



new thinking at work

# Leadership Competency Framework

# Leadership Competencies

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# Leadership Competencies

## Introduction

This document sets out the *Glasgow City Council Leadership Competency Framework*. It contains detailed descriptions of each competency and the levels that can be attained within each competency. *The Framework* has been created through detailed research, tailored to the specific needs and environment of *Glasgow City Council*, and is applicable to leadership roles at any level of the service. These competencies have extensively drawn upon the work of the NHS Leadership Centre.

## Using Competencies

### What are competencies?

Competencies are underlying characteristics that lead to superior performance in an individual's job. They include qualities, skills, attributes and traits that help people to be successful. Competencies go beyond the traditional focus on academic qualifications, technical skills and experience, providing a framework for assessing and developing deeper-seated personal skills. Competencies are also capable of being developed in people rather than being fixed and immovable.

### Competency Levels

Each competency is broken down to levels, each of which gives an illustration of what the competency might look like. This is done because it is not as simple as either having or not having a competency - different jobs will require different levels of complexity of the same behaviour. The levels within the Leadership Competencies range from three levels to six levels.

It should be noted that the scales are cumulative. This means that if level 3 is identified as the appropriate level for a particular job role, it will be assumed that level 1 and level 2 are also required.

## Clusters

There are fifteen competencies (L1 to L15) and they are arranged in three clusters – **Personal Qualities**, **Setting Direction** and **Delivering the Service**.

### Personal Qualities

The scale and complexity of the change agenda within the Council and the level of accountability means that leaders need to draw upon their personal qualities to see them through the demands of the job. Leaders need to maintain a positive 'can do' sense of confidence which enables them to be shapers rather than followers, even in the face of opposition. Leaders need to have a high degree of self-awareness. They know their own strengths and limitations, and they use failure or misjudgement as an opportunity for learning.

Leaders are motivated by wanting to make a real difference to people by delivering a high quality service and by developing improvements to service. There is much at stake in leading Council services so leaders need to bring a sense of integrity to what they do that helps them to deliver to the best of their abilities.

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## **Setting Direction**

Leaders of public sector organisations often work with uncertainty and ambiguity. A strategic vision is required to take radical actions, which may be needed to modernise the organisation and make it responsive to the needs of users. As well as adopting a strategic vision, leaders need to manage short and long-term priorities, especially where resources are finite. This requires an ability to display “big picture” thinking while paying sufficient attention to significant detail. Leaders also need to focus on continuous improvement by interpreting national policy directives and translating them into plans at a local level as well as keeping abreast of best practice within and outside the organisation.

## **Delivering the Service**

High performing leaders provide leadership across the organisation as well as the partnership organisations to make things happen – to deliver service results. They use a range of styles which challenge traditional organisational boundaries and ways of working and emphasise integration and partnership. Leaders also need to be focused on articulating the vision with compelling clarity, keeping the focus on change and inspiring others to be positive in their support of service improvement. Leaders in the Council work with a wide range of internal and external stakeholders. Effective Leaders must understand that truly collaborative working is essential and have a strength of resolve that they can use in both holding others to account, as well as being held to account, for targets they have to achieve.

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Cluster 1	Personal Qualities
<b>L1 Self Belief</b>	Displaying confidence that you will succeed and you can overcome obstacles to achieve the best outcomes for service improvement.
<b>L2 Self awareness</b>	Knowing your own strengths and limitations and understanding your own emotions and the impact of your behaviour on others in diverse situations.
<b>L3 Self management</b>	Being able to manage your own emotions and be resilient in a range of complex and demanding situations.
<b>L4 Drive for improvement in Public Services</b>	Showing deep motivation to improve performance in public services and thereby to make a real difference to others.
<b>L5 Personal integrity</b>	Demonstrating a sense of commitment to openness, honesty, democracy inclusiveness, loyalty and high standards in undertaking the leadership role.
Cluster 2	Setting Direction
<b>L6 Seizing the future</b>	Being prepared to take action now to shape and implement a vision for the future development of services.
<b>L7 Intellectual flexibility</b>	Embracing and managing ambiguity and complexity and to be open to creativity in leading and developing services.
<b>L8 Broad scanning</b>	Taking the time to gather information from a wide range of sources.
<b>L9 Contextual Astuteness</b>	Showing an ability to understand diverse interest groups and power bases within the organisation, and the dynamic between them, so as to lead Council services more effectively.
<b>L10 Drive for results</b>	Displaying a strong commitment to making service performance improvements and a determination to achieve positive service outcomes for the public.

