

OKANAGAN COLLEGE COMPETENCIES

What is the Competency Framework?

- The competency framework describes the skills, abilities and behaviors that contribute to individual success and the overall success of employees across the College
- The framework supports and brings to life the organizational values outlined in the College's Strategic Plan and seeks to give context to what those values mean for employees
- While there are specific competencies relating to Indigenous cultural awareness and to equity and inclusion, these themes are also woven into all aspects of the competency framework

How will the Framework be used at Okanagan College?

- The competencies will be interwoven into all aspects of the College.
- They are foundational to developing and supporting succession plans, recruitment, leadership skills, and performance development
- The competencies describe the skills, attitudes and behaviors expected of all levels of professional and personal leadership at Okanagan College.
- The purpose of the framework is for all employees to understand and be able to demonstrate the skills, attitudes and behaviors required to be successful in their career at Okanagan College and to support the organizational culture and the mission, vision, and values of Okanagan College.

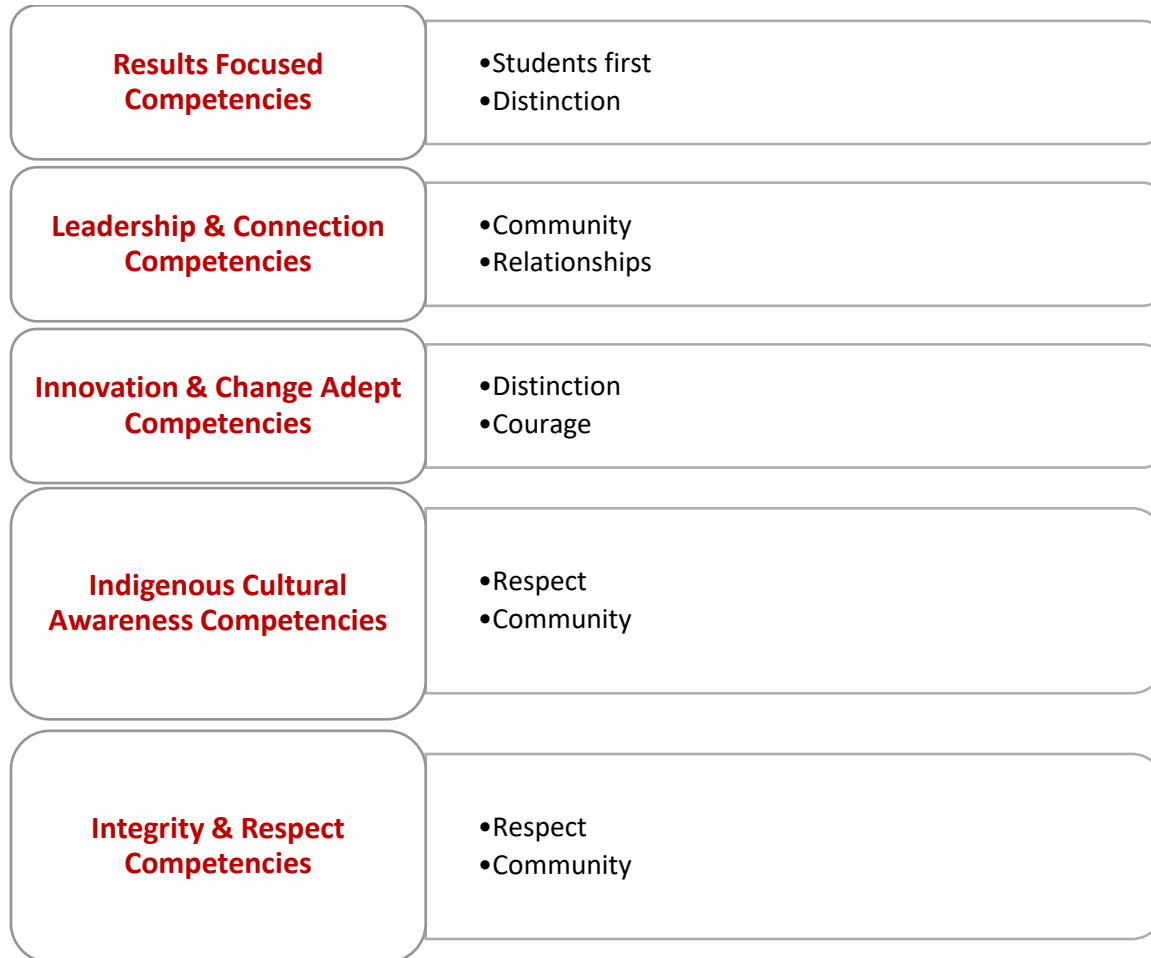
Links to the Inspire Plan:

The College's "Inspire" plan sets out our mission, our values, our commitments, and our responsibilities. These all define how we work together and with our community both internally and externally. The College's values detailed below are the basis of the competencies:

- **Students First:** Creating meaningful life-long educational opportunities of the highest quality for current, and future students, and alumni is at the heart of everything we do.
- **Community:** We are one College. We enthusiastically embrace the opportunity to work with, learn from, and support everyone we encounter collaboratively and collegially.
- **Respect:** We welcome, embrace, and celebrate that which makes us unique in creating an environment in which every individual is valued, affirming our commitment to human dignity for all.
- **Courage:** We are courageous in our actions in areas that contribute to positive change in our communities and beyond. We have the courage to be vulnerable. We are truthful, sincere, and act ethically with honesty and fairness.
- **Relationships:** we steward meaningful relationships built on a foundation of reciprocity. We are compassionate, empathic, and care for the holistic well-being of students, employees, community members, and the land.
- **Distinction:** We choose activities in which we can achieve excellence and positively impact society.

How the Competencies Relate to the Colleges Values:

Each of the College’s competencies is associated with a core values as shown below:



Each of these associated competencies are described in detail across three levels, each of the levels builds on the competencies that goes before it:

- **Leading Self:** Employees
- **Leading People:** Associate Deans, Associate Directors, Chairs, Managers and Supervisors
- **Leading the College:** President, VP’s, AVP’s, Deans and Directors

Results Focused Competencies

Students First - Creating meaningful life-long educational opportunities of the highest quality for alumni, current, and future students is at the heart of everything we do.

Distinction - We choose activities in which we will achieve excellence and positively impact society.

Leading Self:

- Demonstrates commitment to, and understanding of, student and client needs in decision making, actions and program design.
- Demonstrates the ability to analyze information, identify challenges, problem-solve, and find solutions.
- Shows accountability for effective and efficient delivery of day-to-day performance that supports the needs of the students, employees, clients, the community, and the College.
- Continually pursues performance excellence and seeks to acquire the knowledge and skills to perform effectively.

Leading People:

- Develops and executes departmental plans that supports excellence and meets the needs of students, employees, clients and the community needs.
- Provides leadership, support and recognition to employees and the department in achieving service standards and individual, department and College goals.
- Identifies and evaluates problems and root causes and recommends solutions, taking into consideration political, organizational and community factors.
- Takes responsibility for department(s) performance and identifies opportunities for continuous improvement and growth.

Leading the College:

- Creates and fosters an environment at the College that is student, employee, client, and community focused.
- Removes barriers and supports the creation of programs, systems and structures to improve student, alumni, and employee engagement.
- Continually assesses and adapts to future needs and positions the College to take advantage and respond to emerging trends and opportunities.
- Creates and executes on the vision and strategy for the College, leading all in its successful execution.

Behaviours to Avoid (what this competency **is not**):

- Being satisfied with the status quo. Not considering or adapting to future needs.
- Not seeking feedback on important decisions. Making decisions without consideration of the effect(s) on students, colleagues, clients, or the community.
- Using out-dated research, learning, materials, or older practices that circumvents the delivery of excellence.
- Expecting others to correct errors or deficiencies in one's work, and/or forgoing ownership and responsibility of work deliverables and/or deadlines.

- Creating ineffective and inefficient processes and structures that impedes the College from delivering a positive student, employee and client experience.
- Avoiding tough decisions. Creating or contributing to barriers that stall/stop the institution from moving forward and achieving excellence.
- Providing unclear direction, coaching, and/or feedback to individuals or team(s) to support the achievement of individual and/or departmental goals.
- Providing unclear or no direction and planning on departmental goals, nor ensuring alignment with the College's strategic plan.

Leadership & Connection Competencies

Community - We are one College. We enthusiastically embrace the opportunity to work with, learn from, and support everyone we encounter collaboratively and collegially.

Relationships - We steward meaningful relationships built on a foundation of reciprocity. We are compassionate, empathic, and care for the holistic well-being of students, employees, community members, and the land.

