# Competency Framework

**Human Talent Division**
**2021**

# Understanding the Competency Framework

This framework represents a competency-based management approach linking competencies with the strategic objectives and capabilities of the Institute.  It encompasses the recruitment, selection, development and performance management processes.
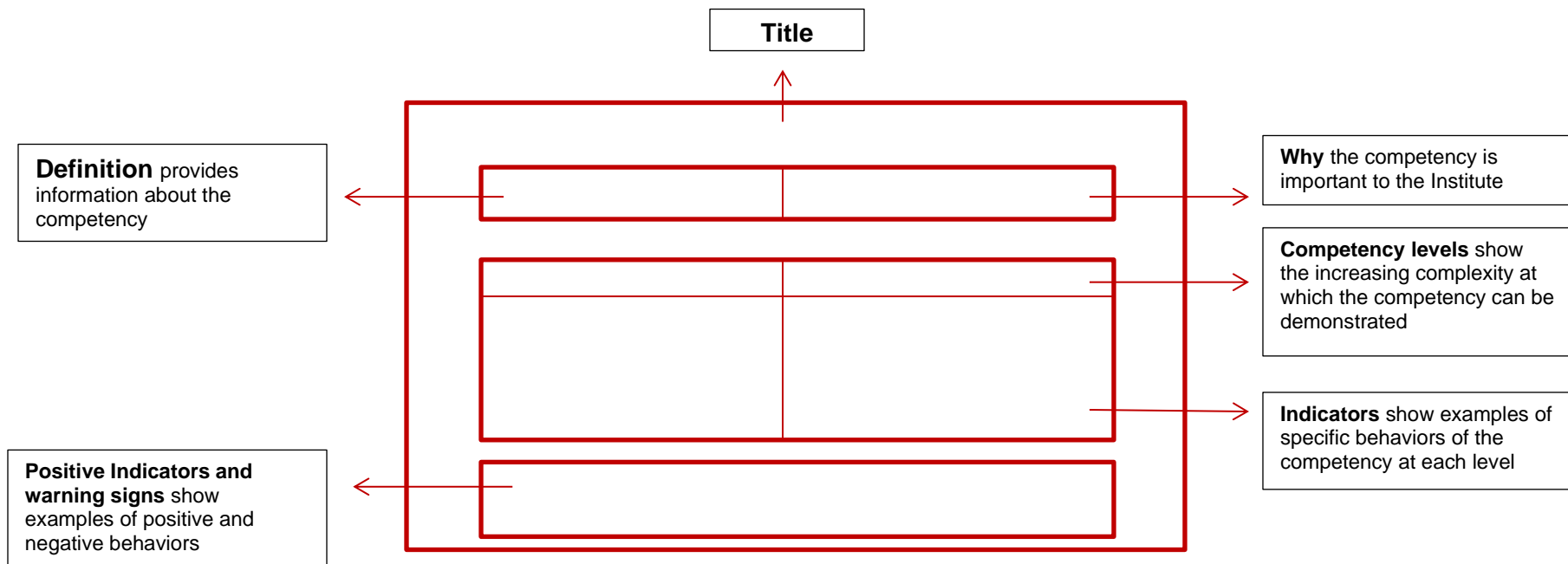
The IICA Competency Framework is a snapshot of the critical competencies needed by IICA's employees, based on their position.

Core Competencies are applicable to every employee and form the foundation from which employees will continue to build and enhance their skills and knowledge. Each competency is broken down into levels of proficiency, based on the level of complexity required by each position. All employees are expected to exhibit a level of proficiency in each Core Competency, based on their position.  Competencies are cumulative, meaning the lower levels of a competency have already been mastered prior to achieving the higher levels.

Leadership competencies are assigned to leaders, meaning employees who have at least one direct report and who carry out duties or lead projects that require leadership skills.

There are 8 (eight) core competencies, and 4 (four) leadership competencies. Each has 4 levels of proficiency.

