological and institutional change. Participants acknowledged the growing integration of digital systems (e-Watumishi, Smart Nest), AI-related institutional expectations, and evolving student expectations, while noting that institutional systems for supporting staff through these transitions remain underdeveloped.

Service Orientation and Student-Centeredness reflected DIT's deepest institutional identity. The 'S' in the RESPECT values, Student-Centeredness, was consistently invoked as a non-negotiable institutional commitment, yet participants also noted tension between this aspiration and institutional practices that sometimes prioritised bureaucratic efficiency over student welfare.

Innovation Mindset was emphasised particularly by technical, ICT, and student-facing groups, who connected innovation to DIT's Teaching Factory model, its research mandate, and its responsibility to produce graduates capable of contributing to Tanzania's development challenges.

3.3 Managerial and Leadership Competency Findings

Leadership competencies emerged as a significant focus area, both due to participants' positive aspirations for leadership and to substantive gaps in current leadership practice.

Leadership Accessibility and Communication was the most frequently cited leadership gap. Multiple groups independently reported delayed feedback from management, poor information flow from senior leadership to operational staff, limited transparency in institutional decision-making, and weak accessibility to top management. These patterns create environments of institutional uncertainty, reduced morale, and disengagement that are incompatible with DIT's aspirations for transformation.

Recognition and Motivation emerged as a second major gap. Participants repeatedly expressed concern about insufficient appreciation, limited recognition of outstanding contributions, weak motivation systems, and poor feedback culture. Research consistently demonstrates that recognition is among the most powerful drivers of staff performance and institutional commitment; its systematic absence represents a significant institutional capability risk.

Leadership Style and Human Relations generated some of the most candid and insightful participant contributions. The aspiration was consistently expressed, across groups and institutional levels, for leaders who listen before acting, avoid favouritism, demonstrate genuine fairness, support staff growth, handle conflicts constructively, and show authentic empathy. The Serengeti Group specifically emphasised the importance of leadership free from gender bias and of treating staff equitably, regardless of background or status.

Academic and administrative leadership participants identified Strategic Thinking and Decision-Making as areas requiring strengthening, particularly in data-driven decision-making, strategic planning, and the ability to balance operational pressures with long-term institutional direction.

3.4 Technical and Functional Competency Findings

DIT's identity as a technical institution was reflected in the depth and sophistication of discussions of technical competency across all groups. The Teaching Factory model, which integrates practical industrial training within the academic environment, was consistently cited as a signature institutional competency, representing DIT's most distinctive contribution to Tanzania's technical education landscape.

Academic/Teaching Competencies identified included curriculum interpretation and design, practical teaching methodology, student facilitation, research capability, industry alignment, student assessment, and academic mentorship. Academic staff emphasised the growing importance of aligning teaching methodologies with the principles of competency-based education rather than traditional knowledge-transmission approaches.

ICT and Digital Competencies received significant emphasis across groups, reflecting DIT's institutional trajectory of digital transformation. Competencies identified included proficiency with institutional systems (e-Watumishi, Smart Nest), information security awareness, digital literacy, data management, AI integration in learning environments, and system troubleshooting.

Technical and Laboratory Competencies reflected DIT's practical orientation laboratory management, sample and inventory management, asset management, technical troubleshooting, construction supervision, safety management, and maintenance, all of which were identified as requiring clear competency standards and development pathways.

Administrative Competencies included procurement and financial management, documentation and records management, quality assurance (ISO 21001), compliance, reporting, and resource management, areas where participants noted significant variation in institutional standards and practices.

3.5 Post-Workshop Observations

Post-workshop evaluations generated critical implementation insights. Key observations included

- A stronger baseline understanding of technical competencies than behavioural competencies across most groups
- Initial confusion between competencies and skills/qualifications, which diminished through workshop engagement
- Limited management participation in some workshop sessions, representing a missed leadership visibility opportunity
- Language barriers for some supporting staff with English-language materials, addressed through Swahili facilitation

- Group activities and practical exercises significantly enhanced participation, understanding, and ownership
- Participants progressively became more open and candid as they understood the purpose and non-evaluative nature of the exercise
- Participants across all levels affirmed a significant need for leadership and management capability strengthening

Participants also generated an important cross-cutting recommendation that competency awareness and employability skills be integrated into student development from the first year of university education, rather than being introduced only in final years or at graduation. This insight has been incorporated into the curriculum integration recommendations of Chapter 7 (Implementation Roadmap)

3.6 Competency Awareness Transformation

The most significant analytical observation across all groups was the visible transformation in participants' understanding of what a competency is. This transformation, occurring within the exercise itself, carries important institutional implications.

At the outset, the dominant mental model was

> ***Competency = Technical Skill + Academic Qualification.***

By the conclusion, participants had substantially expanded their understanding

> ***Competency = Technical Skill + Knowledge + Behaviour + Attitude + Values + Emotional Intelligence + Leadership Capability + Professional Conduct.***

This shift did not merely represent intellectual learning; it demonstrated a growing institutional capacity to see performance through a more complete and sophisticated lens. An institution whose staff understand performance as multidimensional is an institution far better positioned for sustained organisational effectiveness, student-centred service delivery, and leadership accountability.

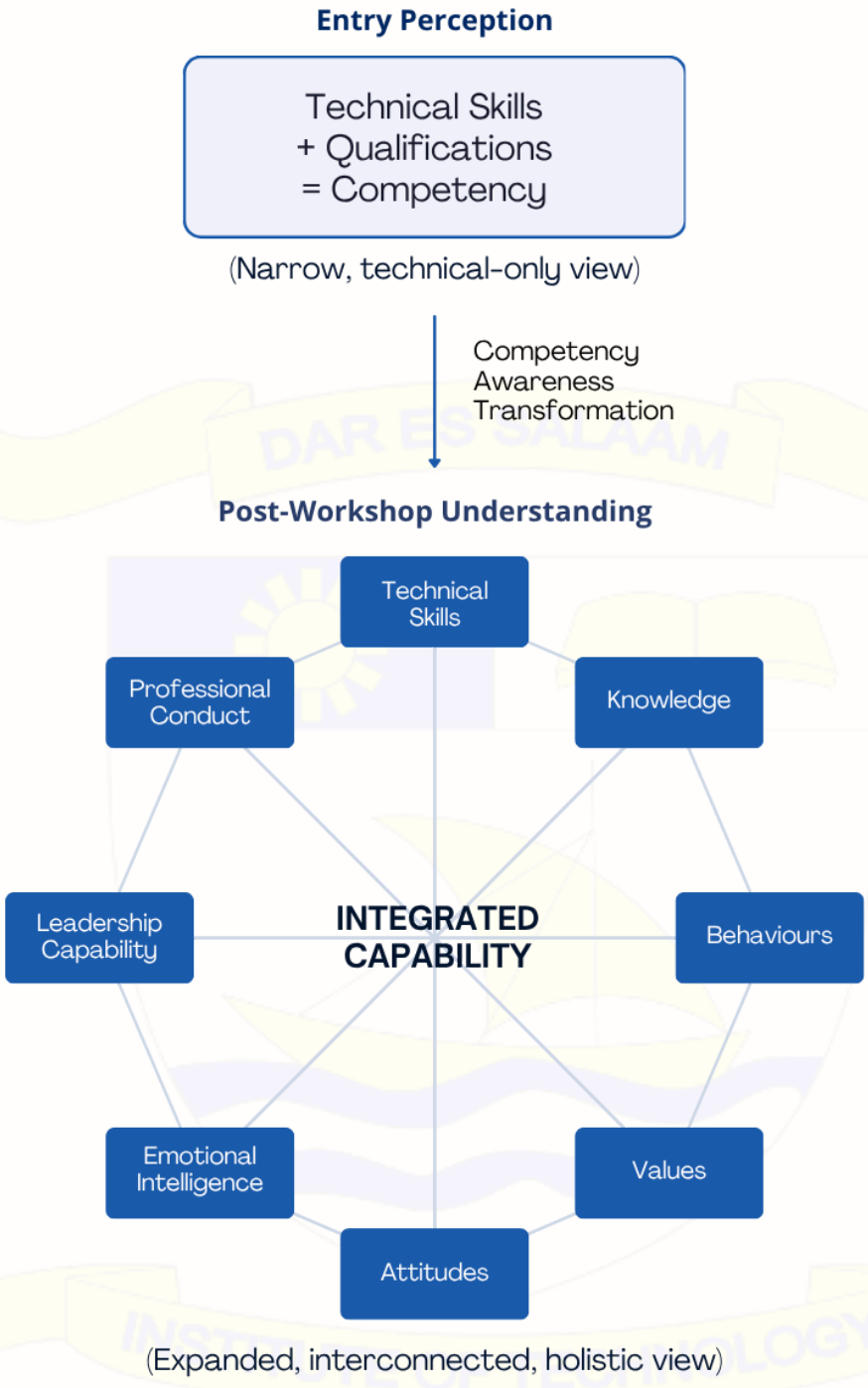

Figure 6. *Competency Awareness Transformation (From Technical to Integrated Capability Understanding)*

3.7 Organisational Culture Analysis

The analysis revealed several important organisational culture themes that will significantly influence competency framework implementation

- A **hierarchical leadership culture** that sometimes limits information flow, upward communication, and participatory decision-making
- **Communication gaps** operating both vertically (leadership to staff) and horizontally (interdepartmental coordination)
- **Recognition challenges** that contribute to disengagement among staff who perceive their contributions as unacknowledged
- **Collaboration limitations** rooted in departmental silos and historical operational independence
- **Growing openness to transformation**, evidenced by active engagement, candid discussion, and increasing institutional competency awareness throughout the exercise
- **Strong technical pride** as a positive institutional culture asset to be built upon rather than replaced

These cultural observations are not indictments; they are honest institutional diagnostics. Every higher education institution, particularly those operating in complex, multi-stakeholder development environments, contains cultural patterns that both enable and constrain transformation. The task of the competency framework is to provide the institutional architecture through which the most positive cultural forces can be systematically strengthened.

3.8 Voices from the Field Critical Analysis of FGD Evidence

3.8.1 Overview and Analytical Context

This competency framework is grounded in the lived experience of DIT's own staff, from the admissions officer who opens the institution's doors each morning to the HR manager and academic staff who understand the workforce from the inside. Their words, and on occasion their frustration, form its evidential foundation.

The qualitative analysis adopted a hybrid thematic approach integrating both deductive and inductive coding techniques across twelve focus group discussions. While the analysis was initially guided by competency framework domains (core, managerial, and technical competencies), the process also allowed new behavioural, cultural, leadership, and institutional themes to emerge directly from participant experiences and reflections.

In the bilingual dataset (primarily Swahili with translated English extracts), 82 primary coded extracts were identified and analysed through an iterative competency-focused coding

framework. Beyond competency identification, the analysis revealed deeper institutional insights regarding leadership effectiveness, communication systems, workforce capability, organisational culture, accountability, and institutional readiness for competency-based transformation.

3.8.2 The Participant-Generated Definition That Grounds This Framework

A foundational definition of the framework emerged organically without prompting from an Assistant Lecturer participating in the Tech-Hub focus group discussion.

"Competence is a person's ability to perform their duties using skills, behaviour, and knowledge together." ***Assistant Lecturer, Tech-Hub FGD Group***

More precisely than many textbook formulations, this definition reflects what DIT's own community understands by high performance, not credentials held, but capability demonstrated. What makes it analytically significant is the reflection it prompted in the same session from Head of Admissions

"At first, I thought competence was just knowing how to teach mathematics. Now I see it is a full package." ***Head of Admissions, Tech-Hub FGD Group***

A senior institutional leader acknowledging that the FGD process itself expanded her professional understanding is the most powerful endorsement of why this framework matters.

3.8.3 Finding One Communication Is Non-Negotiable, But It Is Not One Competency

Communication appeared in all twelve groups of 15 coded instances, the highest frequency of any competency. Yet the critical reading reveals that participants do not mean a single capability. The corpus identifies at least six operationally distinct sub-competencies

- Cross-hierarchy communication engaging effectively with people at all institutional levels
- Customer-facing communication serving students, parents, and external stakeholders
- Feedback communication delivering timely, constructive feedback to staff and students
- Counselling and advisory communication guiding students through academic and personal challenges
- Written and documentation communication producing accurate formal records and reports
- Persuasion and advocacy communication, convincing institutional stakeholders for resources or policy

Feedback communication was identified as chronically absent across multiple groups. The Teaching Factory captured its institutional cost most vividly

"You wait for funds, not knowing that somewhere in what you wrote there was an error. Instead of being told, you sit there helpless, like a mute." ***Teaching Factory FGD Group participant***

Sitting 'like a mute' rendered helpless not by incompetence but by institutional silence captures with remarkable economy what poor feedback culture does to performance; it does not merely frustrate individuals, it structurally suppresses their capability to function. The framework responds through differentiated behavioural indicators within CC-01, rather than a single generic 'communication' statement.

3.8.4 Finding Two The Dual Culture Gap Too Technical, Not Human Enough

DIT suffers from two simultaneous, directionally opposite deficits. First, managerial staff promoted technical mastery without adequate relational, communicational, or leadership capability. Tech-Hub named this pattern with a metaphor now embedded in this report's institutional memory

"Many here are engineers who only know nails and hammers... and they bring that same rigid engineering approach into their leadership." ***Tech-Hub FGD Group participant***

Technical competence, however deep, does not automatically transfer into leadership effectiveness. When specialists are promoted into management without soft-skill development, the institution bears the relational cost throughout their sphere of influence.

Second, non-academic and operational staff are systematically underinvested in the technical tools required for their roles. The TikTok group surfaced the most structurally ironic finding in the exercise

"ICT use still has a serious gap here... for some lecturers, even operating a projector is a challenge." ***TikTok FGD Group participant***

For an institution whose identity is built on applied technology and on preparing graduates for a digital economy, this gap is not an operational inconvenience; it is a structural contradiction between the institutional brand and the institutional reality. The framework's response is deliberate Core competencies apply equally to technical leaders, and TF-01 (ICT and Digital Literacy) is designated a mandatory minimum threshold for all lecturing staff, not a developmental aspiration.

3.8.5 Finding Three Structural Barriers Override Individual Competencies

GAP-02 (Structural Barrier) is the most frequently coded analytical cluster of 10 coded instances across 5 groups. Procurement delays, resource scarcity, management inaccessibility, and information flow failures each appeared independently across functionally diverse groups. Group L expressed sustained operational frustration with a directness that deserves reproduction

"What do we know? It is leadership. Yes, leadership has not prioritised that matter." ***Group L Participant***

The implication is direct and non-negotiable a competency framework that addresses individual behaviours while ignoring structural barriers will not improve institutional performance. This

report recommends a parallel institutional systems reform agenda that addresses procurement processes, communication flow architecture, and management's accessibility to operational staff.

