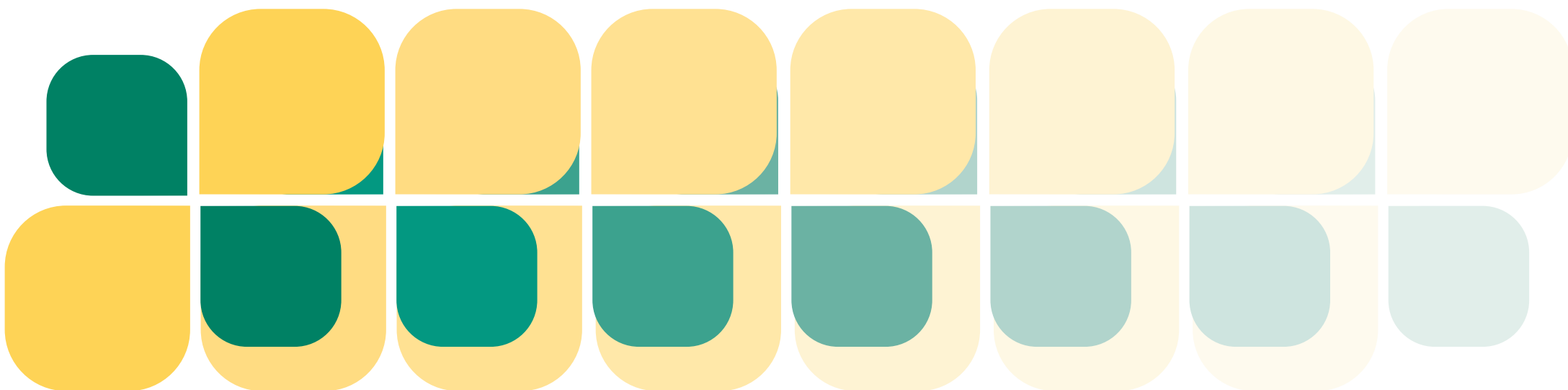


The College Competency **FRAMEWORK**





College Core Competency Framework

Competencies need to be structured in a logical way in order to be meaningful; therefore we present the College's core competencies in a framework which outlines the behaviours, skills, knowledge and attitudes which should be consistently applied across the College and should be displayed by all employees.

The Colleges Framework comprises of seven core competencies that apply to all staff and an additional 3 which are relevant to those in managerial positions.

Competency levels

The College acknowledges that there is a need for differences in the levels of competencies depending on the individual's role within the College, therefore the competencies are divided into four levels.

Behavioural indicators

These are examples of how an individual can demonstrate a competency on any given level. The examples given are not designed to be an exhaustive list and individuals are not expected to demonstrate all behaviours, only those relevant to their role. Conversely negative indicators are used to identify undesirable behaviour.

How will the competencies be used?

The competencies aim to complement existing college processes

- Recruitment: competencies used in the selection criteria
- Performance: competencies underpinning the appraisal and performance management processes
- Training and Development: competencies used to identify development needs

How were the competencies developed?

The development of the core competencies was supported and driven by:

- The mission, values and ethos of the College
- The College's Strategic Directions
- Consultation with employees and managers.

The benefits

To the individual

- Enables individuals and line managers to identify developmental needs for current and future roles.
- Assists the individual in meeting key objectives by providing supporting behavioural evidence.
- Provides clarity in the behaviours needed to complement key professional/technical skills which in turn improves career development planning.
- Provides a self assessment tool to help individuals identify their strengths and developmental needs.
- Provides managers and staff with a tool to aid constructive feedback

To the organisation

- Provides a clear link between the organisational vision and the employee's role.
- Provides a basis for measurable and standardised people processes which enhances the employee experience
- Enables a common approach for describing desired behaviour within the College
- Provides a consistent and open measure of performance which aids recruitment, performance and development processes.
- Supports development and succession planning