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Cluster 3	Delivering the Service
<b>L11 Leading change through people</b>	Communicating the vision and rationale for change and modernisation, and engaging and facilitating others to work collaboratively to achieve real change
<b>L12 Holding to account</b>	Displays resolve to hold others to account for agreed targets and to be held accountable for delivering a high level of service.
<b>L13 Empowering others</b>	Striving to facilitate others' contributions and to share leadership, nurturing capability and long-term development of others.
<b>L14 Effective and strategic influencing</b>	Being able and prepared to adopt a number of ways to gain support and influence diverse parties, with the aim of securing improvements.
<b>L15 Working effectively with others</b>	Demonstrating commitment to working and engaging constructively with internal and external stakeholders.

# Leadership Competencies

## L1 Self belief

**Displaying confidence that you will succeed and you can overcome obstacles to achieve the best outcomes for service improvement.**

Features of this competency include:

- Relishing a challenge.
- Being prepared to stand up and be counted.
- Working beyond the call of duty, when this is required.
- Speaking up if this is needed. In doing so, your integrity and your motivation for service improvement will sustain you.

## Level 1

- Manages own anxieties and appears confident to others.
- Shows the courage to make full use of the formal authority of the role.
- Gives it a go, however difficult / impossible a task or confrontation may seem.

## Level 2

- Sees self as a 'can do' person, and is positive about own ability to succeed.
- Draws on own relevant experience.
- Demonstrates optimism about achievement of goals even when the going is tough.

## Level 3

- Rises to, and relishes, a range of challenges.
- Feels able to succeed and is prepared to stand up and be counted.
- Shows the confidence to involve others in support of a particular goal.

## Level 4

- Takes on very stretching challenges that others may back away from.
- Challenges others in positions of power in pursuit of a specific goal.
- Challenges the status quo, but will always be able to back up their position with evidence that the action is aimed at achieving service improvement.

## Development Indicators

- Feels overwhelmed by the pace and scale of change. May see self as a victim.
- Hesitates or gives in when faced by opposition. Holds back from challenging others; or is arrogant and overly confident, ignoring the views of others in taking particular courses of action.

## L2 Self awareness

**Knowing your own strengths and limitations and understanding your own**

# Leadership Competencies

## **emotions and the impact of your behaviour on others in diverse situations.**

Features of this competency include:

- Being aware of your own emotions.
- Being aware of your personal impact on others, particularly when you are under pressure as you have an understanding of the 'triggers' to which you are susceptible.

### **Level 1**

- Demonstrates awareness of own feelings.
- Notices when own emotions are aroused.

### **Level 2**

- Understands the nature and causes of their emotional reactions to particular situations.
- Recognises how challenges to your personal values are likely to trigger certain responses in you.

### **Level 3**

- Understands the likely implications and impact of your emotions, both on self and others in a range of situations.
- Knows own strengths, and limitations, in providing leadership that makes a difference to customers.

### **Development Indicators**

- Fails to understand own emotions.
- Shows surprise by own reactions to certain situations; and, does not set time aside for personal reflection.
- Fails to recognise or acknowledge the impact of own behaviour on others.

# Leadership Competencies

## **L3 Self management**

**Being able to manage your own emotions and be resilient in a range of complex and demanding situations.**

Features of this competency include:

- Being tenacious and resilient in the face of difficulty.
- Being able to cope with an increasingly complex environment – with the blurring of organisational boundaries and the requirement to work in partnership across the Council.

## **Level 1**

- Manages own responses and reactions carefully when faced with demanding situations.
- Remains calm in a crisis.
- Resists the temptation to take over; for example, when leadership has been delegated to others or when working in collaboration with other partners.

## **Level 2**

- Takes conscious steps to manage own emotions and pressure when necessary.
- Withdraws from a stressful situation temporarily, creating time out for reflection or recuperation, or seeking support from peers/learning set.

## **Level 3**

- Manages own energy, pacing efforts for the long haul.
- Recognises others' anxieties and problems, and encourages them to find ways of dealing constructively with their stress; models a healthy work/life balance.
- Absorbs and deals constructively with criticism, seeking support as necessary.

## **Development Indicators**

- Loses control in stressful situations; for example, may become aggressive, 'freeze', or run away from difficult decisions.
- Suffers from 'burn out' without recognising the warning signs or seeking help in advance.