The competencies are displayed in the following format:

| Title |
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**Definition** provides information about the competency

**Why** the competency is important to the Institute

**Competency levels** show the increasing complexity at which the competency can be demonstrated

**Indicators** show examples of specific behaviors of the competency at each level

**Positive Indicators and warning signs** show examples of positive and negative behaviors

## Core Competencies

1. Focusing on Results
2. Adaptability /Managing Change
3. Communication
4. Customer Service
5. Decision Making and Conflict Solving
6. Honesty – Reliability — Integrity
7. Cooperation and Teamwork
8. Diversity

## Leadership Competencies

1. Strategic Thinking
2. Team Development
3. Influencing
4. Leading

# FOCUSING ON RESULTS

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Focusing on results is about using time and resources effectively to achieve desired results. It involves taking the initiative to set and meet challenging targets, having determination when facing obstacles, and delivering results. | This behavior demonstrates the determination and tenacity to complete high quality work and involves raising performance levels over the short, medium and long term. This is important for IICA to achieve the results to accomplish our strategic objectives. |

| LEVEL 1<br>TAKES PERSONAL RESPONSIBILITY FOR RESULTS | LEVEL 2<br>WORKS TO GOALS AND MANAGES OBSTACLES WITH INNOVATIVE SOLUTIONS | LEVEL 3<br>DRIVES FOR IMPROVEMENT | LEVEL 4<br>SETS AND MEETS CHALLENGING GOALS & SEEKS LONG TERM IMPROVEMENT |
|---|---|---|---|
| • Clarifies what is expected and accepts accountability for completing tasks.<br>• Takes pride and ownership in own work.<br>• Demonstrates a high level of dependability in all aspects of the job.<br>• Respects the rights of others while achieving one's own goals.<br>• Adapts easily to changes at work. | • Is persistent in achieving quality results.<br>• Measures progress against targets.<br>• Seeks to understand reasons for obstacles and to find ways to overcome.<br>• Acknowledges the work and contribution of others.<br>• Modifies behavior to fit the situation. | • Manages challenges and takes personal responsibility for reaching solutions.<br>• Sees obstacles as challenges and develops innovative strategies to overcome them.<br>• Strives for continuous improvement and creative solutions.<br>• Utilizes institutional resources and expertise to achieve desired results. | • Commits to setting goals, achieving results and creating a work environment focused on accountability, responsibility and action.<br>• Develops strategies that foster and sustain a work climate of achievement and efficiency in the workplace.<br>• Demonstrates commitment and follow-through of responsibilities.<br>• Maintains a consistent and fair approach while attaining goals.<br>• Establishes personal measures and targets of excellence.<br>• Creates plans and results that affect a significant part of the Institute. |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| • Agrees to achievable goals at the start of each project.<br>• Fulfils commitments made to co-workers and/or supervisor/manager.<br>• Monitors tasks for accomplishment, quality and timeliness.<br>• Accepts responsibility for own behavior and job related tasks.<br>• Adjusts priorities with changing demands, with appropriate stakeholder consultation.<br>• Asks for feedback. | • Stops and gives up when encountering the first obstacle.<br>• Seeks excuses rather than solutions or means of moving forward.<br>• Exaggerates one's own input or claims another's work or ideas as one's own.<br>• Fails to acknowledge the contributions of others.<br>• Does not take responsibility for missed targets.<br>• Fails to meet deadlines or keep within budget without proper reason.<br>• Loses sight of how a task fits into wider objectives. |

# ADAPTABILITY/MANAGING CHANGE

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Adaptability/managing change is the ability to effectively adapt to a variety of situations, whether individual or collective. It is about adjusting own behaviors to work efficiently and effectively in light of new information, new technology, new situations or changing environments. | IICA must adapt to constant changes in order to achieve its strategic objectives and continue to evolve and grow as an organization. In order to achieve success and reap the benefits of any changes that have been implemented, it is crucial to be open to new ideas and ways of working, while proactively supporting personnel during processes of change. |

| LEVEL 1<br>ACCEPTS NEED FOR ADAPTABILITY | LEVEL 2<br>RESPONDS EFFECTIVELY TO CHANGING CIRCUMSTANCES | LEVEL 3<br>ADAPTS TACTICS | LEVEL 4<br>MAKES ORGANIZATIONAL CHANGE |
|---|---|---|---|
| • Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence.<br>• Is open to new ideas and listens to other people's points of view.<br>• Adjusts own working style and behavior to fit different situations. | • Contributes positively to the change process and sees change as an opportunity to improve performance.<br>• Proactively seeks information to understand what is changing and how to successfully contribute to change.<br>• Implements and shares ideas for continuous improvement within division/department/team. | • Manages the agreed change implementation process.<br>• Proactively shares information and resources to foster change.<br>• Helps people to understand the process of change as well as the actions they must modify.<br>• Supports and demonstrates new behaviors.<br>• Supports others throughout the process and contributes to minimizing resistance to change.<br>• Involves others in the process of change and ensures open, two-way communication. | • Demonstrates, in a coherent and noticeable manner, commitment and support to change.<br>• Explains why the change occurs and communicates a clear, compelling vision of what the change will accomplish.<br>• Helps to eliminate obstacles to successful change.<br>• Encourages others to incorporate continuous improvement as a way of approaching work. |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| • Is open to the benefits of change and embraces new ideas.<br>• Considers alternative approaches based on the situation.<br>• Weighs up costs and benefits impartially.<br>• Is willing to investigate options in depth, even when they are the ideas of others.<br>• Thinks laterally and creatively to resolve problems.<br>• Is not inappropriately rigid about procedures and policy. | • Sticks rigidly to procedures even when inappropriate.<br>• Is not open to new ideas or ways of doing things.<br>• Is not open to accepting feedback or is slow to apply it.<br>• Fails to reassess priorities in light of change.<br>• Resists change without considering what is proposed.<br>• Displays only superficial recognition of the need for flexibility in managing individuals with diverse skills, experiences and needs. |