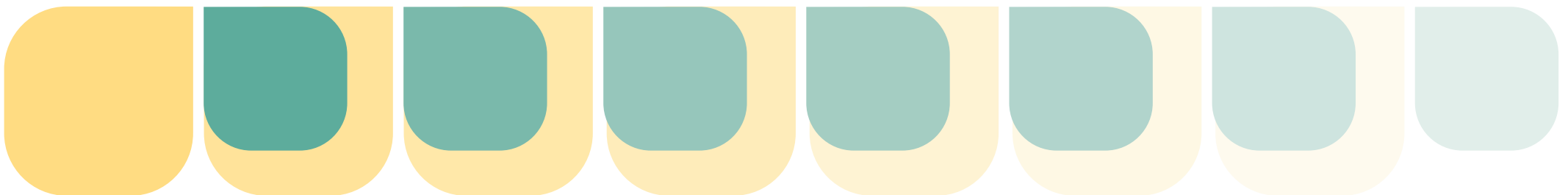


Core competencies for all staff

Competency	Definition
<i>Collaboration and team work</i>	The desire and ability to work co-operatively with others at all times for the benefit of the whole College. Building a network of good relations with external stakeholders and colleagues inside and outside the individual department. Emphasising the importance of sharing information, support, respect and trust when collaborating with others to solve problems and overcome conflicts when they arise.
<i>Continuous improvement</i>	The ability to focus on performance and recognise the importance of self development to achieve the demands of the role and the expectations of the organisation. Identifying accountability and ensuring the delivery of positive results.
<i>Customer focus</i>	To understand the requirements and provide a service to both internal and external customers which not only meets but exceeds their expectations. Develop a reputation for giving an accurate and timely service as specified in the departmental service standards/KPI's (service areas) and IfL professional and quality standards (teaching staff). All staff should be committed to the safeguarding and welfare of young people and vulnerable adults .
<i>Communication</i>	The confidence, self awareness and ability to make a positive impression on others; to communicate verbally and in writing so as to be clearly understood and make an impact
<i>Problem Solving & Initiative</i>	Being innovative about the way we approach our work in order to drive the College forward by anticipating and clearly defining problems, systematically gathering and analysing information, and make decisions based on a judgement of the best solutions.
<i>Planning and Organising</i>	The ability to identify and plan effectively to achieve goals. To efficiently organise work to meet priorities. Carry out timely reviews at the appropriate level and apply learning points to future plans and activities. Effectively manage resources and their utilisation.
<i>Commercial Awareness</i>	Is aware of the Industry in which the College operates and considers the impact of business decisions on the bottom line. Understands that the College is a business and each employee is responsible for contributing to its success.

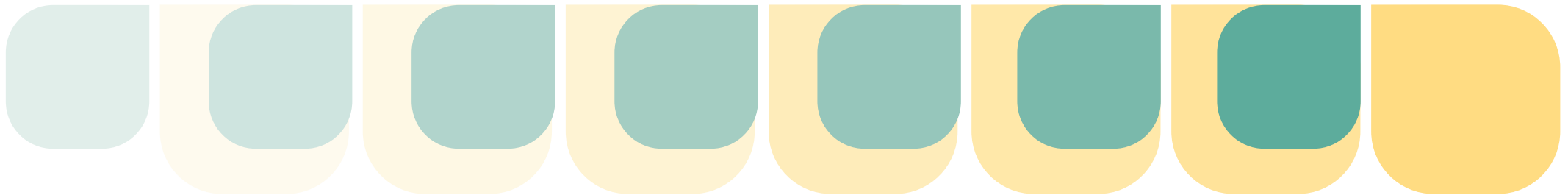
Core managerial competencies

Competency	Definition
<i>Managing and Developing</i>	Effectively monitoring individual and team performance to provide positive feedback and challenge under performance. The ability to empowering team members, identifying and developing potential and talent within the College. Demonstrating financial responsibility, effectively managing resources within budget constraints. Able to provide reports that monitor performance and progress against targets, KPI's and the College Strategic Priorities
<i>Leading and Motivating</i>	Leading people to achieve the College's vision, mission and goals. Directing teams by stimulating motivation. Leading by example to influence and facilitate improvement in performance.
<i>Leading Change</i>	Leading and driving cultural and organisational change through people to meet the College's strategic goals. Embracing change and encouraging staff to be creative and innovative in often difficult and challenging times.