3.8.6 Finding Four The Recognition Deficit A Systemic Management Practice Failure

Staff recognition and appreciation were independently identified as absent by four of seven groups Group L, ISO 21001, Tech-Hub, and The Vibe. Group L stated it plainly

"Support, encouragement, and recognition... their absence lowers the morale to work." ***Group L Participant***

This cross-group convergence is one of the most analytically significant patterns in the corpus. The absence of recognition is not a management-style preference; it is a systemic institutional practice gap with measurable consequences for morale and productivity. ML-02 (Coaching, Mentorship, and Staff Development) has been elevated to Critical priority in direct response, with behavioural indicators specifying affirmation before critique; timely acknowledgement of contributions; transparent promotion criteria; and regular developmental conversations that treat staff as professionals.

3.8.7 Finding Five The Motivational Crisis and Its Structural Roots

"Some people work only because of the salary... that spirit of doing work with genuine love and dedication is simply absent." ***TikTok FGD Group participant***

The plural framing signals a systemic pattern, not an individual aberration. Combined with the ISO 21001 group's disclosure that absenteeism is driven in some cases by substance dependency, the picture is one of institutional disengagement that competency training alone cannot address. CC-09 (Work Motivation and Intrinsic Drive) is included in this framework, but its explicit motivation cannot be trained into existence without institutional conditions that nurture it. Recognition systems, career pathways, wellness support, and culture reform are prerequisites for framework effectiveness, not optional accompaniments.

3.8.8 Finding Six Equity Is a Non-Negotiable Framework Requirement

Three independent disclosures constitute an equity deficit; this framework refuses to treat it as peripheral.

Gender discrimination in role assignment Serengeti Group

"It is entirely possible that a woman could perform that role well, but a man is imposed in the position anyway, simply because he is a man." ***Serengeti Group Participant***

Nepotism in selection processes Teaching Factory Group

"The boss wants his own child to be the one selected... You do not name the boss out loud." ***Teaching Factory Group Participant***

The aside 'you don't name the boss' signals that this practice is known and recognised as wrong, yet protected by a culture of institutional deference. Differential accountability was captured in Group L's observation that accountability 'depends on the personality of the individual'; standards are experienced as discretionary rather than universal.

CC-02 (Integrity, Ethics, and Professional Standards) and ML-04 (Delegation, Empowerment, and Coordination) both carry explicit equity behavioural indicators. Omitting them would render the framework structurally complicit in sustaining the very patterns that participants, at professional risk, chose to disclose.

3.8.9 The Strongest Consensus Moment Participants Self-Organise the Framework

In the Serengeti group, the corpus's most professionally balanced and diverse participants arrived organically at a full competency categorisation without facilitator prompting

Domain	Competencies Named
Core	Communication, Integrity, Accountability, Customer Care, Teamwork, Confidentiality
Technical	System knowledge, Report writing, Standard Operating Procedures
Managerial	Leadership, Emotional Intelligence, Conflict Resolution, Risk Management

This is the analytical cornerstone of the framework's legitimacy. DIT staff without HR expertise independently organised institutional capability into the same three-domain structure that underpins this framework. It is not externally imposed; it is institutionally emergent.

3.8.10 The Twelve Institutional Realities This Framework Must Face

To ensure analytical integrity, findings that contradict or complicate the dominant narrative have been rigorously documented as negative cases. Each instance identified below is deliberately reflected in both the framework design and the following recommendations.

Ref	Source	Institutional Reality	Framework Response
NC-01	Group L	Managerial competencies have historically been dismissed as 'common sense' or innate talent, rather than being formally recognised.	The framework explicitly justifies why managerial behaviours require formal codification and structured development.

NC-02	Group L	Accountability is treated as a personality trait, not an institutional standard.	Behavioural indicators and enforcement mechanisms accompany all accountability competency statements.
NC-03	Group L	Leadership does not consistently resource or prioritise operational staff functions.	ML competencies include active operational support and stewardship of staff resources.
NC-04	ISO 21001	The HR Manager links absenteeism to substance dependency among some staff.	CC-02 and CC-07 address workplace conduct standards; wellness support dimension recommended
NC-05	Serengeti	Qualified women are replaced by men in role assignments as standard institutional practice.	Explicit anti-discrimination behavioural indicators required; gender equity lens applied across all competency categories
NC-06	Serengeti	Patient documentation errors in the DIT dispensary can cause direct clinical harm.	TF-04 and TF-06 carry zero-tolerance competency thresholds for medical and patient-contact roles
NC-07	Teaching Factory	Management directs the appointment of its own family members in selection processes.	CC-02 includes specific behavioural indicators for selection governance; recruitment ethics are treated as a critical managerial competency
NC-08	Teaching Factory	Supervisors are blocking staff transfers in violation of the Tanzania Public Service Act.	CC-02 and ML-08 incorporate Tanzania Public Service Act compliance as a mandatory competency element
NC-09	Tech-Hub	Engineers and technical specialists in leadership roles lack soft skills and relational competency.	Technical expertise alone does not qualify staff for management without demonstrated proficiency in soft skills; ML-07 includes mandatory soft-skills criteria.

NC-10	Tiktok	There is an ICT literacy gap at Tanzania's leading technology institution, as some lecturers cannot use a projector.	TF-01 (ICT Literacy) is established as a mandatory minimum threshold for all lecturing staff, not a developmental aspiration
NC-11	Tiktok	Systemic intrinsic motivation deficit, 'the spirit of doing work with love is absent'	CC-09 (Work Motivation) requires institutional culture reform alongside individual competency development
NC-12	The Vibe	Teacher psychological retaliation against students, retaliating because the teacher themselves studied with difficulty	Most serious student welfare finding explicit safeguarding competency incorporated within ML-02 and ML-03.

These twelve realities do not diminish DIT's institutional standing. They represent the kind of honest self-knowledge that is the essential precondition for genuine transformation. An institution that cannot see itself clearly cannot improve with intention.

3.8.11 Cross-Group Competency Priority Summary

The following tables summarise priority ratings across all three domains, derived from cross-group frequency analysis of the 82 coded extracts.

Core Competencies

Code	Competency	Coded Instances	Priority
CC-01	Communication and Professional Engagement	**15**	**CRITICAL**
CC-02	Integrity, Ethics, and Professional Standards	**13**	**CRITICAL**
CC-06 / CC-08	Emotional Intelligence and Human-Centred Relations	**12**	**CRITICAL**
CC-04 / CC-06	Accountability, Ownership, and Commitment	**11**	**CRITICAL**

CC-07	Service Orientation and Student-Centredness	**9**	**HIGH**
CC-05	Adaptability and Change Readiness	**7**	**HIGH**
CC-03	Teamwork, Collaboration, and Confidentiality	**6**	**HIGH**
CC-09	Work Motivation and Intrinsic Drive	**4**	**MODERATE**

Managerial and Leadership Competencies

Code	Competency	Coded Instances	Priority
ML-06	Strategic Vision and Institutional Direction	**10**	**CRITICAL**
ML-02	Coaching, Recognition, and Staff Development	**9**	**CRITICAL**
ML-05	Transparency and Data-Informed Decision-Making	**8**	**HIGH**
ML-01	Planning and Coordination	**6**	**HIGH**
ML-03	Conflict Resolution and Mediation	**5**	**MODERATE**
ML-04	Delegation and Empowerment	**4**	**MODERATE**
ML-08	Management Accessibility	**2**	**MODERATE**
ML-07	Succession Planning	**1**	**LOW (urgency increasing)**

Technical and Functional Competencies

Code	Competency	Coded Instances	Priority
TF-03	Teaching Capability and Pedagogy	**9**	**CRITICAL**
TF-05	Domain Expertise and Specialist Knowledge	**8**	**HIGH**

TF-01	Digital Literacy and ICT Systems	**8**	**HIGH**
TF-07	Student Support and Career Guidance	**7**	**HIGH**
TF-04	Records Management and Documentation	**7**	**HIGH**
TF-02	Research and Consultancy	**5**	**MODERATE**
TF-06	Quality Assurance and Compliance	**4**	**MODERATE**

3.8.12 Ten Recommendations from the Critical Analysis

Systematic analysis across all seven Focus Group Discussion (FGD) cohorts yielded ten evidence-based recommendations, each substantiated by direct participant-reported findings.

Recommendation	Evidential Basis
Differentiate CC-01 (Communication) into six sub-competencies with role-specific behavioural indicators	15 coded instances across 7 groups; six distinct communication types identified
Elevate ML-02 (Coaching and Recognition) to a critical priority with measurable, specific behavioural indicators.	Recognition deficits confirmed independently by 4 of 7 groups.
Incorporate explicit equity behavioural indicators within CC-02, ML-01, and ML-04.	Gender discrimination, nepotism, and differential accountability were disclosed across 3 groups.
Create a mandatory soft-skills development pathway for technical staff in leadership roles.	NC-09 'nails and hammers' cultural pattern identified as an institutional-level gap
Establish TF-01 (ICT Literacy) as a mandatory minimum threshold for all lecturing staff.	NC-10 ICT gap at a technology institution is the most structurally ironic finding in the corpus
Address CC-09 (Work Motivation) through institutional culture and incentive reform, alongside competency training.	NC-11 Systemic motivation deficit requires structural, not only individual, response

Apply zero-tolerance thresholds to TF-04 and TF-06 for medical and patient-contact roles.	NC-06 Documentation errors with clinical harm potential disclosed by the Serengeti group
Include Tanzania Public Service Act compliance as a named element within CC-02 and ML-08	IS-03 and TF-09 both reference national regulatory obligations applicable to DIT staff
Accompany the framework with a structural systems reform agenda addressing procurement, information flow, and management accessibility.	GAP-02 appears in 10 coded instances across 5 groups. Individual competency cannot compensate for broken systems
Adopt the participant-generated competency definition as the framework's foundational definition.	Assistant lecturer definition, 'skills, behaviour, and knowledge together', is contextually grounded, participant-validated, and more precise than textbook alternatives.

CHAPTER 4

THE DIT INSTITUTIONAL COMPETENCY FRAMEWORK

4.1 Framework Architecture

The DIT Institutional Competency Framework is organised across three interconnected domains

Domain I Core Competencies (CC) Universal institutional behaviours and values expected of all DIT employees regardless of role, function, or grade level. These competencies form the cultural and professional foundation of the institution and directly reflect and operationalise the RESPECT values.

Domain II Managerial and Leadership Competencies (ML) Capabilities required for effective supervision, institutional direction, people management, coaching, and organisational leadership. These competencies apply to all staff in supervisory, coordination, or leadership roles.

Domain III Technical and Functional Competencies (TF) Role-specific and function-specific knowledge, operational capability, and professional expertise, organised by institutional function Academic/Teaching (TF-A), Technical/Laboratory (TF-T), Administrative (TF-AD), and Supporting/Operational (TF-S).

Competency Profile Structure Each competency in this framework is presented using a standardised profile format comprising

- Competency Code and Name
- Definition
- Institutional Rationale (grounded in DIT evidence)
- Key Behavioural Indicators
- Proficiency Level Descriptors (Levels 1–5)
- Assessment Approach
- Integration Pathways
- Staff Category Proficiency Expectations

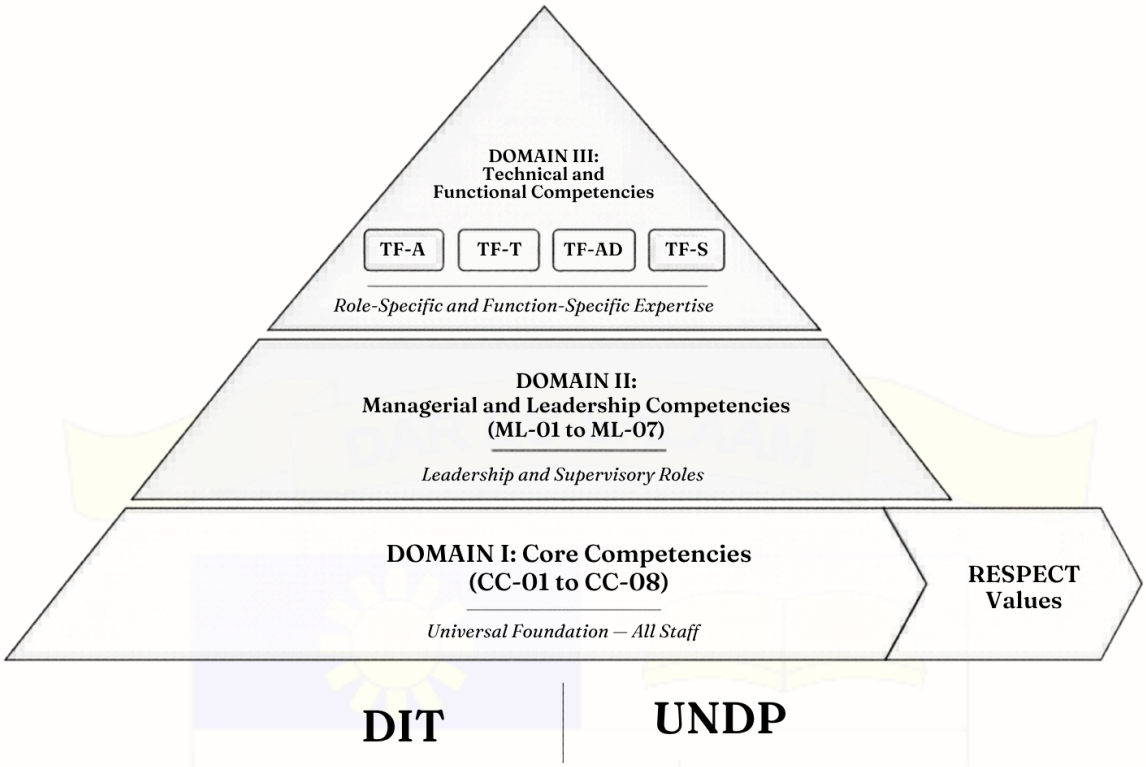

Figure 7. *DIT Institutional Competency Framework (Three-Domain Architecture)*

4.2 Staff Category Proficiency Expectations

4.2.1. Proficiency Level Definitions

The DIT Institutional Competency Framework applies a five-level proficiency model providing a graduated, institutionally applicable measure of competency development applicable across all staff categories and functional areas.