# COMMUNICATION

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Communication involves expressing ideas, facts and opinions clearly, articulating personal points of view persuasively, seeking to understand the views of others and openly sharing information.  It involves oral and written communication skills, including presentation or negotiation skills to achieve desired results. | Clear and open communication is critical to achieve short and long-term goals.  It creates an atmosphere in which timely and high quality information flows smoothly throughout the Institute and encourages an open expression of ideas and opinions. |

| LEVEL 1<br>LISTENS ACTIVELY AND CLEARLY PRESENTS INFORMATION | LEVEL 2<br>FOSTERS 2-WAY COMMUNICATION | LEVEL 3<br>ADAPTS COMMUNICATION TO OTHERS | LEVEL 4<br>COMMUNICATES COMPLEX MESSAGES & COMMUNICATES STRATEGICALLY |
|---|---|---|---|
| • Actively listens and seeks to understand by getting the facts and pertinent information.<br>• Clearly expresses ideas using both written and oral communication.<br>• Uses appropriate grammar and vocabulary.<br>• Uses a respectful tone, appropriate eye contact, gestures and body language. | • Elicits ideas, comments or feedback on what has been said.<br>• Asks questions to clarify information to ensure common understanding.<br>• Recognizes others immediate feelings and emotions and responds in ways that communicate a clear understanding.<br>• Listens responsively and takes actions to persuade. | • Tailors the content of speech and written communication to suit the level, cultural background, and experience of the audience.<br>• Establishes communication plans and strategies.<br>• Anticipates and prepares for the reactions of others, and adapts tactics to create a specific impact.<br>• Communicates complex issues clearly and credibly with widely varied audiences. | • Develops and implements communication strategies for high profile initiatives.<br>• Identifies key stakeholders that need to be persuaded and takes multiple steps to influence.<br>• Effectively addresses complex on-the-spot questions.<br>• Openly communicates both personal value and corporate operating principles deemed important to success. |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| • Asks clear questions.<br>• Writes clearly, concisely and grammatically, using correct punctuation and specific language.<br>• Provides clear instructions or information to peers, team members or others through methods of communication.<br>• Conveys complex ideas in a logical sequence that others can understand.<br>• Uses graphics and other aids to clarify complex or technical information.<br>• Always considers the audience when conveying a message. | • Interrupts.<br>• Talks too much without getting to the point.<br>• Monopolizes conversation in a group without giving others a chance to talk.<br>• Does not share ideas and information with others.<br>• Unable to organize and summarize ideas both orally and in writing.<br>• Uses bad grammar or inappropriate language.<br>• Uses a disrespectful tone of voice.<br>• Judges and criticizes others ideas in an insensitive manner. |

# CUSTOMER SERVICE

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Customer Service is the commitment to putting customers first and the ability to deliver a consistently high quality service. Customers are both internal (i.e. colleagues) and external (i.e. the people and communities served by IICA: European Union, external projects, farmers, Ministries, etc.) | IICA strives to exceed the expectations of its clients to achieve competitive, inclusive and sustainable agriculture, contributing to economic growth and development and promoting greater rural well-being and sustainable management of its natural capital. |