Matrix guide to competency levels

Job Role	Core Competencies									
	All Staff							Managerial/Supervisory		
	Collaboration & Team Work	Continuous Improvement	Customer Focus	Communication	Problem solving & Initiative	Planning & Organising	Commercial Awareness	Managing & Developing	Leading & Motivating	Leading Change



I. Collaboration and team work

The desire and ability to work co-operatively with others at all times for the benefit of the whole College. Building a network of good relations with external stakeholders and colleagues inside and outside the individual department. Emphasising the importance of sharing information, support, respect and trust when collaborating with others to solve problems and overcome conflicts when they arise.

Level 1

Co operates and builds relationships in the immediate work environment

- Is courteous, tactful and diplomatic
- Works cooperatively with others offering support to complete projects and tasks
- Shares ideas and listens to the contributions of other team members irrespective of differences in opinion
- Asks for and responds positively to requests for help and support
- Adapts own ideas for the good of the team's common goals
- When others make mistakes, seeks to help them to learn rather than blame
- Understands the role and responsibilities of others
- Appreciates differences between people and is flexible in accommodating these.

Level 2

Involves others and builds relationships beyond the immediate work environment

- Builds rapport based on mutual respect, trust and collaboration
- Shares appropriate information and involves colleagues and stakeholders in all activities that affect them
- Encourages others both internally and externally to participate in activities
- Praises, values and uses the expertise of others and gives constructive feedback where appropriate
- Builds and uses relevant networks of relationships within the organisation and industry where appropriate
- Is comfortable working with individuals from diverse backgrounds and cultures in team activities

Level 3

Resolves conflict and facilitates cooperation within and across teams and groups

- Makes people aware of other groups needs
- Focuses on resolving a problem rather than blaming others
- Understands what motivates others and uses this knowledge constructively
- Recognises, respects and understands the roles of colleagues across the College
- Takes a wider College perspective when working on projects that affect other departments and consults when appropriate
- Develops a harmonious team ethos and demonstrates the need to work together to meet time deadlines and performance targets
- Builds partnerships and productive working relationships with curriculum and service areas
- Works effectively in cross functional and multi agency teams to optimise delivery
- Works together as a College community to achieve our shared aspirations

Level 4

Builds an extensive network across the College and externally

- Targets and works with influential people internally and externally
- Encourages joint projects and sharing of resources
- Creates the opportunity to build alliances which increase College credibility
- Recognises and takes opportunities to develop long term and strategic alliances within industry, sector and community
- Actively promotes an ethos of organisational and cultural diversity
- Creates a college community environment in which individuals and departments work together
- Feeds back to staff on how their ideas/ suggestions have been taken forward and what impact these have made.

Negative Indicators:

Uncomfortable working with diverse teams, prefers to work alone and pursue own personal ideas.
Reluctant to collaborate and share ideas with colleagues, does not see beyond own remit.
Doesn't value the views and contributions of others and shows a lack of respect.
Takes credit for others ideas and success, blaming others when things go wrong.

2. Continuous improvement

The ability to focus on performance and recognise the importance of self development to achieve the demands of the role and the expectations of the organisation. Identifying accountability and ensuring the delivery of positive results.