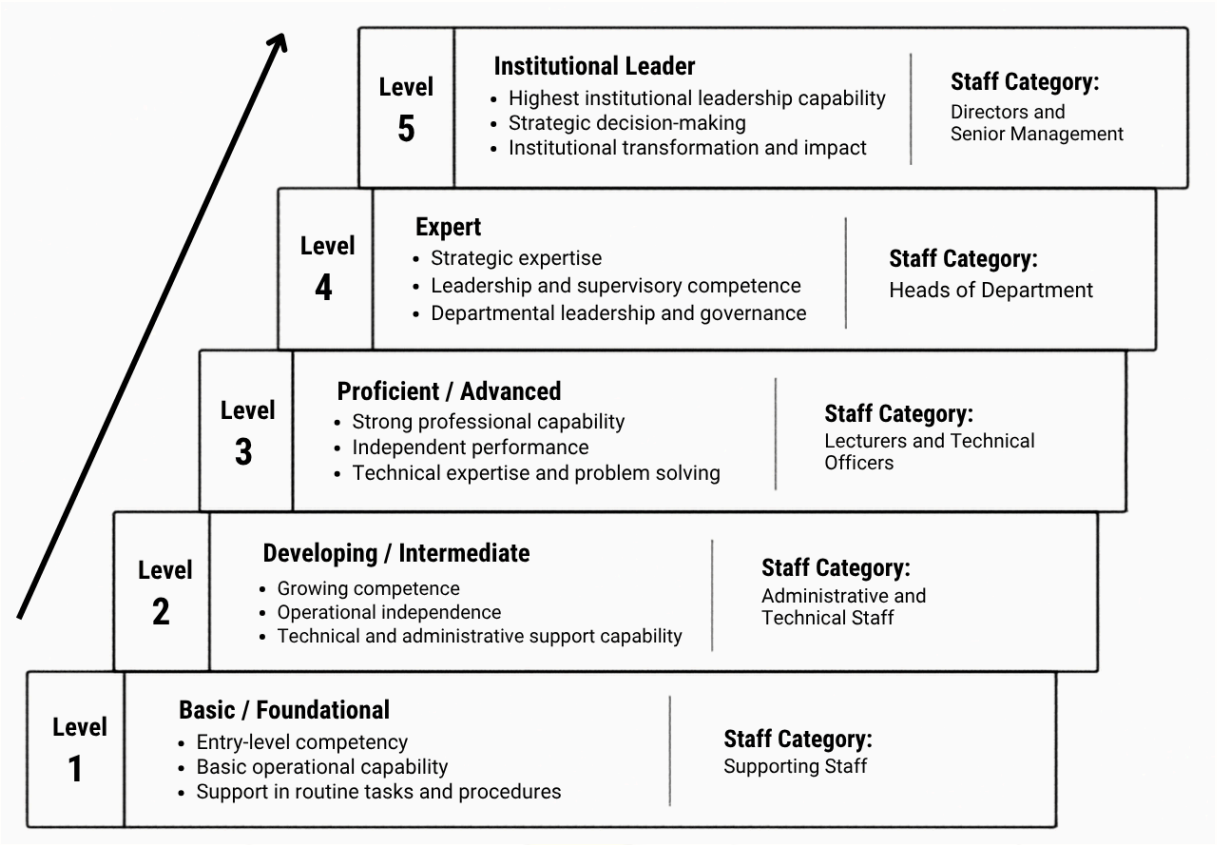

Figure 8. *DIT Competency Proficiency Levels (Five-Stage Progression Model)*

The staff category matrix demonstrates that competency expectations increase progressively alongside institutional responsibility, leadership accountability, technical complexity, and strategic influence. While foundational competencies remain relevant across all levels, the expected sophistication, autonomy, behavioural influence, and institutional impact associated with each competency expand significantly at higher institutional levels.

The matrix further demonstrates that leadership competencies are not universally applicable across all staff categories, but become increasingly critical within supervisory, managerial, and strategic leadership functions.

Level	Title	General Description
Level 1	Basic	Demonstrates awareness of competency. Applies it in simple, familiar situations. Requires close and consistent guidance. Appropriate for entry-level and new staff.
Level 2	Intermediate	Applies the competency in routine situations with periodic guidance. Demonstrates growing familiarity with principles and practices. Appropriate for experienced supporting staff and early-career professionals.
Level 3	Advanced	Applies the competency consistently across varied and moderately complex situations with minimal guidance. Demonstrates solid understanding and reliable application. Appropriate for lecturers, technical officers, and experienced professionals
Level 4	Expert	Applies the competency in complex, high-stakes, and ambiguous situations with little or no guidance. Serves as a resource and role model for others. Designs and improves competency-related processes. Appropriate for heads of department and senior professionals.
Level 5	Institutional Leader	Applies the competency in the most complex and consequential institutional situations. Shapes institutional culture, policies, and systems in this competency area. Appropriate for directors, senior management, and institutional principals.

4.2.2 Staff Category Proficiency Expectations

Staff Category	Role Examples	Core Competencies	Leadership Competencies	Technical/Functional
Supporting Staff	Cleaners, security, messengers	Level 1–2	Not applicable	TF-S Level 1–2
Administrative Staff	Admins, secretaries, finance clerks	Level 2–3	Not applicable (unless supervisory)	TF-AD Level 2–3
Technical Officers	Lab technicians, ICT officers, technical	Level 2–3	Not applicable (unless supervisory)	TF-T Level 2–4

	assistants			
Lecturers	All academic teaching staff	Level 3	Level 2–3 (coaching/mentoring)	TF-A Level 3–4
Heads of Departments	Academic and administrative HODs	Level 3–4	Level 3–4 (all ML competencies)	Function-relevant Level 4
Directors and Senior Management	Deputy Principal, Directors, DVC	Level 4–5	Level 4–5 (all ML competencies)	Strategic-level capability

4.3 Core Competency Profiles

CC-01 COMMUNICATION AND PROFESSIONAL ENGAGEMENT

Category: Core Competency | **Code** CC-01

Definition: Communication and Professional Engagement is the ability to convey information clearly, accurately, and purposefully across verbal, written, and interpersonal modalities, adapting style and medium to the needs of diverse audiences. This competency encompasses active listening, professional written expression, structured feedback provision, stakeholder engagement, and the facilitation of open, transparent information exchange within and beyond the institution. It further encompasses the use of communication as a tool to build institutional trust, manage expectations, and support student, staff, and stakeholder welfare.

Institutional Rationale: Communication emerged as the single most critical institutional competency across all seven FGD groups, appearing more frequently and with greater urgency than any other theme. Participants consistently associated communication failures with operational inefficiency, reduced staff morale, gaps in student welfare, and erosion of institutional trust. The Finding was unequivocal DIT cannot achieve its institutional vision without systematically strengthening communication capability at every level. At the same time, the exercise revealed genuine communication talent within the institution, which, when harnessed within a structured framework, represents a powerful institutional asset.

Key Behavioural Indicators

1. Communicates information clearly, concisely, and professionally in both written and verbal forms

2. Actively listens to students, colleagues, and stakeholders without interrupting or dismissing
3. Adapts communication style and language to the audience, context, and purpose
4. Provides timely, constructive, and evidence-based feedback to colleagues and students
5. Initiates proactive communication rather than waiting to be asked
6. Ensures that important information reaches all relevant parties accurately and timeously
7. Demonstrates professional written communication in reports, correspondence, and academic materials
8. Facilitates open and respectful dialogue in team settings and departmental meetings
9. Manages sensitive communication with discretion, empathy, and professional judgment
10. Represents DIT professionally in external stakeholder engagements, industry interactions, and community relations
11. Uses appropriate digital communication platforms and tools effectively
12. Acknowledges and responds to communication received, closing feedback loops

Proficiency Level Descriptors

Level	Descriptor	Behavioral Characteristics
Level 1 Basic	Developing foundational communication skills. Requires close guidance and frequent support.	Communicates basic information in familiar situations. Written communication may contain errors or lack structure. Listen when directed to do so. Limited stakeholder engagement. Requires prompting to share relevant information.
Level 2 Intermediate	Applies communication competency in standard situations with periodic guidance.	Communicates adequately in routine situations. Prepares clear written documents with occasional review. Engages in departmental communication with reasonable effectiveness. Provides feedback when requested. Demonstrates growing listening skills.
Level 3 Advanced	Applies communication competency consistently across varied situations with minimal guidance.	Communicates clearly and professionally across diverse situations. Produces high-quality written reports and correspondence. Proactively shares

		relevant information. Facilitates productive group discussions. Adjusts communication style to different audiences. Handles sensitive communication with appropriate discretion.
Level 4 Expert	Applies communication competency in complex, high-stakes, and multi-stakeholder situations. Serves as a communication resource and role model.	Designs and implements communication systems and processes. Manages institutional communication across complex stakeholder landscapes. Coaches others in communication effectiveness. Represents DIT in high-level external engagements. Resolves communication breakdowns constructively. Mentors staff in professional writing and stakeholder communication.
Level 5 Institutional Leadership	Shapes institutional communication culture. Drives communication strategy and institutional reputation.	Champions and models exemplary communication standards institution-wide. Designs institutional communication frameworks, policies, and feedback systems. Builds DIT's external profile and stakeholder relationships through strategic communication. Drives cultural change toward transparent, responsive, and inclusive communication at all levels.

Assessment Approach: Assessed through direct observation in team, student, and stakeholder interactions; review of written communications (reports, correspondence, academic materials); 360-degree feedback; student/client satisfaction feedback; supervisor appraisal; structured communication exercises during competency reviews.

Integration Pathways

- *Recruitment* Communication assessments (written exercises, presentations) as standard components of selection processes for all roles.
- *Performance Management* Communication behavioural indicators incorporated into annual performance review frameworks.

- *Learning & Development* Communication skills development prioritised as a core institutional training offering; targeted coaching for managers and heads of department.

Staff Category Proficiency Expectations

Staff Category	Minimum Expected Proficiency
Supporting Staff	Level 1–2
Administrative Staff	Level 2–3
Technical Officers	Level 2–3
Lecturers	Level 3–4
Heads of Departments	Level 4
Directors and Senior Management	Level 4–5

CC-02 INTEGRITY, ETHICS, AND PROFESSIONAL STANDARDS

Category: Core Competency | **Code** CC-02

Definition: Integrity, Ethics, and Professional Standards is the consistent and unwavering demonstration of ethical conduct, honesty, transparency, fairness, and professional accountability in all institutional actions and relationships. It encompasses adherence to institutional values, public service ethics, regulatory compliance, confidentiality obligations, and the exercise of professional judgment in ways that build and sustain institutional trust. It further demands the moral courage to uphold principles under pressure, to challenge unethical conduct when observed, and to act in the genuine interests of students, colleagues, and the institution.

Institutional Rationale: Integrity was identified across multiple groups as a foundational institutional expectation, one whose absence carries severe consequences for institutional trust,

UNDP accountability obligations, public reputation, and DIT's credibility as a public institution. Participants raised legitimate concerns about favouritism, nepotism, and inconsistencies in institutional processes, reflecting the high premium placed on integrity within DIT's community and the genuine aspiration for a more equitable and accountable institutional culture.

Key Behavioural Indicators

1. Acts honestly and transparently in all professional interactions, communications, and decisions
2. Maintains strict confidentiality of sensitive institutional, student, and staff information
3. Complies consistently with institutional policies, public service regulations, and UNDP accountability requirements
4. Exercises professional judgment without allowing personal relationships, preferences, or self-interest to compromise fairness
5. Acknowledges mistakes openly and takes corrective action without deflection
6. Challenges unethical conduct, favouritism, or policy violations when observed, through appropriate channels
7. Treats all colleagues and students equitably, regardless of gender, background, seniority, or relationship
8. Maintains accuracy and completeness in documentation, reporting, and academic records
9. Demonstrates alignment between stated values and observable professional behaviour
10. Upholds institutional reputation in all external engagements and community interactions
11. Refuses to participate in or enable fraudulent, corrupt, or unethical institutional practices
12. Models ethical conduct for students, establishing the institution as a school of professional character

Proficiency Level Descriptors

Level	Descriptor	Behavioural Characteristics
Level 1 Basic	Demonstrates basic honesty in most situations.Aware of institutional values. Requires guidance on ethical dilemmas.	Generally honest in routine interactions.Follows rules when clearly stated. May be uncertain how to respond to ethical dilemmas. Limited confidence in challenging unethical conduct. Focuses primarily on personal compliance.

Level 2 Intermediate	Consistently honest and compliant. Recognises and reports ethical concerns in straightforward situations.	Reliably follows institutional policies and professional standards. Maintains confidentiality in standards and situations.Raising ethical concerns with the supervisor when encountered. Demonstrates a growing awareness of the implications for systemic integrity.
Level 3 Advanced	Consistently models integrity across situations, including under pressure. Takes principled stands when required.	Maintains integrity consistently regardless of situational pressure. Challenges unfair or unethical conduct through appropriate channels. Known for reliable, transparent conduct. Demonstrates integrity in interactions with students, colleagues, and external partners. Actively upholds institutional accountability standards.
Level 4 Expert	Institutional integrity champion. Coaches others in ethical conduct. Identifies and addresses systemic integrity risks.	Proactively identifies and addresses vulnerabilities in institutional integrity. Coaches and mentors colleagues in ethical decision-making. Ensures integrity standards are embedded in departmental processes. Builds a culture of transparency and accountability within their sphere of influence. Represents DIT's integrity commitments to external partners.
Level 5 Institutional Leadership	Shapes DIT's institutional ethics culture. Designs and leads integrity systems institution-wide.	Drives the development and implementation of institutional integrity frameworks, accountability systems, and ethical governance structures. Champions a culture of transparency, fairness, and public service accountability at the highest institutional levels. Models, integrity without exception, serve as DIT's ethical anchor.

Assessment Approach: Assessed through peer review and 360-degree feedback; supervisor appraisal; review of professional conduct records; student/stakeholder satisfaction assessments; structured ethical scenario exercises; management observation.

Staff Category Proficiency Expectations

Staff Category	Minimum Expected Proficiency
Supporting Staff	Level 2
Administrative Staff	Level 3
Technical Officers	Level 3
Lecturers	Level 3–4
Heads of Departments	Level 4
Directors and Senior Management	Level 4–5

CC-03 TEAMWORK, COLLABORATION, AND INTERDEPARTMENTAL INTEGRATION

Category: Core Competency | **Code** CC-03

Definition: Teamwork, Collaboration, and Interdepartmental Integration is the capacity to contribute effectively as a member of a team, work cooperatively across departmental boundaries, share information and resources generously, and collectively pursue institutional goals with mutual respect and shared accountability. It encompasses the ability to understand and value diverse perspectives, manage collaborative relationships constructively, support colleagues across functional areas, and contribute to an institutional culture in which the collective impact exceeds the sum of individual contributions.

Key Behavioural Indicators

1. Actively participates in team activities, departmental meetings, and collaborative initiatives

2. Shares information, knowledge, and resources willingly with colleagues across departments
3. Respects and values diverse perspectives, roles, and contributions within teams
4. Fulfils commitments made to team members reliably and timeously
5. Supports colleagues facing workload or operational challenges without being asked
6. Raises disagreements or concerns within teams constructively and professionally
7. Coordinates proactively with other departments on shared institutional objectives
8. Acknowledges and builds on the contributions of others
9. Participates actively in cross-functional committees, working groups, and institutional initiatives
10. Adapts personal working style to the needs and dynamics of different teams

Proficiency Level Descriptors

Level	Descriptor	Behavioural Characteristics
Level 1 Basic	Participates in team activities when required. Limited,cross-departmental awareness.	Participates in team activities when directed.Focuses primarily on individual responsibilities. Limited engagement with interdepartmental processes. Cooperates when directly requested.
Level 2 Intermediate	Contributes reliably to team activities.Beginning to engage across departmental boundaries.	Fulfils team commitments consistently.Participates actively in departmental activities. Engages with colleagues from other departments when required by workflows. Beginning to share information proactively.
Level 3 Advanced	Proactive and valued team contributor. Actively facilitates cross-departmental collaboration.	Proactively contributes to team success beyond individual responsibilities. Facilitates constructive dialogue in collaborative settings. Reaches across departmental boundaries to coordinate and share resources. Builds positive working relationships across functions.Manages collaborative tensions constructively.
Level 4 Expert	Institutional collaboration	Builds and maintains effective cross-departmental collaborative frameworks. Coaches colleagues in

Level	Descriptor	Behavioural Characteristics
	champion Designs and facilitates cross-functional team processes.	effective teamwork. Facilitates complex multi-stakeholder collaboration. Design team processes that improve institutional coordination.
Level 5 Institutional Leadership	Shapes DIT's collaborative culture. Drives institution-wide integration.	Champions a culture of collaboration, openness, and shared institutional purpose. Designs and leads institutional collaboration architecture. Breaks down structural barriers to interdepartmental integration. Models collaborative leadership as an institutional standard.

