



LEADERSHIP COMPETENCY FRAMEWORK

WHAT IS THE LEADERSHIP COMPETENCY FRAMEWORK?

- It outlines the competencies needed to demonstrate excellence in local government service delivery.
- It articulates what is valued and recognized in local government finance professionals.
- It benchmarks excellence in strategic financial leadership and serves as a foundation for performance management.

WHAT IS THE PURPOSE OF THE LEADERSHIP COMPETENCY FRAMEWORK?

- It guides GFOABC's education and professional development offerings.
- It helps local government finance professionals assess themselves and others and identify and pursue a path to strategic financial leadership.
- It can assist in targeting desired candidate competencies in recruitment and refining the hiring process.

WHY WAS THE LEADERSHIP COMPETENCY FRAMEWORK DEVELOPED?

- It aligns with and helps GFOABC fulfill its Vision, Mission, and Values.
- It aims to fill a gap in the local government finance profession in terms of outlining valued competencies and serving as a framework for assessing performance.

USING THIS FRAMEWORK TO ASSESS YOURSELF AND OTHERS

KEEP IN MIND:

- The ability to demonstrate a given competency is not a function of one's job title or role in the organization – anyone in any role can demonstrate the competencies at any level. Individual situations under unique personal and professional circumstances will draw out differing levels of competence.
 - For example, a mid-level manager could be demonstrating level three competence in Service Excellence and level two competence in Strategic Leadership, while their CFO could be demonstrating level two competence in Service Excellence and level three competence in Strategic Leadership.
- There is no "good" or "bad" level of competency – it all depends on what a situation demands and an individual's stage of professional development. All levels are part of the roadmap to excellence in local government finance.
- To effectively apply the framework, all parties must approach the process with a growth mindset. This means believing that talents can be developed through self awareness, strategic skill development and input from others, and that the ability to demonstrate a given level of competency is not constrained by role or resources.
- The framework is built upon the baseline of CPABC's competency map, which handles technical skill mapping along with many enabling competencies. Regardless of designation status these two competency documents can be used to assess competency and identify development opportunities.
- The framework places excellence for finance professionals in the unique local government context and benchmarks development in becoming a strategic finance leader.

TIPS FOR ASSESSING YOURSELF AND OTHERS:

- Consider specific examples of where the competency was demonstrated. What was the situation, task, action and result of demonstrating that competency?
- Are there patterns in the levels of competency being demonstrated across those examples?
- What level of competence does a situation or overall role demand, and what supports do you or others need to get there? How can training, job opportunities, project work, coaching, mentoring, etc. be targeted for development?
- Use the outcomes of your assessment to target feedback requests, focus professional development resources, prepare for interviews, provide coaching, develop performance management structure, etc.

LEADERSHIP COMPETENCIES

STRATEGIC LEADERSHIP

- Situational awareness
- Ability to establish a vision and strategic goals and effectively lead self and others towards them
- Ability to navigate complexity
- Contribution to culture of strategy and leadership

INCLUSIVE AND EFFECTIVE COLLABORATION

- Ability to see and bring discernment to who needs to be involved, how, when, and why
- Ability to build partnerships and break down silos
- Contribution to culture of inclusion, diversity, and collaboration

SERVICE EXCELLENCE

- Client and partner focus
- Ability to develop and use systems and tools to achieve desired outcomes
- Results orientation
- Contribution to culture of service excellence

CONTINUOUS SELF-DEVELOPMENT

- Self-awareness and regulation
- Desire to continuously grow and develop
- Contribution to culture of self-development and continuous improvement

INNOVATIVE VALUE CREATION

- Ability to see what needs doing and think outside the box to create value
- Ability to test, learn, adapt to find better ways and outcomes
- Contribution to culture of innovation to create value

HOLISTIC CRITICAL THINKING AND DECISION MAKING

- Decision-making criteria and ability
- Ability to take different perspectives

EFFECTIVE COMMUNICATION AND ENGAGEMENT

- Understanding of audience
- Storytelling
- Contribution to culture of communication and engagement

COMPETENCY LEVELS

WHAT DO THE LEVELS IN THE LEADERSHIP COMPETENCY FRAMEWORK REPRESENT?

The descriptions of what it means to demonstrate a particular competency at each level aim to serve as a guide – they are not meant to be instructive or prescriptive. What it looks like to demonstrate each competency in practice at a Level 1, 2 or 3 is dependent on the specific context. None of these descriptions are in any way linked to or dependent on one's role, level of responsibility, or resources.