Level 1

Demonstrates personal drive and delivers

- Gets on with the job in hand, meets targets and focuses on what is important
- Manages own time effectively
- Demonstrates a professional standard of delivery
- Focused on how to succeed and seeks feedback on how to improve
- Shows determination and tenacity when facing problems
- Takes responsibility for personal learning and development, and seeks new challenges
- Shares and applies knowledge learned to existing and new processes
- Responds and adapts positively to change

Level 2

Sets and achieves stretching targets and accountabilities

- Looks for and accepts stretching targets and goals for achievement that 'raises the bar'.
- Acts decisively and purposefully, prepared to take a considered risk
- Seeks feedback and learns from successful performance and understands own development needs
- Consistently shares with the team and applies lessons learnt, best practice and knowledge with team
- Encourages others to achieve positive results to support and reinforce key behaviours in team members
- Works effectively to meet the departments service standards

Level 3

Shows stamina and remains positive

- Demonstrates determination and tenacity in situations of difficulty and change
- Manages own performance well under pressure and remains resilient
- Consistently speaks and acts positively to maintain morale
- Encourages an ethos that stimulates self-reflection and aids personal development and improved team performance
- Recognises and demonstrates through their own actions the importance of developing the skills and knowledge of the team
- Meets, and where possible exceeds, professional and service standards
- Creates opportunities to coach, mentor and systematically develop staff
- Demonstrates the need for constant improvements and encourages innovative new ideas and approaches
- Creates and develops efficient working practices
- Provides a safe environment in which gives opportunity for others try out new ideas and approaches

Level 4

Drives the College forward in own area of expertise

- Sets strategies to build a supportive and developmental climate
- Sets and meets challenging/stretching goals to drive the College forward
- Pushes self and others to improve productivity and efficiency
- Has the courage to champion new initiatives
- Generates a results-orientated environment
- Ensures that knowledge of the strategic environment is up to date and understands emerging strategic trends and associated risks.
- Publicly encourages, praises and reinforces positive behaviours to enable the College to learn by example
- Identifies, develops and empowers future leaders
- Actively ensures sharing and application of knowledge, best practice and learning across the College

Negative Indicators:

Accepts the status quo and does not take responsibility for own and College development
Reluctant to acknowledge and seek opportunities to improve personal performance.

3. Customer focus

To understand the requirements and provide a service to both internal and external customers which not only meets but exceeds their expectations. Develop a reputation for giving an accurate and timely service as specified in the departmental service standards/KPI's (service areas) and IfL professional and quality standards (teaching staff). All staff should be committed to the safeguarding and welfare of young people and vulnerable adults .

Level 1

Constantly focuses on customer stated needs

- Proactively considers, anticipates and correctly identifies customer requirements
- Keeps customer informed of progress at all times
- Resolves customer enquiries promptly at point of contact and only refers to others when genuinely appropriate
- Understands and adheres to departmental service standards
- Interacts well with all customers taking into account the diverse range of customers' needs, cultural, religious and ethical values and adapts approach accordingly
- Maintains a professional image of the College at all times

Level 2

Gets to the root of customers underlying needs and works to add value to their expectations

- Regularly analyses the service provision by listening to customers' feedback and designs ways to improve the service and takes appropriate action
- Proactively builds and maintains solid relationships with customers
- Goes beyond day to day work to improve customers' experience
- Takes responsibility for the standard of quality, consistency and continuity of services provided
- Takes responsibility for following through customers problem/needs

Level 3

Builds good relationships with key customers

- Demonstrates understanding and knowledge of the internal and external customer provision and is proactive in applying it
- Continually seeks opportunities to raise the business standard of customer service
- Seeks feedback from customers on the service provided and acts on it
- Sets clear service standards and motivates others to uphold those standards
- Measures and evaluates current levels of customer service performance
- Determines strategies to overcome problems that threaten effective customer delivery.
- Works with key internal and external customers to initiate/develop/improve service
- Ensures a strong emphasis is placed on highlighting the business importance of customer satisfaction

Level 4

Builds long term, profitable partnerships with customers

- Identifies and ensures that relevant customer-focused KPIs, systems and processes exist throughout the organisation
- Anticipates and creates the opportunity to build mutually beneficial partnerships with key customers
- Proactively networks, identifies and targets influential people internally and externally
- Shares knowledge, experience and expertise with key customers
- Regularly produces and reviews reports on College's performance against objectives for customer service levels
- Takes action at strategic level to anticipate and shift priorities to address emerging key customer requirement and issues

Negative Indicators:

Does the minimum to meet the needs of the customer without going the 'extra mile'.
Behaves inappropriately when dealing with customers (rude, aggressive, impatient, over familiar etc.)
Doesn't use or value customer feedback to improve the service.