Staff Category Proficiency Expectations

Staff Category	Minimum Expected Proficiency
Supporting Staff	Level 1–2
Administrative Staff	Level 2–3
Technical Officers	Level 2–3
Lecturers	Level 3
Heads of Departments	Level 3–4
Directors and Senior Management	Level 4–5

CC-04 ACCOUNTABILITY, OWNERSHIP, AND COMMITMENT

Category: Core Competency | **Code** CC-04

Definition: Accountability, Ownership, and Commitment is the consistent demonstration of personal responsibility for assigned roles, deliverables, and institutional commitments, fulfilling obligations reliably, meeting standards of quality and timeliness, and taking ownership of outcomes without deflection. It encompasses professional self-management, punctuality, follow-through on commitments, and the institutional disposition to view one's role not merely as a position but as a stewardship that contributes to DIT's mission and the welfare of its students.

Key Behavioural Indicators

1. Fulfils assigned responsibilities to the required standard and within agreed timelines
2. Takes ownership of outcomes, both successes and shortcomings, without deflection or blame-shifting
3. Manages own time, attendance, and workload professionally and reliably
4. Follows through on commitments made to students, colleagues, supervisors, and external partners
5. Proactively reports challenges or obstacles that may affect delivery, seeking solutions rather than excuses
6. Maintains appropriate records, documentation, and institutional reporting as required
7. Demonstrates commitment to institutional goals beyond personal convenience
8. Holds personal professional development as an area of individual accountability
9. Supports institutional accountability systems by providing accurate and timely information
10. Demonstrates commitment to DIT's mission in day-to-day professional conduct

Proficiency Level Descriptors

Level	Descriptor	Behavioural Characteristics

Level 1 Basic	Fulfils basic responsibilities when supervised.Requires reminders and follow-up.	Meets basic obligations when closely supervised. Attendance and punctuality may be inconsistent. Reporting is basic and sometimes incomplete. Limited self-management.
Level 2 Intermediate	Fulfils responsibilities consistently in standard situations. Developing reliable self-management.	Fulfils most commitments without reminders in routine circumstances. Attendance and punctuality are generally reliable. Provides adequate reporting. Beginning to take ownership of outcomes.
Level 3 Advanced	Highly reliable. Independently manages commitments to a high standard. Takes clear ownership.	Consistently delivers to high standards without supervision. Proactively manages challenges and communicates transparently when issues arise. Takes clear ownership of outcomes.Demonstrates institutional commitment beyond minimum expectations.
Level 4 Expert	Institutional accountability champion. Models and reinforces accountability standards.	Proactively strengthens institutional accountability systems. Coaches colleagues in self-management and commitment.Addresses accountability gaps within teams constructively. Designs, monitoring, and reporting processes.
Level 5 Institutional Leadership	Shapes DIT's accountability culture. Designs and leads accountability governance.	Drives the design and implementation of institutional accountability frameworks. Establishes a culture of ownership, performance transparency, and institutional responsibility. Models accountability as a leadership standard.

Staff Category Proficiency Expectations

Staff Category	Minimum Expected Proficiency
Supporting Staff	Level 2

Administrative Staff	Level 2–3
Technical Officers	Level 2–3
Lecturers	Level 3
Heads of Departments	Level 3–4
Directors and Senior Management	Level 4–5

CC-05 ADAPTABILITY, RESILIENCE, AND CHANGE READINESS

Category: Core Competency | **Code** CC-05

Definition: Adaptability, Resilience, and Change Readiness is the capacity to adjust effectively to evolving institutional priorities, technological advancements, shifting student expectations, and external environmental changes, maintaining professional effectiveness, a positive outlook, and the quality of contribution during periods of transition and uncertainty. It encompasses openness to new approaches, comfort with ambiguity, the ability to learn rapidly from new experiences, and the capacity to support colleagues and students through change processes.

Key Behavioural Indicators

1. Adjusts working practices, methods, and priorities in response to changing institutional requirements
2. Approaches new technologies, digital systems, and institutional processes with openness and curiosity
3. Maintains effectiveness and professional standards during periods of significant institutional change
4. Learns quickly from new experiences, including setbacks and unfamiliar challenges
5. Supports colleagues who are struggling with change, providing encouragement and practical assistance
6. Participates constructively in institutional change initiatives rather than resisting or withdrawing

7. Identifies opportunities within challenging circumstances rather than focusing solely on constraints
8. Proactively updates knowledge and skills in response to evolving institutional and professional requirements
9. Maintains professional demeanour and student-centred conduct even under operational pressure
10. Contributes positively to change management processes, sharing ideas and concerns constructively

Proficiency Level Descriptors

Level	Descriptor	Behavioural Characteristics
Level 1 Basic	Adapts to change when required but may need significant support and encouragement.	Follows new processes when directed. May initially resist changes in routine. Requires significant support through transitions. Limited independent adaptation.
Level 2 Intermediate	Adapts to change with periodic support. Growing resilience in standard situations.	Adapts to routine changes with moderate support.Demonstrates growing openness to new technologies and processes. Recovers from setbacks with guidance. Participates in change activities when engaged.
Level 3 Advanced	Adapts independently and effectively.Demonstrates genuine resilience and positive orientation to change.	Adapts confidently to significant institutional changes. Proactively updates skills and knowledge. Maintains effectiveness during transitions. Supports colleagues through change processes. Approaches new challenges with a constructive problem-solving orientation.
Level 4 Expert	Change champion. Drives and facilitates institutional adaptability.	Leads teams through significant institutional transitions. Coaches colleagues in change management. Designs adaptive institutional processes. Identifies and proactively addresses institutional resistance. Contributes to DIT's organisational learning.

Level 5 Institutional Leadership	Shapes DIT's adaptive culture. Leads institutional transformation strategy.	Champions continuously institutionalize learning and adaptation. Drives DIT's strategic transformation agenda. Builds institutional systems to manage and sustain change. Models resilient, forward-looking leadership.

Staff Category Proficiency Expectations

Staff Category	Minimum Expected Proficiency
Supporting Staff	Level 1–2
Administrative Staff	Level 2
Technical Officers	Level 2–3
Lecturers	Level 3
Heads of Departments	Level 3–4
Directors and Senior Management	Level 4–5

CC-06 EMOTIONAL INTELLIGENCE AND HUMAN-CENTERED RELATIONS

Category: Core Competency | **Code** CC-06

Definition: Emotional Intelligence and Human-Centered Relations is the ability to recognise, understand, and constructively manage one's own emotions, while demonstrating empathy, sensitivity, and genuine care for the emotional and relational experience of students, colleagues, and institutional partners. It encompasses emotional self-regulation, interpersonal awareness, constructive conflict management, student welfare orientation, and the cultivation of institutional relationships grounded in mutual respect, dignity, and authentic professional concern.

Key Behavioural Indicators

1. Demonstrates genuine empathy and concern for students, colleagues, and stakeholders
2. Manages personal emotions constructively in challenging situations, maintaining professional conduct
3. Listens actively and attentively, demonstrating that the concerns of others are taken seriously
4. Responds to emotional distress or personal difficulties in students and colleagues with appropriate sensitivity and support
5. Avoids dismissive, demeaning, or disrespectful conduct toward colleagues at any level
6. Manages interpersonal conflicts with patience, fairness, and constructive intent
7. Creates working and learning environments in which all individuals feel safe, respected, and valued
8. Demonstrates self-awareness regarding personal strengths and developmental areas
9. Adjusts interpersonal approach based on the emotional and relational needs of the situation
10. Seeks to understand before seeking to be understood in interpersonal challenges

Proficiency Level Descriptors

Level	Descriptor	Behavioural Characteristics
Level 1 Basic	Demonstrates basic interpersonal awareness.Manages emotions adequately in most routine situations.	Generally polite and respectful. Limited awareness of emotional impact on others. May struggle with emotional management under pressure. Limited active listening. Basic empathy in clear distress situations.
Level 2 Intermediate	Demonstrates growing emotional self-awareness.Responds empathetically in standard situations.	Demonstrates empathy in clear situations. Manages own emotions adequately in most circumstances. Listens attentively in structured settings. Responds appropriately to student or staff welfare concerns.

Level 3 Advanced	Consistently demonstrates emotional intelligence in diverse and complex situations.	Manages emotions constructively under pressure.Demonstrates genuine empathy that influences professional practice. Creates inclusive and psychologically safe environments. Resolves interpersonal tensions constructively. Known for a human-centered approach to students and colleagues.
Level 4 Expert	Emotional intelligence champion. Models and coaches human-centered institutional practice.	Coaches colleagues in emotional intelligence and interpersonal effectiveness. Design interventions that strengthen institutional relational culture. Manages highly complex interpersonal situations with skill and wisdom. Builds institutional capacity for empathetic leadership.
Level 5 Institutional Leadership	Shapes DIT's relational culture. Champions human-centered institutional leadership.	Drives the development of a human-centered, empathetic institutional culture. Embeds emotional intelligence in leadership development and performance management systems. Models exemplary emotional leadership at the highest institutional level.

Staff Category Proficiency Expectations

Staff Category	Minimum Expected Proficiency
Supporting Staff	Level 1–2
Administrative Staff	Level 2
Technical Officers	Level 2

Lecturers	Level 3
Heads of Departments	Level 3–4
Directors and Senior Management	Level 4

CC-07 SERVICE ORIENTATION AND STUDENT-CENTEREDNESS

Category: Core Competency | **Code** CC-07

Definition: Service Orientation and Student-Centeredness is the consistent commitment to understanding and effectively meeting the needs of students, internal colleagues, and institutional stakeholders, placing students' welfare, development, and experience at the centre of professional decision-making and institutional conduct. It reflects DIT's 'S' in RESPECT. It encompasses responsiveness, quality of service, proactive needs-identification, and the professional disposition that views service excellence as a personal and institutional standard rather than a minimum obligation.

Key Behavioural Indicators

1. Places student welfare, development, and experience at the centre of professional priorities
2. Responds to student and stakeholder requests promptly, professionally, and with genuine effort to assist
3. Proactively identifies and addresses student and stakeholder needs before they become formal complaints
4. Treats every individual regardless of status, background, or circumstance with dignity and respect
5. Follows through on service commitments to students and stakeholders reliably
6. Seeks feedback on service quality and uses it constructively to improve practice
7. Represents DIT to students, industry partners, and the public with pride and professionalism
8. Facilitates processes that are accessible, transparent, and student-friendly
9. Advocates for student welfare within institutional systems and processes
10. Maintains service quality standards even under pressure or high-demand conditions

Proficiency Level Descriptors

Level	Descriptor	Behavioural Characteristics
Level 1 Basic	Provides basic service when required. Growing awareness of student needs.	Responds to requests adequately. Follows service procedures when directed. Limited proactive service orientation. Basic professionalism in service delivery.
Level 2 Intermediate	Provides reliable, professional service in standard situations.	Responds to students and stakeholders reliably and professionally. Follow up on service commitments. Demonstrates genuine concern for student welfare. Seeks guidance when service challenges arise.
Level 3 Advanced	Consistently student-centred. Proactive and high-quality service orientation.	Consistently places student needs at the centre of professional conduct. Proactively identifies and addresses service gaps. Manages complex service situations with competence and empathy. Advocates for student welfare within institutional processes.
Level 4 Expert	Service quality champion. Designs and drives institutional service improvement.	Designs and leads service quality improvement initiatives. Coaches colleagues in student-centred practice. Manages relationships with industry partners, UNDP representatives, and community stakeholders strategically and effectively.
Level 5 Institutional Leadership	Shapes DIT's service culture and student-centred institutional identity.	Champions student-centeredness as a defining institutional value. Designs service systems, feedback mechanisms, and quality standards institution-wide. Builds DIT's reputation as a genuinely student-centred institution.

Staff Category Proficiency Expectations

Staff Category	Minimum Expected Proficiency
Supporting Staff	Level 2
Administrative Staff	Level 2–3
Technical Officers	Level 2–3
Lecturers	Level 3
Heads of Departments	Level 3–4
Directors and Senior Management	Level 4–5

CC-08 INNOVATION MINDSET, PROBLEM-SOLVING, AND CONTINUOUS IMPROVEMENT

Category: Core Competency | **Code** CC-08

Definition: Innovation Mindset, Problem-Solving, and Continuous Improvement is the disposition and capability to approach institutional challenges with curiosity, creativity, and analytical rigour identifying practical solutions, contributing to institutional improvement, and remaining consistently oriented toward better ways of working, teaching, and serving students and stakeholders. It encompasses intellectual curiosity, analytical thinking, creative problem-solving, willingness to experiment, and the professional commitment to learning from both successes and failures.

Key Behavioural Indicators

1. Approaches problems analytically, identifying root causes rather than surface symptoms
2. Generates and tests creative solutions, accepting that some experiments will not succeed

3. Identifies opportunities for improvement in institutional processes, teaching methodologies, and service delivery
4. Shares innovative ideas constructively and supports the ideas of colleagues
5. Learns systematically from mistakes, setbacks, and unfamiliar challenges
6. Incorporates new knowledge, technologies, and approaches into professional practice
7. Challenges processes that are inefficient, outdated, or incompatible with institutional standards
8. Contributes to DIT's research and innovation mandate through professional practice
9. Demonstrates intellectual curiosity and an ongoing commitment to professional learning
10. Supports and mentors others in developing innovative and problem-solving capabilities

Proficiency Level Descriptors

Level	Descriptor	Behavioural Characteristics
Level 1 Basic	Applies standard approaches. Beginning to develop problem-solving and improvement orientation.	Follow established procedures. Identifies obvious problems when directly facing them. Limited initiative in generating solutions. Developing awareness of improvement opportunities.
Level 2 Intermediate	Identifies problems and generates solutions with periodic guidance.	Identifies standard problems and proposes practical solutions. Participates in improvement initiatives. Shows growing curiosity and openness to new approaches. Learn from experience with guidance.
Level 3 Advanced	Independently identifies and solves complex problems. Proactively drives improvement.	Consistently approaches challenges with analytical rigour and creative orientation. Drives process improvements within the area of responsibility. Incorporates new technologies and approaches proactively. Share innovations and solutions constructively.

Level 4 Expert	Institutional innovation champion. Leads complex problem-solving and institutional improvement initiatives.	Designs and leads institutional innovation and improvement programmes. Coaches colleagues in analytical and creative problem-solving. Contributes to DIT's research and industry engagement agenda.
Level 5 Institutional Leadership	Shapes DIT's innovation culture and improvement architecture.	Champions DIT's research, innovation, and continuous improvement culture. Designs institutional systems to capture, test, and scale innovations. Positions DIT as a centre of applied innovation in Tanzania's technical education sector.

