LEADERSHIP COMPETENCY FRAMEWORK

DEVELOPED IN PARTNERSHIP WITH OXFORD SAÏD BUSINESS SCHOOL
## CONTENTS

3 Introduction

4 Aim of the Competency Framework

5 Methodology

5 Overview of Domains and Competencies

6 Domains, Competency Definitions and Indicators

6 A. Creating and Leading a Clear Vision

7 B. Creating the Right Culture and Values

8 C. Building High Performing Teams

9 D. Networking Effectively at Local and National Level

10 E. Working Collaboratively

11 F. Self-management and Development
Competencies are underlying characteristics that lead to superior performance in an individual’s job and include qualities, skills, behaviours, attributes and traits that help people to be successful.

They go beyond the traditional focus on academic qualifications, technical skills and experience, providing a framework for assessing and developing deeper-seated personal skills.

According to the Chartered Institute of Personnel and Development (CIPD) a competency framework:

“"... focuses on the personal attributes or inputs of an individual. They can be defined as the behaviours (and technical attributes where appropriate) that individuals must have, or must acquire, to perform effectively at work."

Competencies are not fixed or immovable; they can be developed and to gain the maximum value from the range of development opportunities, this framework allows individuals and their organisations an opportunity to note the level of excellence and identify possible development needs.

This competency framework is designed to develop the capabilities of leaders and managers within the FE sector to improve the quality of leadership provided to staff to ensure the sector successfully achieves its priorities.
The aim of the framework is to increase clarity around performance expectations and establish a clear link between individual and organisational performance. It is seen as a vehicle for achieving high organisational performance by focusing and reviewing each individual’s capability and potential and helping with change management implementation. The competencies for the Education and Training Foundation (ETF) framework were selected with the aim of:

- Evaluating performance more effectively
- Ensuring that leaders and managers demonstrate necessary expertise
- Identifying skill and competency gaps
- Providing more customised professional development opportunities
- Delivering change more efficiently
- Improved succession planning
Methodology

The ETF competency framework is based on the scoping exercises led by AoC and Roffey Park. The framework is based on three principle factors:

- **Knowledge** – the ability to understand and apply essential practical and theoretical information
- **Skills** – the expertise that an individual brings to their role
- **Mind-set and motivation** – the attitude and disposition that shapes responses and behaviour e.g. level of emotional intelligence

The framework comprises six domains:

A. Creating and leading a clear vision
B. Creating the right culture and values
C. Building high performing teams
D. Networking effectively at local and national level
E. Working collaboratively
F. Self-management and development

There are seven competencies in each domain. These forty-two competencies have a brief definition of the competence, positive indicators of the level of achievement and possible development indicators. The competencies may be achieved through a combination of years of experience, informal learning, formal training and qualifications.
Domains, Competency Definitions and Indicators

A – Creating and Leading a Clear Vision

**Definition:** As a leader, he/she:

1. As a Board member, helps to create and clearly articulate the vision and mission of the institution
2. Consults and actively engages with the Board and all stakeholders to deliver the vision and educational character of the institution
3. Is able to cope with the pace and volume of change
4. Is able to communicate with passion, authority and clarity about their institution’s purpose
5. Actively promotes equality, diversity and inclusivity at the heart of the institution
6. Pays attention to complexity in curriculum, financial resilience and operating environment
7. Understands the difference between tactics and strategy

**Positive Indicators:**

1. Builds a shared vision with all stakeholders
2. Regularly engages with the Board and all stakeholders and staff to deliver the vision and educational character of the institution
3. Able to communicate with passion, authority and clarity about their institution’s purpose
4. Delivers change with purpose and copes with complexity and volume
5. Has a good understanding of the complexity of the curriculum, finance and operating environment
6. Consults and works creatively with the Board and its members to create and deliver a shared vision
7. Able to construct an effective strategy with appropriate tactics to deliver it

**Development Indicators:** The individual needs to:

- Enhance knowledge of the organisation’s mission and values
- Be more aware of the needs and concerns of others, especially where related to diversity and equality
- Grasp the need for change and communicate it to all
- Recognise your key role as an ambassador for the organisation
- Consult more widely to create a vision and deliver change
- Develop deeper knowledge of the curriculum, finance and operating environment
- Enhance the feeling of shared purpose within the staff
  Engage more with external stakeholders
**B – Creating the Right Culture and Values**

**Definition:** As a leader, he/she:

1. Is able to build the right culture for their institution around a set of shared values
2. Embodies the culture and values of the organisation acting as a role model
3. Has the skills to deal with today's complexity and tomorrow's challenges
4. Effectively promotes inclusivity and safeguarding
5. Promotes a learning culture at the heart of the institution
6. Works effectively with people from diverse backgrounds
7. Treats everyone with dignity and respect

**Positive Indicators:**

1. Actively builds the right culture for their institution and promotes a set of shared values
2. Regularly applies the right skills to deal with today's complexity and the challenges of tomorrow
3. Is resilient and able to deal with pressure and the demands of change
4. Regularly promotes inclusivity and safeguarding in all areas of the organisation
5. Works effectively with people from diverse backgrounds and treats everyone with dignity and respect
6. Able to develop a comprehensive well-thought strategy and deploy the tactics to deliver it

**Development Indicators:** The individual needs to:

- Live and promote the values of the organisation and encourage others to do so
- Be more courageous to stick with decisions
- Include a wider variety of people from different background in decision making and strategy development
- Be more inclusive and embrace and demonstrate wider cultures and beliefs
**C – Building High Performing Teams**