LEVEL 1

- Participant in change
- Generally a neutral influence in the workplace
- Smaller sphere of personal/professional influence
- Often seeks to simplify or narrow issues and concepts to “black and white”
- Looks at the bigger picture with prompting

LEVEL 2

- Early adopter of changes instigated by others
- Improver, ally to others
- Moderate sphere of personal/professional influence
- Broad perspective on many topics
- Often sees things as “shades of grey”

LEVEL 3

- Tone setter
- Instigator, change maker
- Large sphere of personal/professional influence
- Very broad perspective on most topics
- Sees and holds dualities, effectively deals with paradox and ambiguity

► COMPETENCY 1: STRATEGIC LEADERSHIP

- *Situational awareness*
- *Ability to establish a vision and strategic goals and effectively lead self and others towards them*
- *Ability to navigate complexity*
- *Contribution to culture of strategy and leadership*

LEVEL 1

- Demonstrates situational awareness that is centered on own role and immediate colleagues, direct reports, and/or superior
- Participates in visioning, goal setting, and implementation
- Acts in response to clear strategic direction

LEVEL 2

- Demonstrates situational awareness that extends beyond own role to others in the organization (other teams/divisions) and to the community
- Drives participation in and contributes to visioning, goal setting, and implementation
- Seeks to understand meta drivers, external forces, and trends
- Embraces and navigates ambiguity and complexity in own role; seeks support from others to do this
- Demonstrates respect

LEVEL 3

- Holistic situational awareness that extends far beyond own role to others, outside the organization and outside the community
- Seeks to understand meta drivers, external forces, and trends; helps others do this; aligns business accordingly
- Creates a culture of strategic alignment by setting vision, and facilitating, inspiring, and leading others towards it
- Effectively helps others embrace and navigate ambiguity, complexity, and change
- Empowers others through delegation and accountability
- Leads with a sense of urgency and mission
- Demonstrates and garners respect and confidence

► COMPETENCY 2: INCLUSIVE & EFFECTIVE COLLABORATION

- *Ability to see and bring discernment to who needs to be involved, how, when, and why*
- *Ability to build partnerships and break down silos*
- *Contribution to culture of inclusion, diversity, and collaboration*

LEVEL 1

- Considers and engages immediate colleagues, direct reports, and/or superior in planning and decision-making processes
- Seeks and builds partnerships, actively collaborates within Finance
- Participates in processes to advance diversity and inclusion
- Has built and maintains a network of peers within Finance

LEVEL 2

- Considers and engages others in the organization in planning and decision-making processes
- Seeks and builds partnerships, actively collaborates across the organization
- Actively participates in and contributes to processes to advance diversity and inclusion
- Has built and maintains a network of peers across the organization

LEVEL 3

- Considers and engages with others across the organization, the community, and beyond in planning and decision-making processes
- Views collaboration as mandatory for success, not a checkbox
- Seeks and builds partnerships across and beyond the organization to advance shared goals
- Leads processes to advance diversity and inclusion, expresses these values in day-to-day actions and decisions
- Brings effective discernment to who, how, when, and why others should be involved and effectively and efficiently engages them
- Has built and maintains a network of peers across and beyond the organization

▶ COMPETENCY 3: SERVICE EXCELLENCE

- *Client and partner focus*
- *Ability to develop and use systems and tools to achieve desired outcomes*
- *Results orientation*
- *Contribution to culture of service excellence*

LEVEL 1

- Responsive to expressed client/customer/partner needs
- Uses systems and people effectively to serve client/customer/partner needs
- Relies on policy, regulations, strict definition of what is possible/allowed to solve client/customer/partner needs

LEVEL 2

- Proactively seeks to understand partner/client/customer needs
- Seeks and identifies ways to use systems and people more effectively to serve client/customer/partner needs
- Helps explore alternative solutions, including opportunities for flexing within policy/regulations to solve client/customer/partner needs

LEVEL 3

- Anticipates client/partner/customer needs as a trusted partner, proactively offers service/help, checks whether needs are being met
- Co-designs solutions to local government service challenges with key stakeholders and builds in feedback loops that enable future improvements
- Designs systems, processes, policies, etc. so that they align with evolving client/customer/partner needs; active barrier removal
- Brings effective discernment to where rules need to be followed and where there is flexibility
- Builds financial acumen and capacity in customers/client/partners through quality service delivery