Staff Category Proficiency Expectations

Staff Category	Minimum Expected Proficiency
Supporting Staff	Level 1
Administrative Staff	Level 2
Technical Officers	Level 2–3
Lecturers	Level 3
Heads of Departments	Level 3–4
Directors and Senior Management	Level 4–5

4.3 Managerial and Leadership Competency Profiles

ML-01 STRATEGIC LEADERSHIP AND INSTITUTIONAL DIRECTION

Category: Managerial and Leadership | **Code** ML-01

Definition: Strategic Leadership and Institutional Direction is the capacity to translate DIT's institutional vision, mission, and UNDP partnership priorities into a coherent operational strategy, guiding departmental and institutional teams toward long-term goals with clarity, purpose, and commitment. It encompasses strategic thinking, institutional foresight, aligning resources with priorities, and maintaining directional clarity in complex, ambiguous environments while remaining responsive to stakeholder needs and emerging institutional realities.

Key Behavioural Indicators

1. Articulates a clear institutional direction aligned with DIT's mission, UNDP objectives, and national development priorities
2. Translates institutional strategy into actionable departmental priorities and operational plans
3. Anticipates emerging challenges and opportunities affecting DIT's institutional effectiveness
4. Aligns resource allocation with strategic institutional priorities
5. Communicates institutional strategy clearly and meaningfully to all staff levels
6. Balances short-term operational demands with long-term institutional development priorities
7. Engages external stakeholders, industry, government, UNDP, and the community in advancing institutional goals
8. Creates conditions in which staff understand and feel connected to institutional purpose
9. Monitors institutional progress against strategic goals and adjusts course as evidence requires
10. Demonstrates consistency between stated strategic commitments and observable decisions

Proficiency Level Descriptors

Level	Descriptor	Behavioural Characteristics
Level 2 Intermediate	Developing strategic awareness. Contributes to departmental planning with guidance.	Understands institutional strategic direction.Participates in planning processes. Growing ability to connect operational work to institutional goals.
Level 3 Advanced	Applies strategic thinking to departmental leadership. Translates institutional strategy into team priorities.	Consistently aligns departmental activities with institutional strategy. Provides strategic guidance to the team. Identifies strategic risks and opportunities. Engages stakeholders in departmental strategic direction.
Level 4 Expert	Institutional strategic leader. Designs and leads major strategic initiatives.	Drives strategic planning processes. Leads multi-departmental strategic initiatives. Manages complex stakeholder relationships with strategic intent. Mentors emerging leaders in strategic thinking.
Level 5 Institutional Leadership	Shapes DIT's institutional strategy. Represents DIT in strategic partnerships and national development agendas.	Leads DIT's institutional strategic direction. Represents DIT in government, UNDP, industry, and national policy forums.Positions DIT as a leader in Tanzania's technical education transformation.

Staff Category Applicability Heads of Departments (Level 3–4), Directors and Senior Management (Level 4–5)

ML-02 DECISION-MAKING AND ANALYTICAL JUDGMENT

Category: Managerial and Leadership | **Code** ML-02

Definition: Decision-Making and Analytical Judgment is the ability to gather and critically analyse relevant information, weigh competing priorities and considerations, and arrive at well-reasoned decisions promptly, particularly in complex, ambiguous, or high-stakes institutional situations. It encompasses analytical thinking, evidence-based reasoning, risk assessment, the capacity to act under uncertainty when necessary, and the discipline to

distinguish between decisions that require consultation and those requiring decisive individual action.

Key Behavioural Indicators

1. Gathers relevant information systematically before making significant decisions
2. Analyses complex situations from multiple perspectives, identifying root causes and implications
3. Weighs evidence and competing priorities with intellectual rigour and institutional perspective
4. Makes timely, well-reasoned decisions even in the presence of incomplete information
5. Demonstrates sound judgment in escalating issues requiring higher-level decision-making
6. Communicates the rationale for decisions clearly and transparently to affected stakeholders
7. Accepts accountability for decisions made and adjusts course based on outcomes
8. Consults appropriately while maintaining decisiveness and leadership clarity
9. Incorporates student, staff, and stakeholder perspectives in decisions affecting them
10. Reviews and learns from decisions, including those that produced suboptimal outcomes

Proficiency Level Descriptors

Level	Descriptor
Level 2	Makes basic decisions in routine situations.Seeks guidance for complex decisions.
Level 3	Makes sound independent decisions in moderately complex situations. Consults appropriately.
Level 4	Makes well-reasoned decisions in complex,high-stakes situations. Mentors others in analytical judgment.
Level 5	Makes institutional-level decisions with strategic and governance implications. Shapes DIT's decision-making culture and systems.

Staff Category Applicability: Technical Officers and Lecturers (Level 2–3), Heads of Departments (Level 3–4), Directors and Senior Management (Level 4–5)

ML-03 DELEGATION, EMPOWERMENT, AND COORDINATION

Category: Managerial and Leadership | **Code** ML-03

Definition: Delegation, Empowerment, and Coordination is the capacity to effectively distribute responsibilities, tasks, and decision-making authority to appropriate staff, maximising institutional effectiveness, developing staff capability, and creating conditions of professional empowerment while maintaining oversight, accountability, and institutional quality standards.

Key Behavioural Indicators

1. Assigns tasks and responsibilities clearly, providing the context, resources, and authority necessary for success
2. Matches delegated responsibilities to staff capabilities and development needs
3. Monitors delegated work through appropriate oversight without micromanagement
4. Creates genuine opportunities for staff to lead, contribute, and grow through delegated responsibilities
5. Provides clear feedback on delegated work, recognising achievements and addressing gaps
6. Coordinates across departments and functions to ensure institutional alignment and resource effectiveness
7. Trusts staff with meaningful responsibilities, demonstrating genuine confidence in their capabilities
8. Manages upward coordination effectively with senior management and external partners
9. Adjusts delegation levels responsively to staff readiness and institutional requirements
10. Builds team capacity through deliberate and developmental delegation

Staff Category Applicability: Heads of Departments (Level 3–4), Directors and Senior Management (Level 4–5)

ML-04 COACHING, MENTORSHIP, AND STAFF DEVELOPMENT

Category: Managerial and Leadership | **Code** ML-04

Definition: Coaching, Mentorship, and Staff Development is the commitment and capacity to invest in the professional growth of colleagues and students, providing structured guidance, constructive feedback, developmental opportunities, and authentic mentorship that enables

individuals to maximise their potential, expand their capabilities, and progress in their professional journeys. It reflects DIT's identity as a learning institution at every level.

Key Behavioural Indicators

1. Provides regular, specific, and constructive feedback to staff on performance and professional development
2. Identifies and creates developmental opportunities for staff aligned with their aspirations and institutional needs
3. Conducts structured coaching conversations that build capability and confidence
4. Mentors newer and less experienced staff, sharing knowledge, networks, and institutional wisdom
5. Creates environments in which staff feel safe to ask questions, make mistakes, and learn
6. Supports staff in developing individual development plans (IDPs)
7. Recognises and celebrates staff growth and achievement meaningfully
8. Maintains professional development as a personal leadership commitment — models continuous learning
9. Connects staff development to institutional succession planning and career pathways
10. Advocates for staff development resources, training opportunities, and professional exposure

Proficiency Level Descriptors

Level	Descriptor
Level 2	Provides basic feedback and support to colleagues when asked.
Level 3	Proactively coaches and mentors staff. Provides structured developmental guidance regularly.
Level 4	Institutional coaching champion. Designs and leads staff development processes. Builds a coaching culture.
Level 5	Shapes DIT's learning culture. Drives institutional talent development strategy and succession systems.

Staff Category Applicability: Lecturers and Technical Officers with mentoring roles (Level 2–3), Heads of Departments (Level 3–4), Directors and Senior Management (Level 4–5)

ML-05 CONFLICT RESOLUTION AND CONSTRUCTIVE MEDIATION

Category: Managerial and Leadership | **Code** ML-05

Definition: Conflict Resolution and Constructive Mediation is the capacity to identify, address, and constructively resolve interpersonal and institutional conflicts, facilitating dialogue that preserves relationships, protects institutional harmony, and produces durable solutions grounded in fairness and professional standards. It demands the ability to remain impartial, manage emotional dynamics, fully hear all parties, and guide conflicting parties toward agreements that serve both individual and institutional interests.

Key Behavioural Indicators

1. Identifies signs of interpersonal or departmental conflict early and intervenes constructively
2. Creates safe, impartial spaces for conflicting parties to express concerns fully
3. Listens to all perspectives without prejudgment, demonstrating genuine fairness
4. Facilitates dialogue aimed at mutual understanding and durable resolution
5. Applies institutional policies and procedures in conflict resolution consistently and equitably
6. Manages own emotional responses in conflict situations, maintaining professionalism throughout
7. Follows up after resolutions to ensure agreements are maintained, and relationships restored
8. Prevents conflict escalation through proactive relationship management and clear communication systems
9. Addresses the systemic or structural causes of recurring conflicts, not merely their symptoms
10. Documents conflict resolution processes appropriately when institutional records are required

Staff Category Applicability: All supervisory roles (Level 2–3), Heads of Departments (Level 3–4), Directors and Senior Management (Level 4–5)

ML-06 PERFORMANCE MANAGEMENT AND ACCOUNTABILITY SYSTEMS

Category: Managerial and Leadership | **Code** ML-06

Definition: Performance Management and Accountability Systems is the capacity to establish clear performance expectations, monitor performance against institutional standards, provide

structured performance feedback, support performance improvement, and build a culture of accountability within teams and departments. It encompasses the ability to manage both high-performance recognition and performance-improvement processes with fairness, consistency, and developmental intent.

Key Behavioural Indicators

1. Sets clear, specific, and measurable performance expectations for all team members
2. Conducts structured performance review discussions consistently and on schedule
3. Recognises and rewards strong performance visibly and meaningfully
4. Addresses performance gaps proactively, constructively, and with genuine development intent
5. Documents performance conversations, agreements, and commitments appropriately
6. Manages performance improvement processes fairly, consistently, and in accordance with institutional HR policies
7. Creates environments in which staff understand performance expectations and feel supported in meeting them
8. Uses performance data to inform team development, resource allocation, and succession planning
9. Drives a culture in which accountability is experienced as enabling rather than punitive
10. Connects individual performance management to institutional strategic objectives

Staff Category Applicability: Heads of Departments (Level 3–4), Directors and Senior Management (Level 4–5)

ML-07 CHANGE LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

Category: Managerial and Leadership | **Code** ML-07

Definition: Change Leadership and Institutional Transformation is the ability to lead individuals, teams, and institutions through significant change processes — building a shared understanding of the case for change, managing resistance constructively, maintaining institutional effectiveness during transition, and securing the commitment and capability needed for sustainable transformation. It encompasses vision communication, stakeholder engagement, change-management design, and the personal resilience and courage to lead where others hesitate.

Key Behavioural Indicators

1. Builds a compelling and inclusive case for institutional change grounded in evidence and institutional aspiration

2. Communicates the purpose, process, and expected benefits of change clearly and consistently
3. Identifies and addresses sources of institutional resistance with empathy, evidence, and strategic engagement
4. Maintains staff morale, direction, and commitment during the inevitable ambiguity of change processes
5. Adjusts change plans responsively based on emerging feedback, obstacles, and opportunities
6. Creates visible quick wins that demonstrate the positive potential of change
7. Builds coalitions of change champions across the institution
8. Protects institutional effectiveness and student welfare throughout change implementation
9. Integrates sustainability considerations from the outset of change design
10. Models the attitudes, behaviours, and capabilities being asked of others during change

Staff Category Applicability: Heads of Departments (Level 3–4), Directors and Senior Management (Level 4–5)

4.4 Technical and Functional Competency Profiles

TF-A ACADEMIC AND TEACHING FUNCTION COMPETENCIES

TF-A-01 Practical Teaching Capability and Pedagogical Excellence

Definition: The ability to design, deliver, and continuously improve competency-based, student-centred learning experiences that effectively combine theoretical rigour with practical application consistent with DIT's Teaching Factory philosophy and Tanzania's CBET framework.

Key Behavioural Indicators

- Designs learning experiences that integrate theoretical knowledge with practical industrial application
- Employs diverse, evidence-based teaching methodologies suited to diverse student learning styles
- Maintains consistent alignment between curriculum objectives, teaching activities, and student assessment
- Creates inclusive, safe, and engaging learning environments for all students
- Regularly reviews and updates teaching content, materials, and approaches
- Provides students with timely, specific, constructive feedback on academic performance

- Models professional standards and workplace competencies through own conduct and practice
- Participates actively in curriculum review and academic quality assurance processes

Proficiency Levels

Level	Descriptor
Level 2	Delivers adequate teaching using standard methodologies. Requires guidance on advanced pedagogical approaches.
Level 3	Delivers high-quality, student-centered teaching consistently. Integrates practical and theoretical components effectively. Incorporates feedback to improve.
Level 4	Recognised teaching leader. Design innovative teaching approaches. Mentors colleagues in pedagogical excellence. Contributes to curriculum development.
Level 5	Thought leader in technical and competency-based education. Shapes DIT's academic standards and teaching philosophy.

TF-A-02 Curriculum Design, Management, and Alignment

Definition: The ability to design, manage, and continuously improve curricula that are aligned with competency-based education principles, labour market requirements, NACTE standards, UNDP development objectives, and DIT's institutional mission.

Key Behavioural Indicators

- Designs and reviews curriculum content aligned with national CBET frameworks and industry needs
- Ensures curriculum content reflects current and emerging industry practices and technological advances
- Integrates competency development, including behavioural and leadership competencies, into curriculum design
- Manages curriculum documentation, accreditation requirements, and academic quality standards
- Engages industry partners and employers in curriculum review and alignment

- Supports student employability through deliberate curriculum-to-career design
- Contributes to interdepartmental curriculum coordination and programme coherence

TF-A-03 Research, Innovation, and Scholarly Contribution

Definition: The capacity to conduct applied research, generate knowledge, contribute to Tanzania's innovation ecosystem, and disseminate scholarly findings in ways that strengthen DIT's research profile and serve societal and industrial development needs.

Key Behavioural Indicators

- Engages in research activities aligned with DIT's research mandate and industry priorities
- Produces and disseminates research outputs (papers, reports, consultancy products) meeting academic standards
- Integrates research findings into teaching and curriculum improvement
- Collaborates with industry, government, and development partners on applied research initiatives
- Mentors students and junior colleagues in research methodology and knowledge production
- Contributes to DIT's innovation culture through creative problem-solving and applied investigation

TF-A-04 Student Assessment, Guidance, and Academic Mentorship

Definition: The ability to design fair, valid, and competency-aligned assessment instruments; provide developmental academic feedback; and offer sustained guidance and mentorship that supports student progression, wellbeing, and employability.