| LEVEL 1<br>TAKES RESPONSIBILITY TO DELIVER EXCELLENT SERVICE | LEVEL 2<br>ADDS VALUE AND SEEKS SOLUTIONS | LEVEL 3<br>ADDRESSES UNDERLYING NEEDS | LEVEL 4<br>SERVES LONG TERM INTERESTS |
|---|---|---|---|
| • Ensures professional and courteous service.<br>• Keeps customers up to date and informed.<br>• Acts promptly to ensure customer expectations are met and problems resolved.<br>• Interacts well with all customers and understands that each customer and situation is different and unique. | • Makes decisions with the customer in mind.<br>• Takes pride in delivering a high quality product or service.<br>• Investigates service delivery and provides solutions to problems.<br>• Regularly makes the effort to add value to customer experiences. | • Asks questions to understand the actual, underlying needs of customers, beyond those initially expressed.<br>• Monitors customer satisfaction and recommends changes to work processes to improve results and service.<br>• Assists customers in making recommended changes as necessary.<br>• Focuses resources on priority areas and/or key customer groups.<br>• Works closely with customers, developing an independent view of their needs and acting in their long-term interest. | • Fosters an environment dedicated to delivering the highest quality service to customers.<br>• Develops and facilitates the implementation of strategies to improve customer relations.<br>• Applies knowledge about the Institute's clients, their needs and wants in setting Institute direction.<br>• Builds and nurtures client, community and institutional relationships to position IICA as a steward of the community. |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| • Responds to customer requests promptly, positively, and courteously.<br>• Treats all customers with respect.<br>• Does not make assumptions about customer needs, but asks many questions to clarify them.<br>• Takes the initiative in developing policies to meet customer needs.<br>• Analyzes services from customers' points of view – consults with them to understand their concerns.<br>• Proactively requests feedback from customers and acts constructively in accordance with the results.<br>• Goes the "extra mile" for customers. | • Does not treat all customers with respect.<br>• Ignores customer feedback.<br>• Fails to recognize or establish different customers' needs and delivers what he or she (rather than the customer) thinks appropriate.<br>• Makes assumptions rather than finding out the customer' needs.<br>• Keeps customer feedback to him or herself and does not share learning.<br>• Fails to build effective relationships with key customers.<br>• Is inflexible about work processes. |

# DECISION MAKING AND CONFLICT SOLVING

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Decision making and conflict solving is the ability to analyze situations, diagnose conflicts, as well as establish and evaluate courses of action to produce logical, practical and acceptable solutions. Conflicts can be solved by breaking the issue into smaller pieces or by identifying patterns or connections between situations that are not obviously related. | In this complex and rapidly transforming environment, there is a need to be creative and innovative in solving conflicts and making decisions, for example, applying creative approaches to old problems and identifying new and creative ways to deliver a service as effectively as possible. |

| LEVEL 1<br>MAKES DECISIONS BASED ON RULES | LEVEL 2<br>MAKES DECISIONS BY INTERPRETING RULES | LEVEL 3<br>MAKES DECISIONS IN SITUATIONS WHERE THERE IS SCOPE FOR INTERPRETATION OF RULES | LEVEL 4<br>MAKES STRATEGIC DECISIONS IN COMPLEX AND AMBIGUOUS SITUATIONS |
|---|---|---|---|
| • Makes straightforward decisions based on pre-defined options using clear criteria/procedures.<br>• Makes decisions involving little consequence of error.<br>• Verifies that the decision/resolution is correct. | • Makes straightforward decisions based on clear and adequate information.<br>• Considers the risks and consequences of action and/or decisions.<br>• Makes decisions involving minor consequence of error.<br>• Seeks guidance as needed when the situation is unclear. | • Makes decisions by weighing several factors, some of which are partially defined and entail missing pieces of critical information.<br>• Develops solutions that address the root cause of the problem to prevent recurrences.<br>• Recognizes, analyses and solves problems across projects and in complex situations. | • Builds the framework for strategic decision-making by the Institute.<br>• Makes decisions aimed at advancing the Institute's vision and goals.<br>• Balances a commitment to excellence with the best interests of clients and the Institute when making decisions.<br>• Assesses internal and external environments for decision making. |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| • Makes critical and timely decisions in difficult or ambiguous situations.<br>• Breaks problem down into smaller parts and identifies the information needed to solve a problem effectively.<br>• Absorbs information quickly and accurately to understand issues.<br>• Shows patience and determination is resolving problems.<br>• Ability to make decisions, live with the consequences and learn from both the negative and positive outcomes.<br>• Solves problems effectively within scope of role. | • Delays decision making.<br>• Makes decisions based on incomplete data or inaccurate assumptions.<br>• Ignores different points of view or makes decisions that impact short-term results at the expense of longer-term goals.<br>• Dealing with a problem by trying out the first thing that comes to mind<br>• Overlooking the factors that led up to the problem<br>• Solving the immediate problem without thinking about the consequences and what other problems may follow<br>• Jumping to a conclusion without thinking through the facts<br>• Accepting facts and information as presented |