4. Communication

The confidence, self awareness and ability to make a positive impression on others; to communicate verbally and in writing so as to be clearly understood and make an impact.

Level 1

Presents self positively and communicates effectively

- Is polite, approachable and respectful to everyone
- Appears and sounds confident
- Uses positive language appropriate to the situation
- Expresses thoughts on paper in a clear and coherent style
- Listens actively and effectively
- Summarises information and asks appropriate questions to clarify understanding
- Presents and passes on information in a clear and concise way using the appropriate method of communication
- Is prepared to receive and acknowledge open and honest feedback

Level 2

Acts and communicates confidently in high pressure situations eg complaints

- Expresses own requirements confidently and assertively
- Demonstrates self control and ability to manage own reactions and negative emotions
- Is able to express unpopular views
- Considers in advance the differing needs of others and adapts communication style according
- Gives, seeks and encourages feedback
- Actively and regularly initiates communication with relevant stakeholders
- Listens to views and opinions of others without passing judgement
- Explains and justifies points of view and objectively discusses options
- Facilitates meetings and teams to achieve collective objectives

Level 3

Acts and communicates professionally in a range of situations

- Is self aware, positive assertive and diplomatic
- Builds trust through open and honest dialogue
- Creates high impact communication adapted to the audience, content, situation, especially in communicating the direction of the College
- Translates strategy into effective operational messages
- Motives others and generates enthusiasm and commitment through the style of communication
- Is persuasive; convinces individuals/groups to adopt a particular course of action
- Compiles and conveys reports and correspondence on highly complex subjects in a relevant and understandable way
- Uses language when writing and speaking to have a positive and influential impact on others
- Appropriately asserts own opinions and expertise in all situations

Level 4

Can use effective communication techniques to handle complex situations

- Uses interactive skills to chair meetings and facilitate groups
- Shows tenacity when challenged or opposed to others when in conflict
- Constructively challenges the status quo or constructively challenges others
- Effectively uses communication and influencing skills to progress complex situations and achieve significant impact
- Translates strategy into effective operational messages, easily understood at all levels.
- Demonstrates an in depth awareness and understanding of the organisation and the impact of messages communicated
- Keeps abreast of political, technological, economic and industrial changes and is able to communicate the effects/ implications to staff and stakeholders

Negative Indicators:

Lacks confidence and clarity when expressing ideas.
Uses inappropriate communication methods/styles.
Unable to 'actively' listen and respond to the views of others in a constructive way.

5. Problem solving and initiative

Being innovative about the way we approach our work in order to drive the College forward by anticipating and clearly defining problems, systematically gathering and analysing information, and make decisions based on a judgement of the best solutions.

Level 1

Identifies basic problems and delivers solutions effectively

- Demonstrates initiative by Identifying problems or situations that need to be resolved
- Considers information objectively and recognises when a decision needs to be made
- Makes routine decisions in a timely manner
- Turn a negative statement into a positive description
- Achieves goals and delivers results on time
- Prepared to put forward ideas/suggestions and express opinions on improving work matters
- Flexible to take on new tasks appropriate to the role

Level 2

Systematically analyses problems and evaluates solutions

- Goes beyond information presented and probes to the root of the problem
- Analyses and identifies trends, patterns and inconsistencies
- Considers alternatives, anticipates the consequences objectively and provides solutions
- Delivers decisions on time and takes responsibility
- Develops innovative ideas and thinks 'outside the box'
- Plans and monitors progress on ongoing basis and takes corrective action when necessary