Key Behavioural Indicators

- Designs assessment instruments that measure competency attainment fairly and consistently
- Provides students with detailed, actionable feedback on academic work
- Offers accessible academic counselling and guidance sessions
- Identifies at-risk students early and provides appropriate support and referral
- Mentors students in professional development, career planning, and competency building
- Advocates for student welfare and equity within academic processes and systems

Staff Category Proficiency Expectations (TF-A

Staff Category	Expected Proficiency
Lecturers	Level 3–4
Heads of Academic Departments	Level 4
Dean/Academic Directors	Level 4–5

TF-T TECHNICAL AND LABORATORY FUNCTION COMPETENCIES

TF-T-01 Laboratory Operations and Technical Competence

Definition: The ability to manage, operate, and maintain laboratory facilities, technical equipment, and practical training environments to institutional and safety standards — ensuring that DIT's Teaching Factory model delivers safe, effective, and high-quality practical training.

Key Behavioural Indicators

- Manages laboratory environments to establish safety, operational, and quality standards
- Operates and maintains technical equipment with expertise, precision, and appropriate care
- Manages laboratory inventory, consumables, and asset management systems effectively
- Implements and enforces laboratory safety protocols consistently
- Provides technical guidance and supervision to students in laboratory and practical settings
- Documents laboratory operations, maintenance records, and incidents accurately
- Identifies equipment maintenance and procurement needs proactively
- Contributes to the continuous improvement of laboratory facilities and practical training quality

Proficiency Levels

Level	Descriptor
Level 2	Operates standard laboratory equipment with guidance. Follow safety protocols.
Level 3	Manages laboratory operations independently to standard. Ensures safety and quality. Mentors students in practical settings.
Level 4	Expert laboratory manager. Designs laboratory improvement systems. Manages complex technical environments.

TF-T-02 ICT Systems, Digital Literacy, and Technology Integration

Definition: The ability to effectively use institutional ICT systems, digital tools, and emerging technologies supporting DIT's digital transformation while ensuring information security, operational efficiency, and readiness for future technological evolution.

Key Behavioural Indicators

- Proficiently operates DIT's institutional systems (e-Watumishi, Smart Nest, academic management platforms)
- Demonstrates information security awareness and compliance with data protection standards
- Uses digital communication and productivity tools effectively
- Adapts to new institutional technology systems and digital platforms
- Supports colleagues and students in developing digital literacy and technology proficiency
- Identifies and raises concerns about ICT system vulnerabilities or operational issues
- Contributes to DIT's digital transformation by embracing and promoting technology adoption.

TF-T-03 Technical Troubleshooting and Applied Problem-Solving

Definition: The ability to systematically diagnose, address, and resolve technical problems — drawing on professional expertise, analytical thinking, and practical experience to maintain operational continuity and institutional effectiveness.

Key Behavioural Indicators

- Systematically diagnoses technical problems, identifying root causes rather than surface symptoms
- Applies appropriate technical knowledge and tools to resolve operational challenges
- Documents technical problems, solutions, and lessons learned
- Escalates complex technical issues to the appropriate expertise efficiently and accurately
- Contributes to preventive maintenance and technical risk management processes
- Shares technical knowledge with colleagues, building institutional technical capability

Staff Category Proficiency Expectations (TF-T)

Staff Category	Expected Proficiency
Technical Officers (Entry)	Level 2
Technical Officers (Experienced)	Level 3
Senior Technical Officers	Level 3–4
Technical Department Heads	Level 4

TF-AD ADMINISTRATIVE FUNCTION COMPETENCIES

TF-AD-01 Procurement, Resource Management, and Financial Administration

Definition: The ability to manage institutional procurement processes, financial administration, and resource allocation in full compliance with institutional financial policies, public service regulations, UNDP accountability requirements, and applicable legal frameworks — ensuring value for money, transparency, and institutional financial integrity.

Key Behavioural Indicators

- Manages procurement processes in full compliance with institutional and regulatory requirements

- Prepares accurate, timely, and complete financial documentation and reports
- Exercises sound judgment in resource allocation, ensuring alignment with institutional priorities
- Maintains comprehensive procurement records, supporting institutional accountability and auditing
- Identifies and reports financial irregularities through appropriate channels
- Contributes to budget preparation, monitoring, and variance analysis
- Liaises effectively with suppliers, UNDP finance units, and government financial systems

TF-AD-02 Documentation, Records Management, and Institutional Reporting

Definition: The ability to produce, manage, and maintain accurate, complete, and appropriately secured institutional records and reports supporting institutional accountability, knowledge management, regulatory compliance, and evidence-based decision-making.

Key Behavioural Indicators

- Produces documents and reports that are accurate, complete, clearly structured, and professionally presented
- Manages institutional records (physical and digital) in accordance with data protection and records management policies
- Maintains filing systems that are organised, retrievable, and current
- Submits reports within required timelines and to required standards
- Contributes to institutional knowledge management and institutional memory systems
- Responds to information requests from management, auditors, and external partners accurately and timeously.

TF-AD-03 Quality Assurance and Regulatory Compliance

Definition: The ability to implement, maintain, and continuously improve institutional quality assurance systems, ensuring compliance with NACTE accreditation requirements, ISO 21001 education management standards, UNDP programme accountability frameworks, and applicable public service regulations.

Key Behavioural Indicators

- Implements and monitors quality assurance processes within the area of responsibility
- Contributes to institutional accreditation and certification processes (NACTE, ISO 21001)

- Identifies quality gaps and contributes to corrective and preventive action processes
- Ensures documentation and reporting meet institutional and regulatory quality standards
- Participates in internal and external quality audits constructively and professionally
- Promotes a culture of quality consciousness within departmental and institutional settings

Staff Category Proficiency Expectations (TF-AD)

Staff Category	Expected Proficiency
Administrative Staff (Entry)	Level 2
Administrative Staff (Experienced)	Level 2–3
Senior Administrative Officers	Level 3
Heads of Administrative Functions	Level 3–4

TF-S SUPPORTING AND OPERATIONAL FUNCTION COMPETENCIES

TF-S-01 Operational Support and Institutional Service Delivery

Definition: The ability to provide reliable, professional, and student-centred operational support services that maintain the daily functioning of DIT's institutional environment, contributing directly to the quality of the institutional experience for students, staff, and external visitors.

Key Behavioural Indicators

- Delivers operational support services reliably and to institutional standards
- Responds to service requests promptly and professionally
- Maintains institutional facilities and operational environments to cleanliness and functional standards
- Reports operational problems and maintenance requirements accurately and promptly
- Treats all students, staff, and visitors with respect and courtesy
- Participates in operational improvement discussions constructively

TF-S-02 Safety, Maintenance, and Institutional Standards Compliance

Definition: The ability to maintain institutional safety standards, carry out maintenance responsibilities, and ensure compliance with occupational health and safety regulations contributing to a physical institutional environment that is safe, functional, and conducive to learning and working.

Key Behavioural Indicators

- Complies with all institutional safety policies and occupational health regulations
- Reports safety hazards, near-misses, and incidents accurately and promptly
- Carries out maintenance responsibilities to the required standard and timeline
- Contributes to maintaining a clean, safe, and functional institutional environment
- Participates in safety awareness and training initiatives
- Demonstrates responsibility for the safety of students and colleagues in operational environments

Staff Category Proficiency Expectations (TF-S)

Staff Category	Expected Proficiency
Supporting Staff (Entry)	Level 1
Supporting Staff (Experienced)	Level 1–2
Senior Supporting Officers	Level 2

4.6. Consolidated Competency-Proficiency Matrix

The following matrix provides a comprehensive reference that shows the minimum expected proficiency levels for each competency across all staff categories.

Competency	Code	Supporting Staff	Administrative Staff	Technical Officers	Lecturers	Heads of Depts	Directors/ Senior Mgmt
Communication	CC-01	1–2	2–3	2–3	3–4	4	4–5
Integrity & Ethics	CC-02	2	3	3	3–4	4	4–5
Teamwork & Collaboration	CC-03	1–2	2–3	2–3	3	3–4	4–5
Accountability & Commitment	CC-04	2	2–3	2–3	3	3–4	4–5
Adaptability & Change Readiness	CC-05	1–2	2	2–3	3	3–4	4–5
Emotional Intelligence	CC-06	1–2	2	2	3	3–4	4
Service Orientation & Student-Centeredness	CC-07	2	2–3	2–3	3	3–4	4–5
Innovation Mindset & Problem-Solving	CC-08	1	2	2–3	3	3–4	4–5
Strategic Leadership	ML-01	N/A	N/A	N/A	N/A	3–4	4–5

Decision-Making & Analytical Judgment	ML-02	N/A	N/A	2–3	2–3	3–4	4–5
Delegation & Empowerment	ML-03	N/A	N/A	N/A	N/A	3–4	4–5
Coaching & Mentorship	ML-04	N/A	N/A	N/A	2–3	3–4	4–5
Conflict Resolution	ML-05	N/A	N/A	N/A	2	3–4	4–5
Performance Management	ML-06	N/A	N/A	N/A	N/A	3–4	4–5
Change Leadership	ML-07	N/A	N/A	N/A	N/A	3–4	4–5
Technical/Functional (relevant)	TF-*	TF-S 1–2	TF-AD 2–3	TF-T 2–4	TF-A 3–4	Function-relevant 4	Strategic 4–5

The consolidated matrix provides an institution-wide competency expectation framework showing minimum expected proficiency levels across all staff categories. The matrix serves as an operational guide for recruitment, promotion, performance management, staff development, and succession planning by establishing clear competency expectations aligned with institutional hierarchy and functional responsibility.

CHAPTER 5

COMPETENCY INTEGRATION INTO INSTITUTIONAL SYSTEMS

The DIT Institutional Competency Framework is designed as a living institutional architecture, one whose transformative potential is fully realised only when competencies are systematically embedded across all major institutional systems and processes. The following integration pathways translate the framework from a document into an operational institutional reality.

Recruitment and Selection: Competency profiles should be incorporated into all job descriptions, defining the competencies required for each role and the proficiency levels expected at the time of appointment. Assessment processes, including structured competency-based interviews, practical exercises, and reference checks, should be designed to evaluate competency demonstration rather than the mere possession of qualifications. Interview question banks mapped to specific competencies should be developed for each role category.

Onboarding and Induction: New staff and students' induction programmes should systematically introduce the competency framework, explaining its purpose, structure, and relevance to their roles during the first months of employment. Induction should include competency self-assessment to establish baseline profiles and inform individual development planning from the outset.

Performance Management: The annual performance review process should incorporate a competency assessment component alongside achievement review. Both the employee and the supervisor should assess competency proficiency levels using the behavioural descriptors in Chapter 5/4, generating a shared understanding of strengths and development priorities. Performance improvement plans should be competency-anchored.

Learning and Development: Training needs analysis should be competency-based, identifying gaps between current and required proficiency levels and designing targeted development interventions. The institutional training calendar should include offerings mapped to specific competencies, with priority given to the institution-wide gaps identified in the analysis of communication, emotional intelligence, leadership effectiveness, and digital adaptability.

Promotion and Advancement: Promotion criteria should explicitly incorporate competency proficiency levels, ensuring that advancement reflects demonstrated capability rather than seniority or academic credentials alone. Competency assessments should form part of promotion decision-making frameworks.

Succession Planning: The competency framework provides the architectural foundation for systematic succession planning, identifying staff with the potential and demonstrated

competency profile to step into higher-level roles, and designing targeted development pathways to support their readiness.

Curriculum Systems: The competency framework should be shared with curriculum development processes, ensuring that the competencies DIT asks of its staff are also embedded in the educational experiences provided to its students. A particular priority, identified consistently by participants, is the integration of employability and professional competency development from Year 1 of undergraduate education.

CHAPTER 6

STUDENT EMPLOYABILITY, ENTREPRENEURSHIP, AND FUTURE WORKFORCE READINESS

The competency framework initiative has a dual mandate to strengthen DIT's institutional workforce capability and to strengthen the competency profile of DIT's graduates entering Tanzania's evolving labour market. These two objectives are not parallel but symbiotic an institution whose staff embody and model high competency standards creates a learning environment that develops those same competencies in students.

The analysis consistently surfaced a critical finding regarding the **timing of competency development** students should be introduced to professional competency concepts, employability skills, and career readiness frameworks from the first year of university, not merely in the final year or pre-graduation programmes. Early integration creates cumulative competency development throughout the academic journey.

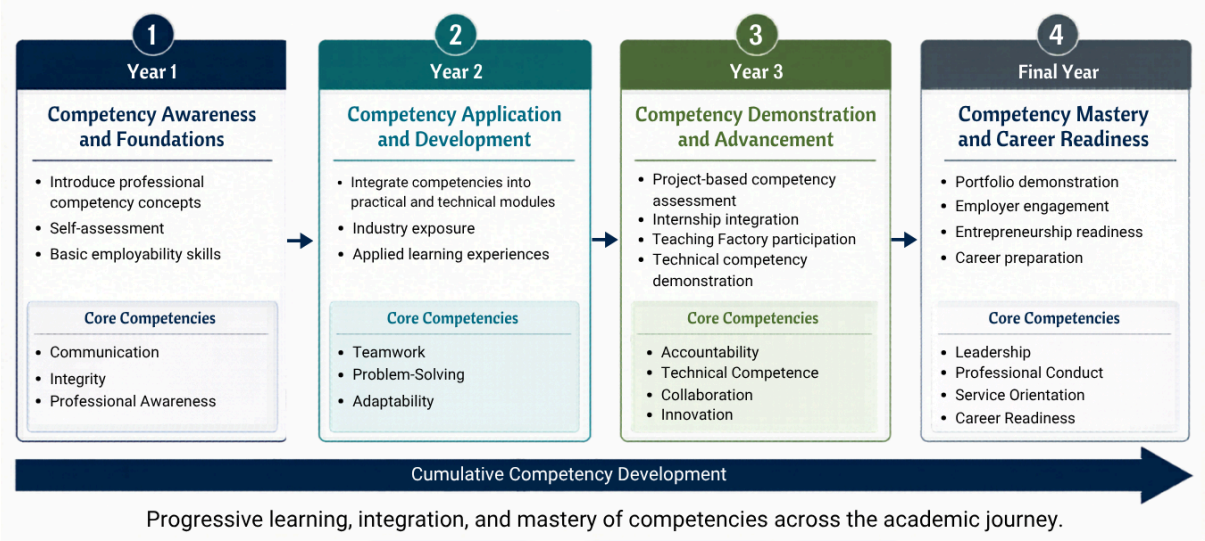

Figure 9. *DIT Student Competency Development Pathway (Four-Stage Academic Journey)*

Key Graduate Competencies for Labour Market Readiness: The competency framework identifies the following as particularly critical for DIT graduates entering Tanzania's labour market

- Communication and professional engagement
- Problem-solving and applied analytical thinking
- Digital literacy and technology adaptability
- Teamwork and workplace collaboration

- Professional ethics and accountability
- Entrepreneurial thinking and business acumen
- Innovation mindset and continuous learning orientation
- Adaptability and resilience

Entrepreneurship and Innovation Pathway: DIT must recognise that not all graduates will enter employment; an increasing proportion will create employment as entrepreneurs, consultants, startup founders, and innovators. The competency framework should explicitly support an entrepreneurial pathway that develops

- Opportunity identification and business model thinking
- Financial literacy and resource management
- Strategic communication and stakeholder engagement
- Risk assessment and decision-making under uncertainty
- Leadership and team building
- Market awareness and customer orientation

Recommended Curriculum Integration Actions

1. Introduce a formal **Professional and Employability Competencies** module in Year 1 of all programmes
2. Design cumulative competency development milestones at Years 1, 2, 3, and the final year
3. Integrate competency reflection and self-assessment into academic mentorship and student welfare processes
4. Develop industry partnership programmes that provide students with competency-assessed workplace exposure
5. Design final-year assessments that evaluate competency demonstration alongside technical knowledge

CHAPTER 7

IMPLEMENTATION ROADMAP

The implementation of the DIT Institutional Competency Framework requires a phased, sequenced, and resourced approach that balances ambition with institutional realism. The following five-phase roadmap is designed to ensure sustainable impact, genuine institutional ownership, and progressive integration of the framework into DIT's core systems.