# Leadership Competencies

## **L4 Drive for improvement in Public Services**

**Showing deep motivation to improve performance in public services and thereby to make a real difference to others.**

Features of this competency include:

- Shows deep sense of vocation for public service driven by an identification with the needs of the community
- Believes in the importance of the democratic control of public service and providing accountable services to the community and their representatives
- Focuses primarily on achievement of goals for the greater good of others, and not the leader's own reputation or self betterment.
- Investing your energy in bringing about service improvements – even to the extent of wanting to leave a legacy which is about effective partnership, inter-agency working and community involvement.

### **Level 1**

- Stays focused on the goal of service improvement and resists being side-tracked.
- Takes time to be personally helpful and constructive to others in achieving the goal.
- Puts the needs of others first where these are concerned with service improvement.

### **Level 2**

- Invests effort in making a difference to how services are planned and delivered.
- Works with and for key stakeholders inside and outside of the organisation to achieve positive outcomes.
- Sees own organisation as only one amongst a number of customers needing to work collaboratively to services in a coherent and integrated way.

### **Level 3**

- Invests sustained effort in making a significant impact on improvement in the local area and securing positive outcomes for customers inside and outside the organisation.
- Looks to the longer term, seeking to leave a legacy of improved services with enduring benefits for customers.
- Puts own experience and expertise at the disposal of others in the wider Council context, for the greater good.

### **Development Indicators**

- Shows a need for personal kudos and recognition alone, seeking the limelight, rather than by achievement of goals for the greater good.

# Leadership Competencies

## L5 Personal integrity

**Demonstrating a sense of commitment to openness, honesty, democracy inclusiveness, loyalty and high standards in undertaking the leadership role.**

Features of this competency include:

- Believing in a set of key values borne out of broad experience of, and commitment to, the service especially when under pressure.
- Insisting on openness and communication, motivated by values about inclusiveness and getting on with the job.
- Acting as a role model for public involvement and the dialogue that all staff, including the front line, need to have with customers.
- Shows resilience that enables you to push harder, when necessary, in the interests of developing or improving the service.
- Recognises the importance of supporting collective leadership through loyalty to colleagues.

### Level 1

- Behaves consistently with own stated values and beliefs.
- Delivers on what is promised, or is open about own short-comings.
- Models and promotes the organisational values – i.e. '*walks the walk.*'

### Level 2

- Creates an environment of openness, cutting through ambiguity to provide clarity in communication.
- Requires and expects others to be equally as open regarding communication with staff and customers.
- Uses plain language in communication to demystify.

### Level 3

- Stands up for what is right in terms of leading and developing services, even when it is difficult to do so, and there may be a personal cost in doing so.
- Acts as a role model for involvement of staff and other customers, even where this results in challenges to how things are done.
- Supports others who are acting consistently with core values.

### Development Indicators

- Responds to pressure by not standing up for own values and beliefs.
- Demonstrates behaviour that is counter to core values of openness, inclusiveness and honesty.

## Cluster Two Setting Direction

### L6 Seizing the future

#### **Being prepared to take action now to shape and implement a vision for the future development of services.**

Features of this competency include:

- Making the most of current opportunities to bring about improvements that are of benefit to the community.
- Interpreting the likely direction of changes.
- Using personal insights into the broad strategic direction of services to help shape and implement the approaches and culture in their organisation, and to influence developments across the whole Council.
- Underpinning vision and action with a strong focus on local needs.
- Preparing to undertake transformational, rather than just incremental, change where this will achieve improvement.

### Level 1

- Reacts to current issues and problems and does so decisively.
- Acts quickly and decisively in a crisis or other time-sensitive situation.

### Level 2

- Anticipates and takes action to avoid an approaching problem that might interfere with effective service delivery.
- Makes the most of current opportunities to bring about incremental improvements that are of benefit.
- Looks ahead within a 3-month time-frame.

### Level 3

- Sees how the current service developments fit into the bigger picture for service improvement.
- Takes action to realise service improvements in the short term.
- Thinks and acts 4-12 months ahead.

### Level 4

- Thinks through and actions decisions, goals and priorities that can further the stated strategy for service improvement over the next year or so.
- Identifies the implications and risks of alternative courses of action; goes out to make these work, looking beyond existing organisational boundaries.
- Takes action to improve service delivery, the benefit of which should be fully realised in the medium-term (1year +).

# Leadership Competencies

## Level 5

- Looks to the future and is able to see current opportunities and linkages that others may struggle to see; acts on these.
- Generates, tests and implements a range of innovative approaches to move a situation on, understanding the broader trends in improvement and service delivery.
- Thinks and acts with a long-term, futuristic perspective.