Level 3

Analyses complex problems and takes tough decisions

- Uses analytical techniques to solve multi-dimensional problems
- Checks assumptions and evaluates risks
- Remains objective in face of conflicting interests
- Able to make tough and unpopular decisions
- Embraces a culture that encourages, recognises and rewards creativity and initiative among team members
- Creates a supportive environment where all ideas and views are considered respectfully
- Encourages staff to be innovative and take considered risks and praises effort and success

Level 4

Resolves ambiguous or serious issues

- Identifies underlying trends, strengths, weaknesses, opportunities and threats for the College even when the information is complex
- Considers long term consequences of options and solutions
- Analyses and simplifies complex problems and makes significant recommendations when there is confusion and uncertainty
- Creates a culture across the College that encourages creativity and initiative
- Questions conventional approaches and develops new insights into situations
- Designs and implements new or innovative solutions
- Encourages the sharing of knowledge and information across the College with the aim of encouraging innovation of services/curriculum

Negative Indicators:

Avoids or ignores problems rather than seeking solutions.
 Jumps to conclusions/acts on assumptions.
 Inability to analyse information/situations and act accordingly.
 Does not allow others to put forward solutions or try new approaches.

6. Planning and organising

Identifies and plans effectively to achieve goals. Efficiently organise work and manages resources and their utilisation to meet priorities. Carries out timely reviews at the appropriate level and applies learning points to future plans and activities.

Level 1

Organises self and tasks well

- Deals with routine work effectively and responds to requests promptly
- Organises own workspace, documents and information systems
- Manages own time and sets objectives for self
- Priorities work load and reviews and monitors progress
- Checks the work is correct and achieves the required level of quality
- Ensures the efficient and effective use of resources on a daily basis

Level 2

Plans and reviews projects under own control

- Ensures SMART objectives are achieved
- Plans work logically and includes contingencies
- Identifies learning points to inform future plans and activities
- Maintains essential records and flexes priorities to ensure deadlines are met
- Demonstrates financial awareness and works within the College/specific department budgetary constraints
- Secures necessary resources and support to achieve goals

Level 3

Plans and reviews projects involving other people

- Sets departmental and project team objectives and ensures that they are specific, measurable, achievable, realistic and timely (SMART)
- Effectively communicates and delegates roles and responsibilities
- Understands and plans for the potential impact upon other individuals and areas of the College
- Effectively manages the team and project resources
- Uses systems available to manage resources and maximise efficiency
- Continually monitors the completion and quality of others work
- Demonstrates financial responsibility, managing resources within budget constraints
- Evaluates project success and uses as a learning tool to inform future projects

Level 4

Plans and reviews College-wide projects and initiatives

- Uses personal and team expertise to add value to strategic planning
- Creates and manages strategic plans which cross departmental boundaries and involve multiple projects
- Develops, plans and implements projects which significantly impact upon the College
- Considers the implications of change and develops appropriate contingency plans
- Monitors complex projects to ensure objectives are met
- Demonstrates financial and commercial awareness and applies in all situations
- Continually seeks alternative sources of funding to benefit the College
- Strives for efficiency gains in all areas of the College

Negative Indicators:

Poor planning and time management skills resulting in missed deadlines/unachieved goals
 Unable to prioritise workload and projects.
 Unrealistic approach to resources and funding available.
 Setting unrealistic goals/targets.

7. Commercial awareness

Is aware of the industry in which the College operates and considers the impact of business decisions on the bottom line. Understands that the College is a business and each employee is responsible for contributing to its success.

Level 1

Demonstrates an awareness of the industry in which the College operates

- Understands the College ethos, vision and values
- Is familiar with the range of products the College provides and who key customers are
- Understands their role and responsibility within the organisation and how this contributes to the success of the College
- Ensures that the work undertaken is delivered to the highest standard with the customer in mind
- Is familiar with and adheres to the organisation's policies and procedures
- Understands that day to day activities have an impact on the College's bottom line.