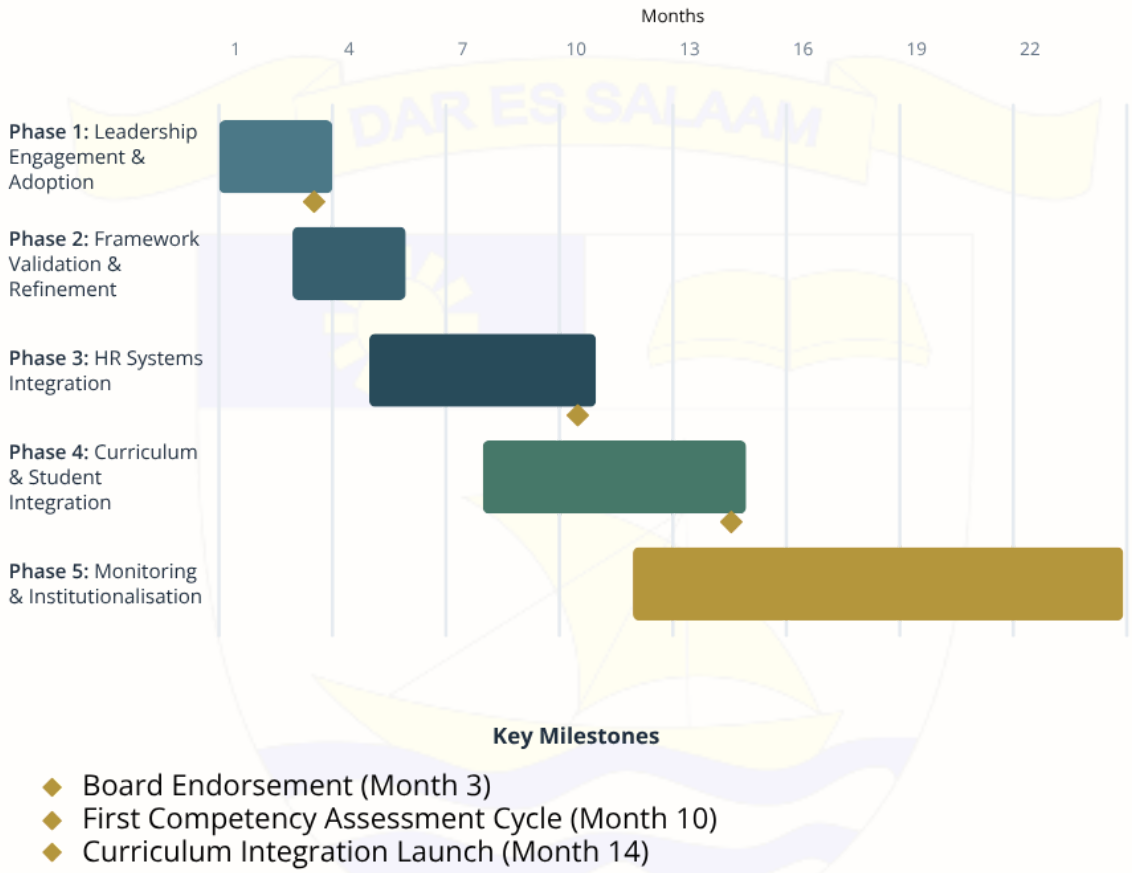

Figure 10 *DIT Competency Framework - Five-Phase Implementation Roadmap (24-Month Overview)*

Phase 1 Leadership Engagement, Sensitisation, and Institutional Adoption

Duration: Months 1–3.

Purpose: Secure genuine leadership commitment, institutional formal adoption of the framework, and build an institutional change coalition.

Activity	Responsibility	Success Indicator
Principal-level presentation and formal endorsement of the framework	Principal's Office, UNDP	Board/Management Committee resolution adopting the framework
Senior Management sensitisation workshop	UNDP, HR, Consultant	100% senior management participation, documented commitments
Communication to all staff on purpose, timeline, and expectations	HR, Principal	All staff informed within 30 days
Establish Competency Framework Implementation Committee	HR, Academic, Administration	Committee constituted with clear ToR
Launch an institutional communication campaign.	HR, Marketing/Communications	Awareness campaign materials distributed

Phase 3 HR / Internal Systems Integration

Duration: Months 5–10

Purpose: Embed competencies into core HR processes, including recruitment, performance management, learning and development, and promotion.

Activity	Responsibility	Success Indicator
Revise all job descriptions to incorporate competency requirements	HR/Directors	100% of job descriptions updated within 6 months

Develop competency-based interview guides and selection tools	HR/Directors	Interview guides available for all roles categories
Redesign performance appraisal forms to include competency assessment	HR/Directors	New appraisal format piloted and rolled out
Competency-based training needs analysis.	HR, Department Heads	Training calendar mapped to competency priorities
Develop an institutional competency awareness training programme.	HR, Consultant	Training programme designed and first cohort trained
Integrate competency criteria into promotion and advancement processes	HR, Management	Promotion framework revised and communicated

Phase 4 Curriculum and Student Integration

Duration: Months 8–14

Purpose: Embed competency development into DIT's academic systems and student development pathways.

Activity	Responsibility	Success Indicator
Curriculum review integrates professional competencies from Year 1	Academic Directorate, Lecturers	Competency integration in all Year 1 programmes
Develop student competency assessment tools and career readiness frameworks.	Academic, Career Services	Student competency assessment tools are available

Launch the employability and entrepreneurship competency programme.	Academic, Career Services	Programme launched, first cohort enrolled
Industry partnership review aligns with graduate competency expectations	Academic, Industry Liaison	Updated industry partnership agreements incorporating competency alignment
Incorporate the student competency portfolio into graduation requirements	Academic Directorate	Competency portfolio requirement embedded in academic regulations

Phase 5 Monitoring, Review, and Institutionalisation

Duration: Month 12 onwards (ongoing)

Purpose: Establish the framework as a permanent, living institutional system through regular review, monitoring, and continuous improvement.

Activity	Responsibility	Success Indicator
Annual competency framework review	HR, Senior Management	Annual review report produced
Competency-based reporting to the DIT Board and UNDP	Principal, HR	Annual competency implementation report
Staff competency assessment and development planning cycle	HR, HODs	Annual competency assessment cycle completed
Framework update based on evolving institutional and labour market needs	HR, Academic, Consultant	Framework updated at a minimum every 2 years

Succession planning process based on competency profiles	HR, Senior Management	Succession pipeline identified for all critical roles

CHAPTER 8

MONITORING, EVALUATION, AND SUSTAINABILITY FRAMEWORK

8.1 Monitoring Framework

Effective monitoring of the competency framework's implementation and impact requires a system of clear indicators, regular data collection, and transparent institutional reporting.

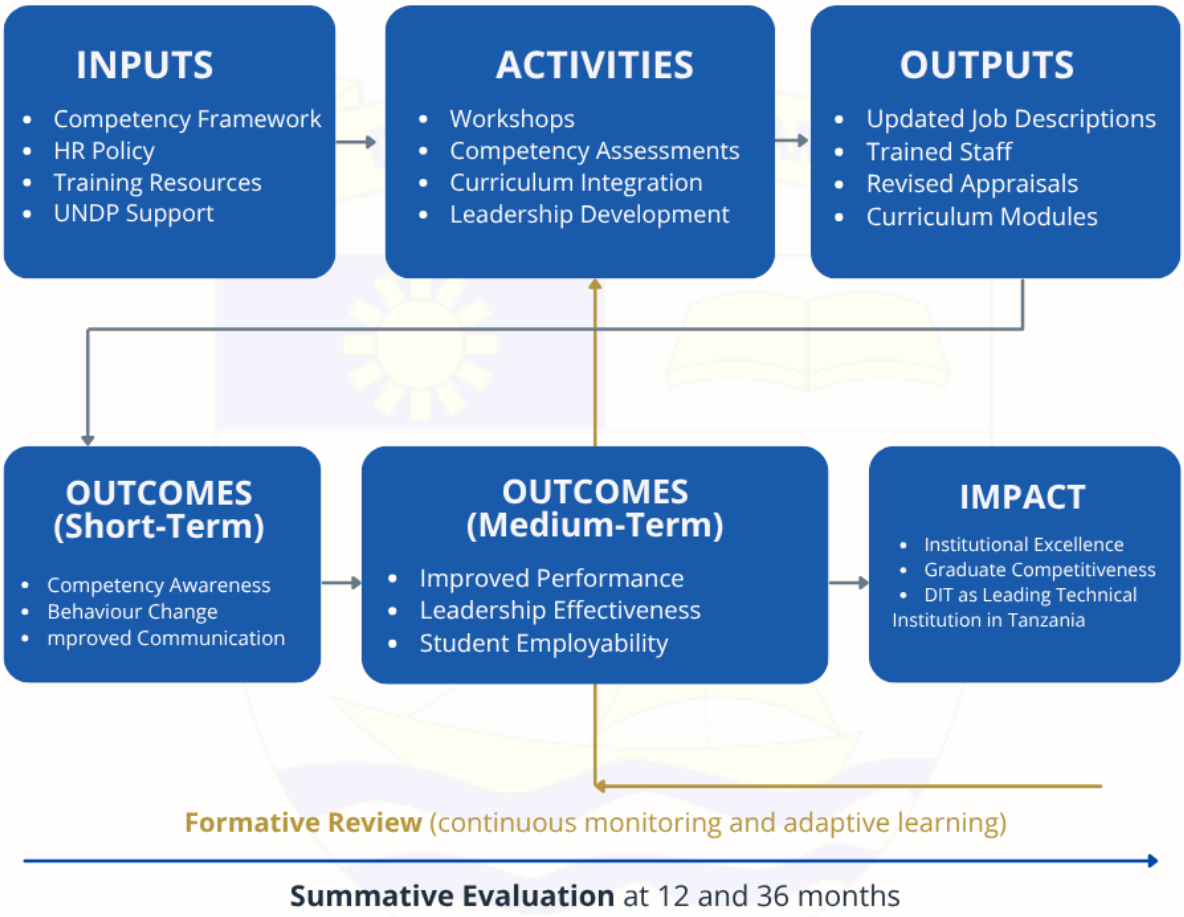

Figure 11. *DIT Competency Framework — Monitoring, Evaluation, and Learning (MEL) Framework*

Key Monitoring Indicators

Indicator	Measurement Approach	Frequency
Percentage of departments implementing competency-based performance reviews	HR records	Annual
Staff competency awareness levels	Competency awareness survey	Bi-annual
Leadership participation rates in competency-based management	HOD attendance records, HR data	Quarterly
Percentage of job descriptions incorporating competency requirements	HR records	Annual
Competency-based training hours delivered per staff member	Training records	Annual
Graduate employability rates and employer satisfaction	Alums and employer surveys	Annual
Student competency assessment completion rates	Academic records	Annual
Stakeholder satisfaction with institutional service quality	Student and partner satisfaction surveys	Annual

8.2 Evaluation Framework

The competency framework should be subject to a formal evaluation at 12 months (formative) and 36 months (summative) post-implementation, assessing

- Framework relevance and alignment with evolving institutional needs

- Quality and consistency of implementation across departments
- Staff perception of the framework's contribution to institutional improvement
- Evidence of behavioural change at the individual and institutional levels
- Impact on student outcomes and graduate employability
- UNDP partner satisfaction with institutional capability development progress

8.3 Sustainability Mechanisms

The long-term sustainability of the competency framework requires

1. **Institutional Ownership:** The framework must be owned by DIT's leadership, not externally driven. The Implementation Committee should be chaired by a DIT senior leader, not the external consultant.
2. **Embedded Systems:** Sustainability depends on deep integration into HR, academic, and performance systems, not on a separate "competency programme" that can be discontinued.
3. **Staff Capacity:** DIT must build internal HR capacity to administer, update, and champion the framework over time.
4. **Leadership Modelling:** Senior leaders and HODs must visibly embody the competencies they require of others; this is the single most powerful sustainability mechanism.
5. **Regular Review Cycle:** A formal 2-yearly review cycle ensures the framework remains responsive to institutional evolution, technological change, and labour market shifts.
6. **UNDP Partnership Continuity:** The UNDP partnership provides an important external accountability and support mechanism, particularly for monitoring, evaluation, and curriculum integration dimensions.

CHAPTER 9

STRATEGIC RECOMMENDATIONS

Based on the full analysis, the following strategic recommendations are presented for the consideration of DIT's leadership and UNDP Tanzania.

9.1 Prioritise Communication as the First Institutional Competency Intervention

The overwhelming evidence from the exercise identifies communication as DIT's most critical and systemic competency gap. An institution-wide Communication Capability Programme that covers professional written communication, leadership communication, feedback systems, and interdepartmental information flow should be the first major institutional capability investment following the adoption of the framework.

9.2 Commit to Human-Centered Leadership Development

The consistent aspiration expressed by staff across all groups for leaders who listen, are accessible, demonstrate fairness, avoid favouritism, and show genuine empathy represents a legitimate institutional development priority. A structured leadership development programme, grounded in the ML competencies of this framework, should be designed and implemented for all Heads of Department and above, prioritising coaching, emotional intelligence, communication, and performance management.

9.3 Design a Comprehensive Recognition and Motivation System

The significant recognition gap identified across groups cannot be addressed by the competency framework alone; it requires a deliberate institutional initiative to design, implement, and sustain meaningful recognition mechanisms. These may include structured performance recognition, public acknowledgement, professional development opportunities, and career advancement pathways tied to demonstrated growth in competency.

9.4 Accelerate Digital and ICT Competency Development

DIT's digital transformation trajectory demands a corresponding investment in staff digital literacy, ICT systems proficiency, and the capability to adapt to technology. A structured institutional digital competency programme prioritising e-Watumishi, Smart Nest, academic management platforms, and emerging digital tools should be implemented institution-wide.

9.5 Integrate Competency into Student Education from Year One

The curriculum integration opportunity identified throughout this exercise is transformational. DIT can distinguish itself within Tanzania's higher education landscape by deliberately developing employability competencies in students from their first year, not merely at

graduation. This requires a commitment to curriculum policy, lecturer development, and assessment framework revision.

9.6 Invest in Institutional Competency Champions

Rather than relying solely on HR to drive implementation, DIT should identify and formally recognise Competency Champions in each department staff who are enthusiastic about competency-based approaches and can support peer learning, departmental implementation, and cultural reinforcement at the grassroots level.