# HONESTY – RELIABILITY – INTEGRITY

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Honesty—reliability—integrity refers to the ability to establish relationships based on mutual respect and trust. It involves coherence between actions, behavior and words, and taking responsibility for one's own mistakes. It is being committed to honesty and trust in all behavior areas. | Demonstrating integrity in all decisions, communications and action is crucial to model the values of the Institute. Having trust builds positive relationships, which enables successful collaboration and more productive outcomes. |

| LEVEL 1<br>DEMONSTRATES ETHICAL STANDARDS IN PERSONAL CONDUCT | LEVEL 2<br>ACTS IN ACCORDANCE WITH INSTITUTIONAL VALUES | LEVEL 3<br>MENTORS OTHERS IN THE APPLICATION OF INSTITUTIONAL VALUES | LEVEL 4<br>SETS THE STANDARD FOR INSTITUTIONAL VALUES BY PERSONAL EXAMPLE |
|---|---|---|---|
| • Acts honestly and fairly.<br>• Keeps promises.<br>• Takes ownership for own actions and mistakes.<br>• Maintains confidentiality.<br>• Respects the Institute's policies. | • Familiarizes oneself with the values, policies, and regulations or the Institute.<br>• Meets commitments or explains why it is not possible to meet them.<br>• Treats others with decency and respect.<br>• Shares complete and accurate information when appropriate. | • Fosters accountability on the part of staff members with respect to their behavior and expectations for the position.<br>• Coaches others in aligning behaviors with the values of the Institute.<br>• Reinforces positive work behaviors.<br>• Addresses employees' concerns.<br>• Exercises discretion with respect to confidential information. | • Establishes institutional values, guiding behaviors and standards.<br>• Displays personal diligence by putting values into action.<br>• Ensures that strategic actions are aligned with institutional values.<br>• Aligns the Institute's structure and systems with institutional values. |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| • Gains the confidence and trust of others easily.<br>• Honors commitments and keeps confidence.<br>• Expresses self in a credible and transparent manner.<br>• Maintains strict standards of honesty and integrity.<br>• Demonstrates candor through behavior and establishes relationships founded on respect and trust. Words and actions are coherent. | • Lacks consistent follow-through on commitments.<br>• Betrays confidence.<br>• Covers up mistakes.<br>• Misrepresents facts for personal gain.<br>• Has trouble keeping confidence.<br>• Makes promises but doesn't always keep them. |

# COOPERATION AND TEAMWORK

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Cooperation work with diverse individuals, teams, work groups, and networks to achieve the established goals. It includes demonstrating respect for individual differences and valuing the opinions of others. | IICA works across people from different cultures, being part of diverse teams. Cooperation work creates and environment that encourages cooperation, the exchange of good practices, avoiding isolation and silos. It is important to promote spaces to value ideas, capitalize on the experiences of others and maintain an open attitude to learn from them. |

| LEVEL 1<br>WORKS COOPERATIVELY | LEVEL 2<br>CONTRIBUTES TO TEAM PROCESS AND INVOLVES OTHERS | LEVEL 3<br>SOLICITS INPUT AND BUILDS THE TEAM | LEVEL 4<br>GENERATES LONG-TERM COMMITMENT |
|---|---|---|---|
| • Cooperate and work effectively with others.<br>• When required, go the extra mile to help others.<br>• Share information and support team efforts.<br>• Respect the ideas of others. | • Include colleagues in team activities.<br>• Consider the skills and ideas of others.<br>• Generates empathetic relationships with others.<br>• Take time to know and understand the differences of ideas and opinions of others.<br>• Uses emotional intelligence to understand team dynamics and harmonize and join forces. | • Proactively share information and ideas with others.<br>• Address team conflicts and challenges in a positive and open way.<br>• Provides regular feedback to the team.<br>• Use diverse interests and agendas to obtain positive results.<br>• Involve others to help solve challenges.<br>• Empower others by promoting high performance. | • Generates opportunities for organizational entities to work together, avoiding silos.<br>• It is a collaborative work model.<br>• Prioritizes, recognizes and assigns resources to teamwork.<br>• Empowers others to promote a culture of collaborative work at the Institutional level. |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| • Sensitive to cultural differences.<br>• Considers teamwork as a key success factor.<br>• Cultivate empathic relationships with others.<br>• Maintains the commitments acquired with others.<br>• Cooperates to meet the team's objectives, on personal preferences. | • You think you are better than others and do not value your contributions.<br>• Does not share relevant information, remains isolated.<br>• Shows exclusionary or offensive behavior.<br>• He talks about other groups or individuals with an air of superiority or talks like this to them.<br>• Assume that all cultures are the same.<br>• Cooperates selectively according to personal interests. |