Level 2

Ensures that all team members have a commitment to achieve the College vision and are clear of their individual responsibilities in achieving this

- Demonstrates a clear understanding of the College core business and strategic objectives
- Understands how own role and responsibility contribute to the College vision
- Encourages and supports others to stay informed in relation to provision and service
- Knows the customer and anticipates their needs
- Looks for and identifies trends to effectively improve the service
- Identifies ways of adding value in all aspects of work

Level 3

Has the foresight to create new opportunities and innovative solutions by bring together different people, perspectives and experiences to achieve the College objectives

- Able to transfer college strategic objectives into departmental goals and services
- Demonstrates an entrepreneurial approach to problems
- Displays financial responsibility and demonstrates an understanding of commercial issues and risk management.
- Seeks opportunities to achieve value for money and increase commercial return
- Has a full understanding of cost and knows how to act to pursue savings without compromising quality
- Understands market forces and how external factors impact on our range of provision
- Ensures individuals are aware of the part they play in achieving organisational goals
- Solicits the input of others to improve the quality of provision

Level 4

Has the foresight to create new opportunities and innovative solutions by bring people together with different perspective and experiences to achieve the college objectives

- Recognises and responds to the needs of the market
- Keeps abreast of changes in policy, legislation and technology
- Identifies and engages with key stakeholders to build strategic alliances
- Has the ability to recognise key trends and translate them into commercial opportunities
- Ensures legislative and regulatory compliance to effect best practice within the organisation
- Seeks opportunities to raise the profile of the College through the community and local partnerships
- Maintains a strategic knowledge of industry, commerce, business and finance

Negative Indicators:

- Disinterested in the long term goals of the college.
- Develops unrealistic plans that fail to take into account the objectives of the college.
- Ignores waste, financial restraints or implications.
- Operates a 'Silo' mentality in isolation from the rest of the college.

8. Managing and developing

Effectively monitoring individual and team performance to provide positive feedback and challenge under performance. The ability to empowering team members, identifying and developing potential and talent within the College.. Able to provide reports that monitor performance and progress against targets, KPI's and the College Strategic Priorities.

Level 2

- Sets and communicates clear team standards and targets in line with College's objectives
- Recognises the input of others
- Knows team members' strengths and weaknesses
- Allocates/delegates work to provide staff with with opportunities to develop and improve
- Ensures that performance reviews are carried out in a timely manner and that staff have clear, measurable & stretching goals
- Helps staff to identify their learning needs and pursue appropriate training development opportunities
- Deals promptly and effectively with poor performance or inappropriate behaviour
- Promotes a commitment to equality and diversity eg by building diverse teams, recognising the talents of all individuals

Level 3

- Reviews performance, agrees clear expectations and gives honest feedback to individuals and teams both within performance management processes and on an on-going basis
- Is accountable for decisions and actions taken and understands to consequences
- Takes responsibility for personal and team performance
- Delegates effectively and appropriately
- Provides effective coaching within the immediate team and across the College
- Actively promotes continuous development and improvement
- Shares good practice across the College
- Ensures that performance reviews are carried out for all team annually and that all staff have clear, measurable stretching goals, follow up and monitoring
- Manages and motivates others by giving clear direction and exemplifying the values and behaviours required
- Tackles poor performance or inappropriate behaviour promptly and positively. Promotes a zero tolerance approach to bullying, harassment and discriminatory behaviour
- Communicates changing priorities and delivery shortfalls to ensure outcomes are achieved
- Demonstrates legal compliance and takes responsibility

Level 4

- Establishes valid and appropriate measure for evaluating the performance of the College - Key Targets and KPI's
- Establishes systems for collecting and assessing information on the overall performance of the College and uses the findings to identify opportunities where organisational performance could be improved
- Establishes a culture across the College where people freely come forward with potential and actual performance problems & suggested opportunities for improvement
- Benchmarks the performance of the College against OFSTED grading for Outstanding and takes action based on the findings
- Ensures that knowledge and understanding of how improvements can be made is shared across the College
- Identifies areas for improvements and recommends solutions that are of most benefit to the College, its customers and other key stakeholders

Negative Indicators:

Doesn't monitor KPIs and fails to Challenge performance issues.
Fails to develop individual talent or the team's capabilities for the future.
Reluctant to delegate and empower team members.