▶ COMPETENCY 4: CONTINUOUS SELF-DEVELOPMENT

- *Self-awareness and regulation*
- *Desire to continuously grow and develop*
- *Contribution to culture of self-development and continuous improvement*

LEVEL 1

- Sees the importance of self-awareness, demonstrates some self-awareness
- Can self-regulate in some challenging situations
- Sets personal/professional goals; has a personal/professional development plan
- Accepts feedback

LEVEL 2

- Self-aware and seeks to continuously illuminate blind spots
- Can self-regulate in many challenging situations
- Can empathize with others
- Sets personal/professional goals; has a personal/professional development plan; actively takes action to achieve goals
- Offers and seeks constructive ongoing feedback with others, including clients/customers/partners

LEVEL 3

- High degree of self awareness, uses it to effectively achieve results; still seeks to continuously illuminate blind spots
- Can self-regulate and is highly effective under pressure
- Demonstrates high degree of emotional intelligence, uses it to demonstrate empathy and achieve results
- Life-long learner: Active pursuit/consumption of learning/professional development opportunities
- Lack of cynicism; is hopeful, optimistic, brings energy and positively influences others
- Contributes to culture of self-development and continuous improvement by mentoring and coaching others, helping them set goals and achieve them
- Creates structures to promote two-way feedback with clients/customers/partners
- Values and embodies well-being, balance – is a role model for others

► COMPETENCY 5: INNOVATIVE VALUE CREATION

- *Ability to see what needs doing and think outside the box to create value*
- *Ability to test, learn, and adapt to find better ways and outcomes*
- *Contribution to culture of innovation to create value*

LEVEL 1

- Participates in processes to innovate and create value
- Offers suggestions on how to innovate and create value (in small and/or large ways)

LEVEL 2

- Seeks out and integrates learnings/examples from others; doesn't recreate the wheel
- Makes space in personal work cycle to think, engage with improvement
- Improves standard of practice in service delivery
- Tests/learns/adapts – values progress over perfection
- Helps advance changes and improvements through the administrative and political environments

LEVEL 3

- Creates environment of challenging convention, encourages others to ask WHY
- Anticipates changes in community context and fiscal environment; integrates into business processes and decisions
- Builds workplans with time allotted for enhancements, large or small
- Encourages and empowers others to develop and implement more effective and efficient processes, ways of working and communicating
- Creates a culture where adaptation is continuous, iterative, and encouraged
- Effectively drives changes and improvements, can effectively navigate the administrative and political environments

▶ COMPETENCY 6: HOLISTIC CRITICAL THINKING & DECISION MAKING

- *Decision-making criteria, ability*
- *Ability to take different perspectives*

LEVEL 1

- Takes own perspective and that of immediate team within Finance
- Considers relevance and impacts to self and immediate team when making or advising on decisions
- Considers the short term when making and advising on decisions

LEVEL 2

- Takes own and others' perspectives to enhance understanding
- Considers relevance and impacts to self and others across the organization when making or advising on decisions
- Considers the medium term when making and advising on decisions
- Sees and evaluates costs and benefits when evaluating choices

LEVEL 3

- Takes own and others' perspective; big-picture, comprehensive considerations when making and advising on decisions, defining problems, identifying solutions
- Considers relevance and impacts to self, others across the organization, and beyond
- Considers the long term and entire life cycle when making and advising on decisions
- Sees, evaluates, and communicates complex trade-offs, particularly in political context
- Supports decisions made with best professional advice and information at the time; demonstrates neutrality

► COMPETENCY 7: EFFECTIVE COMMUNICATION & ENGAGEMENT

- *Understanding of audience*
- *Storytelling*
- *Contribution to culture of communication and engagement*

LEVEL 1

- Communicates information in a way that is clearly understood by finance professionals
- Focuses on financial subject matter and what is relevant to self/own role when communicating

LEVEL 2

- Identifies and considers diverse audiences when developing communications and engaging others
- Seeks to understand audience's capacity to understand information and engage in processes
- Communicates information in a way that is clearly understood by and relevant to others – effectively translates financial information to non-financial audiences

LEVEL 3

- Uses story format to inspire, influence, and achieve results
- Effectively contextualizes financial subject matter based on what is relevant to the audience
- Demonstrates grace in navigating complex conversations with diverse audiences
- Adapts communications to the audience in advance and in real time; communicates information in different ways to be effective
- Fosters an environment where effective communication and engagement is clear, concise, encouraged
- Media savvy and effectively communicates sensitive subject matter