# DIVERSITY

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Valuing diversity is the capacity to work effectively with individuals of any race, nationality, culture, age and gender as well as persons with disabilities. This area fosters fair and equal treatment for everyone, encouraging others to do likewise. | Valuing diversity creates an environment in which everyone is valued and fairness is promoted and embedded in all activities, to ensure equality of opportunity for all. Therefore, it is important to be reflective of the diverse community in which we live/represent. |

| LEVEL 1 SHOWS RESPECT FOR ALL AND RESPECTS DIVERSITY | LEVEL 2 PROMOTES FAIRNESS AND GOOD JUDGEMENT IN THE APPLICATION OF DIVERSITY PRINCIPLES AND POLICIES | LEVEL 3 ENCOURAGES AN ORGANIZATIONAL CLIMATE THAT SUPPORTS DIVERSITY | LEVEL 4 SHAPES WORKPLACE CULTURE AND VALUES TO CREATE A FOUNDATION FOR DIVERSITY |
|---|---|---|---|
| <ul><li>Open to new ideas and ways of understanding.</li><li>Demonstrates curiosity and seeks to be well informed about people who have different values, beliefs, opinions and customs.</li><li>Receptive to the positive contribution others can make.</li><li>Builds trust, communicates respect for others, and delivers messages clearly.</li></ul> | <ul><li>Demonstrates an interest in others' experiences.</li><li>Seeks out and acknowledges what diversity has to offer.</li><li>Effectively addresses discrimination concerns.</li></ul> | <ul><li>Demonstrates the ability to use ideas and concepts from other cultures and perspectives and in a way that demonstrates understanding.</li><li>Uses other languages in business/work contexts.</li><li>Adapts willingly to different cultural settings.</li><li>Willing to explore different perspectives for the common good.</li><li>Integrates people of different perspectives and cultures into teams in order to achieve objectives.</li></ul> | <ul><li>Strategic decision making reflects a broad understanding of different cultures.</li><li>Recognizes and diffuses potential negative impact arising from cultural conflict/misunderstandings.</li><li>Introduces strategies to foster diversity throughout the Institute.</li></ul> |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| <ul><li>Treats everyone with dignity and respect.</li><li>Creates a culture where difference is celebrated.</li><li>Promotes diversity and recognizes its importance in the workplace.</li><li>Develops and delivers services in alignment with the diverse needs of the community.</li></ul> | <ul><li>Is not open and interested in the possibility of learning from others.</li><li>Makes false assumptions and evaluations of people and situations.</li><li>Creates barriers based on differences affecting communication and/or work quality.</li></ul> |

# STRATEGIC THINKING

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Building Strategic Performance is about directing efforts and guiding others toward a clear and unifying vision of the future, while supporting, promoting and ensuring alignment with IICA's vision and values. | It is critical to successfully develop and implement effective strategies toward the accomplishment of IICA's strategic goals. It is ensuring that there is consistency, clarity, and alignment with IICA's vision and values. |