**Definition: As a Board member and leader:**

1. Effectively manages individual and team performance across the institution in all departments
2. Actively empowers staff and encourages distributed leadership
3. Maintain successful succession planning to get the right staff with the right skills
4. Able to deliver robust messages in order to deliver the strategy and department objectives
5. Actively identifies and develops talent within their institution in teaching and support staff including BAME and all minorities
6. Able to develop organisational strategies to deliver the vision of high quality teaching, learning and assessment
7. Encouraging CPD to expand the skills mix and develop capacity across the institution

**Positive Indicators:**

1. Proactively identifies and develops talent within the institution in teaching and support staff including BAME
2. Skilled at developing effective teams to deliver the vision of high quality teaching, learning and assessment
3. Proactively manages individual and team performance across the institution
4. Actively empowers staff and encourages distributed leadership
5. Skilled at delivering robust messages in order to deliver the strategy and objectives
6. Proactively manages successful succession planning to get the right staff with the right skills
7. Identifies and encourages a range of methods to support personal CPD of all staff to expand the skills mix in across the institution

**Development Indicators: The individual needs to:**

- Develop succession planning opportunities within the organisation
- Enhance ability to deliver robust messages
- Delegate more effectively through true empowerment
- Actively promote high performing individuals and teams
- Support CPD across the organisation through personal example
- Delegate the delivery of the strategy to those with the skills and resources to deliver it
### Definition: The leader:

1. Possesses effective networking skills to enhance the standing of the institution
2. Is able to scope the local and national horizon to seek opportunities
3. Acts as a civic leader and actively engages in their communities understanding their place in the community and local economy
4. Networks effectively at local and national level for the good of the organisation and the profession
5. Acts as an ambassador for the institution, FE sector and group of CEOs
6. Builds positive relationships with key internal and external stakeholders
7. Ethically uses networks to add value for the organisation and its stakeholders

### Positive Indicators:

1. Good networking skills to enhance the standing of the institution
2. Regularly scopes the local and national horizon to seek opportunities
3. An effective civic leader understanding their place in the community and local economy and actively engages in their communities
4. Regularly networks at local and national level for the good of the organisation and the profession
5. An effective ambassador for the institution, FE sector and group of CEOs
6. Regularly builds positive relationships with key internal and external stakeholders
7. Regularly uses networks to add value for the organisation and its stakeholders

### Development Indicators: The individual needs to:

- Generate more enthusiasm and commitment for strategic working relationships
- Increase access to valuable networks at local and national level
- Improve relationships with internal and external stakeholders
- Be more visible as an ambassador for the institution and sector
- Improve local and national opportunities for networking
- Develop more opportunities to act as a civic leader
E – Working Collaboratively

**Definition: The leader:**

1. Demonstrates an adaptive leadership style to manage and lead a complex institution and the staff within it
2. Displays a positive relationship with the Board and its Chair in the interests of the vision, mission and educational character
3. Demonstrates a deep understanding of the roles and the responsibilities of the CEO and Chair
4. Builds positive partnerships with employers to co-create learning and add value to the community and local economy
5. Effectively works with schools, universities and other partners in the system to identify progression opportunities
6. Promotes the employer engagement agenda
7. Works with other providers to ensure adequate provision across all skills areas and accommodate all learners and employer requirements

**Positive Indicators:**

1. Adopts an appropriate leadership style to manage the institution and its staff
2. Displays a positive relationship with the Board and its Chair in the interests of the organisation
3. Displays an understanding of the roles and the responsibilities of the CEO and Chair
4. Maintains positive partnerships with employers and local economy
5. Effectively works with schools, universities and other partners in the system to identify progression opportunities
6. Understands the employer engagement agenda
7. Frequently works with other providers to ensure adequate provision across all skills areas and accommodate all learners and employer requirements

**Development Indicators: The individual needs to:**

- Build stronger relationships with colleagues
- Improve connections with external stakeholders
- Increase ability to react positively in meetings or presentations
- Broaden communication skills
- Strengthen ability to build powerful alliances where both sides benefit
- Demonstrates an understanding of the priorities and challenges of partner organisations
**F – Self Management and Development**

**Definition:** As a leader, he/she:

1. Is emotionally intelligent and self-aware of the skills, knowledge and behaviour requirements of the role
2. Able to develop through reflection and feedback and actively seeks opportunities to fill any knowledge and behaviour gaps
3. Leads with passion, integrity and is highly motivated
4. Shows empathy for others and enhanced relational skills and networks
5. Is able to flex their leadership style to suit the situation and people
6. Acts with courage to respectfully challenge others and to be challenged
7. Stick with decisions once made

**Positive Indicators:**

1. Demonstrates emotional intelligence and is self-aware of the skills, knowledge and behaviour requirements of the role
2. Regularly develops skills and abilities through reflection and feedback
3. Seeks opportunities to fill any knowledge and behaviour gaps
4. Leads with passion, integrity and is highly motivated
5. Regularly shows empathy for others and enhanced relational skills and networks
6. Often flexes their leadership style to suit the situation and people
7. Acts with courage to challenge others and is willing to be challenged

**Development Indicators:** The individual needs to:

- Develop more self-awareness
- Be more passionate about things that matter
- Develop more empathy with others
- Be more willing to be challenged and accept feedback
- Seek out opportunities to develop your relationship skills
- Choose the most appropriate leadership style for the people and the situation
- Be more courageous and challenge others if the situation demands it
- Be more receptive to feedback