## Development Indicators

- Fails to think about the consequences of actions in the future.
- Fails to balance present and operational detail with longer term view.
- Resists new ideas and approaches.

# Leadership Competencies

## **L7 Intellectual flexibility**

**Embracing and managing ambiguity and complexity and to be open to creativity in leading and developing services.**

Features of this competency include:

- Responding to fresh insights and perspectives from diverse sources, both internal and external to the council (driven by their values of inclusiveness and service improvement).
- Understanding that change may have to be radical to achieve improvement.
- Acknowledging innovative thinking and encouraging creativity and experimentation in others too.

### **Level 1**

- Shows openness to new information and views from diverse standpoints, including different professional areas.
- Modifies own thinking, and sets of assumptions, to take account of new and diverse viewpoints.

### **Level 2**

- Makes sense of disparate information; sees patterns and trends.
- Finds and uses existing models, for example of how organisations work, to help integrate things into a whole.
- Is adept at moving between significant detail on the ground and the big picture.

### **Level 3**

- Crystallises key points from a mass of disparate information and makes sense of complex situations.
- Comes up with new ways of explaining something complex, or seeing beyond the obvious, so that others are able to understand it; this may include the use of analogies.
- Encourages others to be innovative, in finding ways of developing service improvements.

### **Development Indicators**

- Fails to make connections and relate things to a wider context.
- Fails to see the 'wood for the trees'.
- Ignores information from diverse, or 'non standard', sources.

# Leadership Competencies

## **L8 Broad scanning**

### **Taking the time to gather information from a wide range of sources.**

Features of this competency include:

- Making it a priority to know about how services are being delivered and what the experience of the community is on the ground.
- Persisting with getting the key facts of a situation.
- Demonstrating systematic ways of keeping personally informed about key developments.

## **Level 1**

- Meets personally with those who are involved what is happening.
- Checks what is happening on the ground, asking others about their experience of services.

## **Level 2**

- Probes to find out more about what is actually happening.
- Asks questions to get to all the facts, and to get to the heart of an issue.
- Accesses local networks for information and to benchmark own services.

## **Level 3**

- Demonstrates systematic ways of keeping informed, or keeping in touch, through wider networks.
- Keeps abreast of national developments within the public sector through active involvement in national networks.
- Commissions research to probe particular local issues.

## **Development Indicators**

- Displays a narrow range of vision – misses important developments within the council, locally, or nationally.
- Scans information in a haphazard, rather than systematic manner.

# Leadership Competencies

## L9 Contextual Astuteness

**Showing an ability to understand diverse interest groups and power bases within the organisation, and the dynamic between them, so as to lead Council services more effectively.**

Features of this competency include:

- Understanding the climate and culture in the Council and in the wider environment.
- Knowing who the key influencers are – both internally and externally to the organisation – and how to involve them, as required.
- Understanding strategy and policy at a national and local level and being able to plan a way ahead that takes account of these strategies.

### Levels 1

- Identifies key people inside and outside the organisation who can help to influence or get things done.
- Uses own networks to gain information or communicate.

### Level 2

- Understands what is and is not possible in a given local or national climate, in terms of council provision.
- Shows awareness of group norms and the way things have been customarily done.
- Uses this understanding of how things have been done in the past to manage and pace the changes required to bring about local service improvements.

### Level 3

- Understands the formal mechanism and complex relationships that make up the decision making process of the Council
- Identifies the relevant interest groups, networks and groupings, and uses this understanding to get things done in terms of service improvements and service delivery.

### Level 4

- Understands the underlying social, political and historical factors shaping local and national realities of services, and uses this understanding to get things done.
- Knows who the key influencers are and how to go about involving them to shape and deliver change across the public sector.

### Development Indicators

- Fails to tune in to what is really going on across the Council and environment context.
- Tends to over-rely on formal processes and structures.
- Fails to understand or work with the informal networks and process within the organisation.

# Leadership Competencies

## **L10 Drive for results**

**Displaying a strong commitment to making service performance improvements and a determination to achieve positive service outcomes for the public.**

Features of this competency include:

- Setting ambitious targets which may exceed the minimum standard required and taking calculated risks – all with the aim of delivering added value to the service.
- Focusing own, and others', energy on what really makes a difference, rather than being constrained by methods which were used in the past.
- Seeking out opportunities to improve delivery of service through partnership and new ways of working.

### **Level 1**

- Takes actions that lead to the delivery of set service targets.
- Shows determination to meet the objectives set by others.
- Keeps track of and measures outcomes against own standards, over and above those set by others.