| LEVEL 1<br>COORDINATES ACTIVITIES WITH INSTITUTIONAL PRIORITIES | LEVEL 2<br>LINKS ACTIONS TO STRATEGY | LEVEL 3<br>FOCUSES ON ALIGNING LONG-TERM PROGRAMS, GOALS AND PROJECTS | LEVEL 4<br>INFLUENCES STRATEGIC DIRECTION AND PROMOTES A LONG TERM STRATEGY |
|---|---|---|---|
| <ul><li>Familiarizes self with strategic plan and priorities of the Institute.</li><li>Clearly articulates work objectives/goals.</li><li>Identifies the contribution of current activity to larger goals.</li><li>"Checks in" on progress of activities.</li><li>Shares relevant institutional information on a timely basis.</li></ul> | <ul><li>Translates the group objectives into individual roles.</li><li>Solicits input to define realistic individual performance objectives and measures.</li><li>Provides regular feedback and support.</li><li>Regularly tracks progress on objectives.</li></ul> | <ul><li>Explores implications of strategic institutional direction with staff.</li><li>Develops operational plans in alignment with the Institute's direction.</li><li>Involves others in developing objectives, measures and plans.</li><li>Balances the need for institutional progress with the need for realistic objectives and goals.</li><li>Proactively seeks resources to achieve group objectives.</li></ul> | <ul><li>Develops institutional goals and strategies.</li><li>Ensures appropriate systems are in place at the Institute to conduct strategic planning and to measure results.</li><li>Ensures alignment between strategic direction, resources and technology.</li><li>Recommends ways to address gaps in institutional performance.</li><li>Aligns performance and reward systems with strategic direction.</li><li>Keeps abreast of current business trends and thinking.</li></ul> |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| <ul><li>Supports the Institute's objectives.</li><li>Shows commitment to long-term goals.</li><li>Explains the strategic benefits of decisions to the team.</li><li>Ensures strategies are carried out, and monitors results as required.</li></ul> | <ul><li>Pursues his or her own personal or departmental interests even when not in line with the objectives and values of the Institute.</li><li>Reacts to requests or priorities without thinking about the longer term.</li><li>Manages day-to-day tasks but does not think about the future.</li></ul> |

# TEAM DEVELOPMENT

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Team development is about fostering the development of others by providing a supportive environment for enhanced performance and professional and personal growth. | Our vision is to grow employees and develop leaders. As coaching becomes a predominant cultural practice at IICA, it creates a performance-focused, feedback-rich Institute capable of creating and sustaining a competitive advantage. |

| LEVEL 1<br>PROVIDES DIRECTION AND GUIDANCE | LEVEL 2<br>FOSTERS COACHING | LEVEL 3<br>ENCOURAGES FEEDBACK AND DEVELOPS ONESELF | LEVEL 4<br>INSPIRES AND EMPOWERS OTHERS |
|---|---|---|---|
| • Sets clear direction and gives step-by-step guidance.<br>• Lets people know exactly what is expected of them.<br>• Builds others' confidence, making them feel better equipped to do their jobs, and ensure their voices are heard in decision making.<br>• Seeks feedback from others to question own performance or the need for individual development.<br>• Recognizes and appreciates employee accomplishments. | • Gives employees opportunities to practice new skills and capabilities, and provides or arranges coaching.<br>• Works to provide supportive environment by securing necessary resources and removing blocks to effective working.<br>• Encourages work-life balance amongst team to maintain healthy workforce and promote long-term effectiveness.<br>• Recognizes employee development needs and provides ongoing coaching and feedback as required. | • Sets a strong example through own behavior.<br>• Gives timely and specific feedback.<br>• Clearly expresses expectations for future performance.<br>• Requests and acts based on feedback.<br>• Encourages and acts upon feedback to self.<br>• Provides guidance, counsel, direction and assistance to employees.<br>• Provides specific opportunities and assignments to build employees' skills. | • Communicates and gains team commitment to a vision of what is to be achieved.<br>• Identifies possible opportunities to address current and future talent gaps in the Institute.<br>• Inspires and empowers others to overcome difficulties and achieve organizational goals.<br>• Models exemplary leadership and champions the development of leaders in the Institute. |

| POSITIVE INDICATORS: | WARNING SIGNS: |
|---|---|
| • By being non-defensive and giving feedback, creates a climate where everyone feels they can take risks, make mistakes and learn from them and are willing to support each other.<br>• Helps others to come up with their own answers rather than solving problems for them.<br>• Finds ways and time to coach others. | • Assumes that individuals possess the knowledge and skills required to do the job.<br>• Fails to give equal support or development opportunities to all members of the team.<br>• Does not capitalize on diverse skills and ideas offered by the team.<br>• Accepts without question the reputation of an individual and denies development.<br>• Does not take credit for group performance. |