9.7 Review and Strengthen Accountability Systems

The accountability gaps identified in attendance, commitment, follow-through, and ownership require attention at both the cultural and systemic levels. Performance management systems should be reviewed to ensure they provide clear expectations, timely feedback, and meaningful consequences, both positive (recognition) and developmental (improvement planning).

CHAPTER 10 CONCLUSION

This report represents the collective product of a rich, participatory, and transformative institutional process. It documents not merely a competency framework, a structured inventory of expected behaviours and capabilities, but the beginning of an institutional journey DIT's journey toward becoming an organisation that understands, develops, and consistently demonstrates the full spectrum of capabilities required for institutional excellence in Tanzania's evolving higher education landscape.

The Dar es Salaam Institute of Technology possesses remarkable institutional foundations. Its technical identity, its commitment to competency-based education, its Teaching Factory model, and its RESPECT values framework represent genuine institutional assets of distinction. These foundations do not require replacement; they require systematic, deliberate building upon them, with the full engagement of DIT's leadership and staff at every level.

The findings of this exercise have been clear the institution's next developmental frontier lies not in acquiring more technical expertise, it already possesses formidable technical capability, but in strengthening the behavioural, relational, and leadership competencies that transform technical excellence into institutional excellence. Communication that flows freely and transparently. Leadership that is accessible, empathetic, and accountable. Teams that collaborate generously across departmental boundaries. Accountability that is owned, not assigned. A culture in which innovation is encouraged, integrity is non-negotiable, and every student is genuinely centred in institutional decision-making.

The findings from this assignment further revealed a strong institutional aspiration for a more human-centred, collaborative, accountable, and future-oriented institutional culture. Participants consistently linked institutional performance challenges not only to systems and structures but also to behavioural and leadership capability gaps. This confirms that sustainable institutional transformation requires the integration of technical excellence with behavioural effectiveness, ethical leadership, emotional intelligence, communication capability, adaptability, and innovation culture.

The DIT Institutional Competency Framework, as presented in this report, provides the architectural framework for this transformation. It is grounded in evidence from DIT's own staff voices, who spoke candidly about institutional strengths and gaps, aspirations and frustrations, pride and possibility. It is aligned with Tanzania's national development priorities, the UNDP CPD 2022–2027, and the global standards of competency-based institutional management. And it is designed not as a one-time document but as a living institutional instrument, one that will grow in relevance and impact as DIT matures.

The path forward requires three things above all leadership commitment that is visible, consistent, and modelled from the top; institutional ownership that extends from the Principal's

office to the supporting staff corridor; and the patience and persistence to sustain transformation over years, not weeks.

When leadership fits with purpose, people, and institutional mission, impact lasts.

DIT has the foundations. The framework provides the architecture. The journey requires only commitment.

ANNEXES

ANNEX 1 CONSULTANT PROFILE- DR. RHODA BENNET

Dr. Rhoda Bennet is a Competency Framework Designer/Expert and Organisational Development Consultant with over 22 years of international experience across Africa and Asia. She specialises in designing integrated competency frameworks that strengthen institutional performance, leadership capability, workforce effectiveness, and competency-based organisational systems within higher education institutions, governments, NGOs, and development organisations.

Her expertise includes competency mapping, behavioural competency design, job analysis, leadership competency assessment, workforce capability development, and competency-based HR systems integration. She has led and supported competency framework initiatives for public sector institutions, international organisations, and donor-funded programmes, including assignments supported by the United Nations Development Programme.

Dr. Bennet holds a Doctor of Business Administration (DBA) in Human Resource Management from the University of Hertfordshire (2025), where her doctoral research focused on competency criteria for leadership selection in international organisations. She is also the originator of the Person–Donor–Organisation (PDO) Fit Framework for leadership effectiveness in development-funded organisations.

Is she the author of The Business of People (2024) and Unfit to *Lead?* (2026), focusing on leadership, organisational capability, and competency-based institutional transformation.

Core areas of expertise include

- Competency Framework Design and Implementation
- Leadership and Behavioural Competency Assessment
- Organisational Development and Institutional Transformation
- Job Analysis and Role Architecture
- Competency-Based HR Systems
- Workforce Capability and Leadership Development
- Performance Management and Talent Systems Integration

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ANNEX 2 SUMMARY OF TERMS OF REFERENCE

The Terms of Reference for this assignment directed the consultant to

1. Develop a comprehensive institutional competency framework for DIT
2. Conduct participatory stakeholder consultations through FGDs and workshops
3. Produce competency definitions, behavioural indicators, and proficiency levels
4. Recommend integration of the framework into DIT's institutional systems
5. Produce a formal report suitable for submission to institutional leadership and UNDP Tanzania

ANNEX 3 WORKSHOP PROGRAMME AND AGENDA

Competency Framework Development Workshops

Session	Content
Opening Session	Introduction to competency frameworks; institutional context; purpose and methodology
Workshop Session 1	Competency awareness exercise What is competency?
Workshop Session 2	Competency mapping exercise identification of key institutional competencies
FGD Sessions	Group discussions by functional constituency
Workshop Session 3	Competency categorisation (Core, Leadership, Technical)
Workshop Session 4	Competency sorting and priority ranking activities
Closing Session	Post-workshop evaluation; next steps; institutional commitments

ANNEX 4 FOCUS GROUP DISCUSSION QUESTIONS

1. What does "competency" mean to you in the context of your work at DIT?
2. What are the most important behaviours and capabilities you need to do your job effectively?
3. What capabilities do you observe in colleagues who perform at the highest level?
4. What institutional capability gaps do you believe DIT most urgently needs to address?
5. How would you describe the leadership behaviours that most effectively support your work?
6. What technical competencies are most critical for your functional area?
7. What competencies do you believe DIT graduates most need to succeed in the labour market?
8. How would you like to be supported in developing your own professional competencies?
9. What would a high-performing, competency-based DIT look like in five years?

ANNEX 5 DIT COMPETENCY DICTIONARY

Code	Competency Name	Category	Brief Definition
CC-01	Communication and Professional Engagement	Core	Ability to convey information clearly, listen actively, and engage stakeholders professionally across all modalities
CC-02	Integrity, Ethics, and Professional Standards	Core	Consistent demonstration of ethical conduct, honesty, transparency, and fairness in all professional activities
CC-03	Teamwork, Collaboration, and Interdepartmental Integration	Core	Effective contribution to teams and cross-departmental collaboration toward shared institutional goals
CC-04	Accountability, Ownership, and Commitment	Core	Consistent personal responsibility for assigned roles, deliverables, and institutional obligations

CC-05	Adaptability, Resilience, and Change Readiness	Core	Effective adjustment to changing priorities, technologies, and environments
CC-06	Emotional Intelligence and Human-Centered Relations	Core	Recognition and constructive management of emotions; empathy and relational effectiveness
CC-07	Service Orientation and Student-Centeredness	Core	Consistent commitment to student welfare and stakeholder service excellence
CC-08	Innovation Mindset, Problem-Solving, and Continuous Improvement	Core	Creative, analytical approach to challenges; commitment to institutional improvement
ML-01	Strategic Leadership and Institutional Direction	Managerial-Leadership	Translation of institutional vision into strategy and operational direction
ML-02	Decision-Making and Analytical Judgment	Managerial-Leadership	Gathering and analysing information to make sound, timely institutional decisions
ML-03	Delegation, Empowerment, and Coordination	Managerial-Leadership	Effective distribution of responsibilities to build staff capability and institutional effectiveness
ML-04	Coaching, Mentorship, and Staff Development	Managerial-Leadership	Investment in the professional growth and capability of colleagues
ML-05	Conflict Resolution and Constructive Mediation	Managerial-Leadership	Constructive resolution of interpersonal and institutional conflicts

ML-06	Performance Management and Accountability Systems	Managerial-Leadership	Setting expectations, monitoring performance, and managing accountability constructively
ML-07	Change Leadership and Institutional Transformation	Managerial-Leadership	Leading teams and institutions through significant change with vision, empathy, and strategic skill
TF-A-01	Practical Teaching Capability and Pedagogical Excellence	Technical-Academic	Delivery of high-quality, competency-based,student-centred learning
TF-A-02	Curriculum Design, Management, and Alignment	Technical-Academic	Development and management of curricula aligned with CBET and labour market requirements
TF-A-03	Research, Innovation, and Scholarly Contribution	Technical-Academic	Applied research, knowledge production, and contribution to DIT's innovation mandate
TF-A-04	Student Assessment, Guidance, and Academic Mentorship	Technical-Academic	Fair assessment design, student feedback, and academic mentorship
TF-T-01	Laboratory Operations and Technical Competence	Technical-Laboratory	Management and operation of laboratory facilities to institutional and safety standards
TF-T-02	ICT Systems, Digital Literacy, and Technology Integration	Technical-ICT	Effective use of DIT's digital systems and technology adaptation

TF-T-03	Technical Troubleshooting and Applied Problem-Solving	Technical-Operations	Systematic diagnosis and resolution of technical operational problems
TF-AD-01	Procurement, Resource Management, and Financial Administration	Technical-Administrative	Transparent, compliant management of institutional resources and finances
TF-AD-02	Documentation, Records Management, and Institutional Reporting	Technical-Administrative	Production and management of accurate institutional records and reports
TF-AD-03	Quality Assurance and Regulatory Compliance	Technical-Administrative	Implementation of institutional quality standards and compliance frameworks
TF-S-01	Operational Support and Institutional Service Delivery	Technical-Supporting	Reliable, professional operational support services
TF-S-02	Safety, Maintenance, and Institutional Standards Compliance	Technical-Supporting	Maintenance of institutional safety and operational standards

ANNEX 5 BEHAVIOURAL INDICATORS REFERENCE MATRIX

The following matrix provides a rapid-reference summary of key behavioural indicators across Core Competencies. (Full indicators are detailed in Chapter 4.)

Competency	Indicator Examples
CC-01 Communication	Listens actively; writes clearly; gives timely feedback; adapts style to audience; shares information proactively.
CC-02 Integrity	Acts honestly; maintains confidentiality; challenges unethical conduct; treats others equitably; aligns words with actions.
CC-03 Teamwork	Collaborates across departments; shares knowledge; fulfils team commitments; supports colleagues; participates constructively
CC-04 Accountability	Delivers to standard on time; takes ownership of outcomes; manages own time reliably; follows through on commitments
CC-05 Adaptability	Adjusts to change; embraces new technologies; maintains effectiveness under pressure; supports colleagues through transitions
CC-06 Emotional Intelligence	Demonstrates empathy; manages emotions under pressure; listens with genuine attention; creates psychologically safe environments.
CC-07 Service Orientation	Places the student's needs first; responds promptly to requests; maintains service quality under pressure; advocates for student welfare
CC-08 Innovation	Approaches problems analytically; generates creative solutions; identifies improvement opportunities; incorporates new knowledge.

ANNEX 6 PROPOSED COMPETENCY ASSESSMENT TOOL

DIT ANNUAL COMPETENCY ASSESSMENT FORM

To be completed by both the employee (self-assessment) and the supervisor (manager assessment) during the annual performance review cycle.

SECTION A: EMPLOYEE INFORMATION

Field	Detail
Full Name	
Department / Faculty	
Role/Job Title	
Staff Category	
Assessment Period	
Assessor Name	
Date of Assessment	

SECTION B: CORE COMPETENCY ASSESSMENT

For each competency, rate the demonstrated proficiency level using the scale 1 (Basic) → 5 (Institutional Leadership). Provide specific behavioural evidence to support the rating.

Code	Competency	Employee Self-Rating (1–5)	Supervisor Rating (1–5)	Agreed Rating	Behavioural Evidence	Development Priority
CC-01	Communication and Professional Engagement					☐ Yes / ☐ No
CC-02	Integrity, Ethics, and Professional Standards					☐ Yes / ☐ No
CC-03	Teamwork, Collaboration, and Interdepartmental Integration					☐ Yes / ☐ No
CC-04	Accountability, Ownership, and Commitment					☐ Yes / ☐ No
CC-05	Adaptability, Resilience, and Change Readiness					☐ Yes / ☐ No

CC-06	Emotional Intelligence and Human-Centered Relations					☐ Yes / ☐ No
CC-07	Service Orientation and Student-Centeredness					☐ Yes / ☐ No
CC-08	Innovation Mindset, Problem-Solving, and Continuous Improvement					☐ Yes / ☐ No

SECTION C: MANAGERIAL AND LEADERSHIP COMPETENCIES(Complete for all staff in supervisory or leadership roles)

Code	Competency	Employee Self-Rating (1–5)	Supervisor Rating (1–5)	Agreed Rating	Behavioural Evidence	Development Priority
ML-01	Strategic Leadership and Institutional Direction					☐ Yes / ☐ No
ML-02	Decision-Making and					☐ Yes / ☐ No

	Analytical Judgment					
ML-03	Delegation, Empowerment, and Coordination					☐ Yes / ☐ No
ML-04	Coaching, Mentorship, and Staff Development					☐ Yes / ☐ No
ML-05	Conflict Resolution and Constructive Mediation					☐ Yes / ☐ No
ML-06	Performance Management and Accountability Systems					☐ Yes / ☐ No
ML-07	Change Leadership and Institutional Transformation					☐ Yes / ☐ No

SECTION D: TECHNICAL AND FUNCTIONAL COMPETENCY ASSESSMENT
(Complete for role-relevant competencies; see Chapter 4 for applicable codes)

Code	Competency	Employee Self-Rating (1–5)	Supervisor Rating (1–5)	Agreed Rating	Evidence	Development Priority

SECTION E: INDIVIDUAL DEVELOPMENT PLAN

Based on the assessment, identify 2–3 priority competency development areas for the coming review period.

Development Priority	Target Proficiency Level	Planned Development Activity	Timeline	Support Needed
1				
2				
3				

SECTION F OVERALL COMPETENCY SUMMARY

	Employee Self-Assessment	**Supervisor Assessment**
Overall competency strengths identified		
Overall development priorities identified		
Key observations		

SECTION G: SIGNATURES

Role	Name	Signature	Date
Employee			
Supervisor			
HR Representative			

ANNEX 10 PARTICIPANT GROUPS AND WORKSHOP ATTENDANCE SUMMARY

Group	Institutional Constituency	Participation Summary
Group L	General institutional functions mixed representation	Active participation; strong contribution to core competency mapping
ISO 21001 Group	Quality assurance and academic standards	Strong contributions to integrity, quality, compliance, and accountability
Ngorongoro Group	Cross-departmental professional staff	Valuable contributions on interdepartmental collaboration and communication gaps
Serengeti Group	Cross-departmental staff with leadership representation	Strong leadership competency discussions; gender equity themes prominent
Teaching Factory Group	Practical training and technical education	Richest technical competency contributions; Teaching Factory identity strongly expressed

Tech-Hub Group	ICT, digital, and technology-oriented functions	Key digital literacy, ICT, and innovation competency contributions
The Vibe Group	Student-facing and early-career staff	Important student-centeredness, service orientation, and graduate employability contributions

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End of Report

"Leadership is not simply about occupying a position; it is about fulfilling a purpose that aligns across multiple expectations" ***Dr. Rhoda Bennet, Unfit to Lead? The African Leadership Compass for Aligning People, Power and Purpose (2026)***