### **Level 2**

- Takes actions that lead to quantifiable service improvements.
- Encourages others to find ways of delivering services that will better serve the needs of customers while meeting local targets.

### **Level 3**

- Sets self and others stretching goals, over and above those required to meet national standards and targets, where these will help to improve local services.
- Takes the necessary actions to meet these goals; identifies and applies measures to track and quantify achievement.
- Overcomes obstacles to achieving goals and uses failure as an opportunity to learn.

### **Level 4**

- Shows determination to achieve goals over time; resists any pressure to be deflected from this attainment.
- Prepares to challenge others and address poor performance where this is impacting on effective service delivery.
- Takes calculated risks, based on learning and experience, to achieve longer-term service improvements.

### **Development Indicators**

- Spreads efforts too thinly and dilutes own, and others', impact by focusing on too many or the wrong priorities.
- Firefights rather than applying learning from past situations.

# Leadership Competencies

## Cluster Three Delivering the Service

### L11 Leading change through people

**Communicating the vision and rationale for change and modernisation, and engaging and facilitating others to work collaboratively to achieve real change.**

Features of this competency include:

- Gaining the support of others by ensuring that you understand the reasons behind the change.
- Sharing leadership – with the team and others in the Council and in partner organisations.
- Encouraging others, especially front line staff, to find new ways of delivering and developing services and to take the lead in implementation of change.
- Demonstrating a highly visible and democratic leadership style which is underpinned by values of the organisation.
- Taking a collaborative or facilitative approach in working in partnership with diverse groups.
- Enabling teams, within the organisation and across partnership organisations, to work effectively together.
- Helping to unblock obstacles, identifying and securing resources, and taking care of teams and of the individuals within them.

#### Level 1

- Sets up regular communications with the team (e.g. through team meetings or a newsletter) and makes sure the team is kept informed on what is happening.
- Explains the reasons behind key decisions.
- Shows visibility as the leader of the team.

#### Level 2

- Secures needed support or development for the benefit of both individuals and the team as a whole.
- Facilitates the effectiveness of a group by obtaining and providing them with the right resource or information.

#### Level 3

- Creates the conditions that enable a team to perform at its best – provides the right structure and gets the right people doing the right things.
- Gets input from others with the intent of promoting the effectiveness of the group or process.
- Acts to build team spirit so as to promote team effectiveness.

#### Level 4

- Communicates the vision and brings it alive – describing what the future needs to look like in terms of service improvements and modernisation.
- Gives people a sense that change is achievable and that their contribution matters.
- Explains the rationale for changes and key service priorities.

# Leadership Competencies

## Level 5

- Gets buy-in and commitment to the vision within the organisation and across the local context, involving diverse groups.
- Inspires people to contribute to and lead change initiatives.
- Creates momentum and excitement about what needs to be done.

## Level 6

- Aligns efforts and shares leadership to achieve the vision of integrated service change.
- Removes obstacles to the working of the team in the organisation and in cross boundary working. Identifies and secures resources as required.
- Encourages others to drive forward change. Enables teams to succeed in making change.

## Development Indicators

- Fails to provide clarity and direction or to lead others to achieve a vision.
- Fails to step up to the leadership role.

Passes the buck when faced with leadership responsibility.

# Leadership Competencies

## **L12 Holding to account**

**Displays resolve to hold others to account for agreed targets and to be held accountable for delivering a high level of service.**

Features of this competency include:

- Setting clear targets and standards for performance and behaviours, ensuring the processes are in place to support individuals in achieving these standards.
- Insisting upon improved performance if standards are slipping.
- Creating a climate of support and accountability, rather than a climate of blame.
- Holding people to account for what they have agreed to deliver.
- Being prepared to be held to account by others for what they have contracted you to do as the leader.

## **Level 1**

- Provides others with clarity of purpose and direction, developing individual and team performance contracts.
- Ensures clear standards are developed, e.g. for corporate governance and for the co-ordination of services.

## **Level 2**

- Sets the parameters for how others are to act.
- Ensures that the processes are in place to support individuals in achieving standards and to learn from their mistakes or failures.
- Prepares to be held openly accountable for own agreed goals.

## **Level 3**

- Holds others directly accountable for delivering what has been agreed, both within and outside of the organisation.
- Intervenes swiftly and consistently when performance is slipping, using the appropriate processes.
- Challenges and confronts conflict, especially where this is impacting on service delivery and standards, and contributes to brokering agreement.