# INFLUENCING

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Influencing is about gaining others' support for ideas, proposals, solutions and courses of action that benefit the Institute. | A leader influences people so they reach a place of genuine commitment, greater sustained effort and resiliency. Great leaders generate commitment while inspiring others. |

| LEVEL 1<br>CONVEYS CONCEPTS TO OTHERS | LEVEL 2<br>TAILORS APPROACH BASED ON AUDIENCE | LEVEL 3<br>GAINS ACCEPTANCE AND ADVANCES IDEAS | LEVEL 4<br>DEVELOPS INFLUENCING STRATEGIES |
|---|---|---|---|
| • Sets clear direction and gives step-by-step guidance.<br>• Communicates based on facts and logic.<br>• Conveys facts, concepts and technical information using terms that most people can understand. | • Builds relationships through fair, honest and coherent behavior.<br>• Tailors approach to the audience or situation.<br>• Listens to and is sensitive towards others' agendas, concerns, interests and views; adapts approach accordingly. | • Builds on successful initiatives and best practices to gain acceptance and advance compelling ideas.<br>• Responds appropriately to feedback in a timely manner; can "think on their feet" when seeking to influence others. | • Designs complex influence; thinks through how to influence over time and develops deliberate influencing strategies.<br>• Builds internal and external networks and alliances and leverages these to build and sustain support.<br>• Uses an in-depth understanding of the interactions within a group to move towards a specific outcome. |

| Positive Indicators: | WARNING SIGNS: |
|---|---|
| • Convinces others in an honest, respectful and sensitive manner in order to get them to go along with one's objectives.<br>• Adapts style to different people and situation and is able to act impartial or neutral, as necessary.<br>• Persuades by using concrete examples to make a point.<br>• Understands others' complex or underlying needs, motivation, emotions or concerns and adjusts communication.<br>• Anticipates and builds on others' reactions to keep momentum and support for an approach. | • Influences others for the benefit of self, rather than for the benefit of IICA.<br>• Manipulates others.<br>• Conveys misleading information to persuade others.<br>• Uses the same style and approach regardless of audience.<br>• Ignores the reactions of others, and fails to change the argument or approach even when it is clearly not working. |

# LEADING

| DEFINITION | WHY IS IT IMPORTANT? |
|---|---|
| Leading is about encouraging, supporting and inspiring others to develop confidence, capability and to realize their full potential. It is the clear setting of goals and objectives linked to the Institute's vision. | Leading plays a critical role in inspiring and guiding others toward the fulfilment of the Institute's vision and goals. In addition, leaders motivate others to achieve their objectives through empowerment and providing feedback and support. |

| LEVEL 1<br>PROVIDES DIRECTION AND GUIDANCE | LEVEL 2<br>CREATES ACCEPTANCE OF AND ENTHUSIASM FOR GOALS; DEMONSTRATES FLEXIBILITY IN OWN LEADERSHIP STYLE | LEVEL 3<br>INSPIRES "TEAM" TO PURSUE GOALS IN ALIGNMENT WITH VISION | LEVEL 4<br>CREATES A COMPELLING VISION AND THE MOMENTUM TO MOVE THE INSTITUTE FORWARD |
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| <ul><li>Communicates goals clearly.</li><li>Explains the rationale for decisions.</li><li>Involves others in decision-making.</li><li>Asks for commitment to action.</li><li>Encourages others to meet deadlines and achieve objectives.</li><li>Builds positive working relationships.</li><li>Balances concern for task and relationship.</li></ul> | <ul><li>Provides support and guidance.</li><li>Identifies and enhances personal leadership style.</li><li>Adapts leadership style to the individual and/or situation.</li><li>Solicits input to define and accomplish work goals.</li><li>Collaborates with others in identifying their potential contribution to a shared vision.</li><li>Celebrates individual's contributions.</li></ul> | <ul><li>Communicates vision to others.</li><li>Helps others understand the benefits of moving toward the vision.</li><li>Consults with others to translate vision into action.</li><li>Solicits input in establishing guiding principles for team/department.</li><li>Monitors commitment and enthusiasm and responds appropriately.</li><li>Celebrates group's contribution to shared vision.</li></ul> | <ul><li>Develops a desired future state (vision).</li><li>Stays tuned-in to the Institute's commitment and enthusiasm, and addresses gaps.</li><li>Demonstrates personal commitment to follow-through on the vision.</li></ul> |

| POSITIVE INDICATORS: | WARNING SIGNS: |
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| <ul><li>Makes time for the team, i.e. makes him or herself visible and available.</li><li>Delegates routine elements of more complex tasks and encourages others to do the same, confirms when others have understood and learnt from delegated tasks.</li><li>Treats each team member equitably, and acts as a facilitator when team members experience conflict.</li></ul> | <ul><li>Delegates to individuals without providing necessary support or resource.</li><li>Fails to support others or lets others take the blame when things go wrong.</li><li>Expects certain behaviors but does not set personal example.</li><li>Is not viewed as a leader by the team. Has a hard time setting objectives but is capable of implementing and monitoring them.</li></ul> |