9. Leading and motivating

Leading people to achieve the College's vision, mission and goals. Directing teams by stimulating motivation. Leading by example to influence and facilitate improvement in performance.

Level 2

- Encourages and contributes to the achievement of results of self and others
- Praises and reinforces appropriate input from team members
- Monitors progress towards achievement and provides support to team members when necessary
- Works with the team to determine ways to overcome problems that threaten delivery
- Takes ownership without blaming others when things go wrong

Level 3

- Inspires confidence in others to achieve recognises potential and encourages development
- Acknowledges achievement and contribution and understands what motivates team members
- Effectively creates an environment where people want to do their best, where good performance is rewarded and poor performance is addressed
- Committed to and applies the values of the College in a productive way
- Demonstrates a high level of professionalism with all college stakeholders by demonstrating honesty, integrity and fulfilling expectations
- Takes a positive approach in all aspects of work & conduct is mindful of personal reputation and credibility
- Demonstrates the drive for success
- Makes the best use of diverse talent, capabilities and technologies to achieve the best results
- Is aware of own leadership style and adapts it to get the best out of others
- Empowers people within the department to develop their own ways of working within agreed boundaries
- Inspires trust and cooperation among team members and appropriately shares information

Level 4

- Advocates and champions the College's mission and priorities and encourages enthusiasm and commitment from others
- Is a dynamic and inspirational leader that communicates and reinforces the College's vision, mission and goals across the organisation and, where appropriate, to external stakeholders
- Builds a culture of effective delivery setting challenging and stretching goals
- Inspires staff with a vision of the future in which everyone has a contribution to make
- Encourages people across the College to take the lead when they have the knowledge and expertise
- Is approachable and visible inspiring confidence and trust in all staff

Negative Indicators:

Appears aloof and considers themselves superior to others.
Does not lead by example.
Sets unrealistic/unachievable goals.

10. Leading change

Leading and driving cultural and organisational change through people to meet the College's strategic goals. Embracing change and encouraging staff to be creative and innovative in often difficult and challenging times.

Level 2

- Proactive in developing creative solutions problems while encouraging creativity and innovative thinking in teams
- Ensures that personal behaviour and actions reinforce College change objectives
- Anticipates changes and learns from mistakes
- Maintains staff morale during changes
- Monitors, evaluates and makes changes to plans where necessary
- Deals effectively with emerging changes and remains optimistic and persistent, even under adversity or uncertainty.

Level 3

- Leading and driving organisational change through people
- Empowers and encourages others to develop creative and innovative ideas to achieve changes
- Embraces change and encourages 'buy-in' from others
- Contextualises change for the team and communicates effectively throughout the change process
- Maintains focus and persistence even under adversity, in leading others through changes
- Sets and prioritises objectives for the change
- Adjusts strategies to take account of changing circumstances, adopts new ways of working where necessary and motivates staff to adapt to change
- Understands impact of changes on people and takes it on board when embarking on new projects

Level 4

- Takes national and sector goals in to account when developing the objectives of the organisation
- Identifies and pursues opportunities for the College to work in partnerships with other organisations and individuals in order to aid and facilitate change
- Communicates College's vision of the future, the reasons for the change and associated benefits to everyone involved
- Identifies and engages key stakeholders across the College to actively support the change
- Makes sure the people responsible for planning and implementing change understand their responsibilities and have the necessary influence and authority
- Promotes creativity and innovation within the organisation and takes this into consideration when formulating strategic change initiatives

Negative Indicators:

Inflexible and resistant to change.
Does not pursue new opportunities for fear of opposition.
Fails to monitor and evaluate progress of new ventures/projects.
Does not support others through change.



The working group who developed the framework consisted of

C. Street, F. Fragale, M. Smith, D. Warburton, Y. Farrand, N. Mistry

This team will champion the use of the Competency Framework and therefore, please contact any of the above for information and clarification on any aspects of this document and its use.