## **Development Indicators**

- Fails to identify and address performance issues.
- Challenges people about their performance inappropriately and/or inconsistently.
- Places blame and provides no support for failure.

# Leadership Competencies

## **L13 Empowering others**

**Striving to facilitate others' contributions and to share leadership, nurturing capability and long-term development of others.**

Features of this competency include:

- Having the humility to work in the background, creating the space for others to take the lead on particular issues and to grow in confidence and capability.
- Identifying potential and supporting the development of people across the organisation.
- Taking personal responsibility for ensuring that diversity is respected and that there is genuine equality of opportunity.
- Fostering the development of others across the community so that improvement and service development agendas can be created and owned by the communities themselves.
- Engaging and involving customers in service improvement.
- Developing relationships with customers which are equal, open and honest, and modelling the power-sharing which is required if solutions are truly to be customer focused.

### **Level 1**

- Gives explicit encouragement and makes self available for support, especially when others have experienced a setback; listens empathetically.
- Uses mistakes as an opportunity for learning.
- Seeks dialogue with stakeholders and customers as a means of learning.

### **Level 2**

- Allows others to take the lead and the credit by stepping to one side, to grow capability and confidence.
- Allows freedom with accountability.
- Promotes the role of stakeholders and customers in shaping services and influencing decisions about services.

### **Level 3**

- Coaches others, challenging and asking questions to help them work out the answers for themselves.
- Provides space for others to be creative and to take risks so that they can develop their own capabilities and approaches.
- Shares power within the organisation, across networks and develops constructive relationships with customers and stakeholders which are focused on their true involvement in, and consultation on, service decision-making.

### **Development Indicators**

- Takes over and dominates proceedings.
- Fails to make space for others to contribute or grow.

# Leadership Competencies

## **L14 Effective and strategic influencing**

**Being able and prepared to adopt a number of ways to gain support and influence diverse parties, with the aim of securing improvements.**

Features of this competency include:

- Getting results by working in partnership, within the Council and with a wide range of other agencies and customers over whom they have no formal authority.
- Influencing relationships which are critical to achieving change in terms of service improvement.
- Coping with ambiguity, as organisations continue to change role and shape, and the agenda for change gathers pace.
- Employing a range of influencing strategies – ones that will work for the long term and bring about change in services.

### **Level 1**

- Points out the costs and benefits associated with a particular course of action.
- Tries to persuade using one or two well-reasoned arguments.
- Relies on facts and figures to convince others of a certain course of action.

### **Level 2**

- Plans an approach, or steps in an 'argument', that will be successful with a particular audience or interest group.
- Takes a dramatic, or unexpected, action to persuade others round to a particular point of view.

### **Level 3**

- Uses subtle influencing tactics, such as lobbying before a meeting, which fit with the particular situation.
- Understands the need to use informal persuasion and provision of information, to influence others over whom they have no formal authority.
- Takes the time to build critical mass or support for a position, with the end aim of getting results by working in partnership.

### **Level 4**

- Uses complex and multi-layered influencing strategies – ones that will work for the long term and bring about change in modernising the service.
- Builds and uses extended networks of influence, understanding that organisations are changing role and shape.
- Strives to ensure that local people, staff and other agencies are involved in shaping the modernisation agenda.

### **Development Indicators**

- Fails to use subtle or informal influencing.
- Relies too much on the force of their own impact, seeing only their side of the 'argument'.

# Leadership Competencies

## **L15 Working effectively with others**

### **Demonstrating commitment to working and engaging constructively with internal and external stakeholders.**

Features of this competency include:

- Ensuring that the strategy for improvement, and the planning, development and provision of services, are cohesive and 'joined up'.
- Understanding and being sensitive to diverse viewpoints.
- Striving to create the conditions for successful partnership working.

#### **Level 1**

- Expresses positive expectations of internal and external stakeholders.
- Acknowledges and respects others' diverse perspectives.

#### **Level 2**

- Shares information with partners when appropriate.
- Summarises progress, taking account of differing viewpoints, so as to clarify understanding and to establish common ground.
- Surfaces conflict and supports resolution of this conflict.

#### **Level 3**

- Maintains positive expectations of other stakeholders, even when provoked, and strives to create the conditions for successful partnership working in the long term.
- Keeps informed on the current priorities of partners, and responds appropriately to changes in their status or circumstances.
- Ensures that the strategy for service improvement is developed in a cohesive and 'joined up' manner.

#### **Development Indicators**

- Fails to involve others in bringing about integrated improved service delivery.
- Fails to share information with other stakeholders.