Leading Self:

- Manages one's own reaction and behaviours, and demonstrates empathy, appreciation, and good judgement in interpersonal relationships.
- Identifies and actions opportunities to resolve issues, collaborate, and build connections and effective working relationships.
- Demonstrates and supports two-way communication, active listening, openness, cooperation, flexibility and the freely sharing of ideas and information with others.
- Ensures written communication is concise, transparent, and consistent with the College's vision, mission, and values.

Leading People:

- Provides leadership and support to employees through the development of plans and initiatives that supports employee development, learning, recognition and wellbeing.
- Provides leadership, support and constructive feedback to employees on creating and maintaining effective relationships.
- Models, fosters and champions an environment that promotes collaboration, openness, two-way dialogue, the sharing of ideas, information and resources.
- Identifies and mitigates barriers, issues, and challenges and supports the alignment and integration of work within the team and department.
- Builds, and supports others in building, community relationships that supports the College's reputation and brand.

Leading the College:

- Champions a culture throughout the College of leadership, transparency, collaboration, and establishing mutually beneficial relationships.
- Actively builds strategic and long-lasting partnerships with community members that supports the College's strategic plan, reputation and brand.

Behaviours to Avoid (what this competency is not):

- Not taking personal accountability for own behaviour and actions. Not following procedures.
- Being inconsiderate, defensive, aggressive, passive-aggressive, or unconstructive when working with others.
- Gossiping. Intentionally or unintentionally using triangulation. Withholding and/or not readily sharing information. Not being open to constructive feedback.
- Monopolizing conversations and/or speaking over other people. Not using active listening skills.
- Working in silos. Not collaborating with employees or departments on common goals.
- Being unresponsive to individual or community needs and/or avoiding building relationships that are of value to the College and its brand.

Innovation & Change Adept Competencies

Distinction - We choose activities in which we can achieve excellence and positively impact society.

Courage - We are courageous in our actions in areas that contribute to positive change in our communities and beyond. We have the courage to be vulnerable. We are truthful, sincere, and act ethically with honesty and fairness.

Leading Self:

- Generates, creates, researches and practices new ways to achieve results and finds new opportunities for growth and improvement.
- Overcomes obstacles and perseveres through challenges to attain the desired outcome to support the College's strategic goals, policies, and procedures.
- Remains open minded and positive in the face of challenges.
- Embraces and promotes change to support the achievement of the College's goals.

Leading People:

- Encourages, coaches and guides employees to address difficult situations, remain resilient and focused on overall well-being.
- Leads change initiatives and champions the College's change initiatives while researching, adapting, developing, and pivoting programs to meet the current and future needs of student, employees, clients and the community.
- Ensures proper supports and resources are in place, and that successes and failures, where appropriate, are celebrated.

Leading the College:

- Communicates and leads the College's change initiatives and creates a culture supportive of innovation and change while measuring and monitoring the impact of change on students, employees, community, and stakeholders.
- Supports innovation that impacts the entire organization (e.g., system and policy changes) and removes obstacles to inter-departmental innovation and continuous improvement.
- Recognizes tenacity and resilience across the organization and establishes and implements organizational level resilience strategies and wellbeing initiatives.

Behaviours to Avoid (what this competency is not):

- Relying on and not challenging standard methods or practices that would support improvements and advancements of the College and its mandate.
- Giving up when faced with challenges and/or not taking calculated risks when necessary.
- Being resistant to change. Not being open or contributing to barriers that stall/stop the creation of new ideas, concepts, and new initiatives.
- Not championing or participating in department and/or College initiatives.
- Rewarding and/or encouraging the status quo.
- Not leading others and/or teams towards necessary change in their work or work that is in alignment with the College's mandate.
- Not considering or adapting to the students, employees, or community's current or future needs.

Indigenous Cultural Awareness Competencies

Respect - We welcome, embrace, and celebrate that which makes us unique in creating an environment in which every individual is valued, affirming our commitment to human dignity for all.

Community - We are one College. We enthusiastically embrace the opportunity to work with, learn from, and support everyone we encounter collaboratively and collegially.

Leading Self:

- Understands the importance and purpose of reconciliation.
- Learns about the correct protocol when approaching Indigenous communities.
- Seeks to understand Indigenous perspectives, being self-aware of personal biases, and participates in opportunities to understand Indigenous culture, decolonization, and the historical context.

Leading People:

- Creates and seeks learning opportunities on Indigenous culture and ways of knowing and being that benefits self and the team.
- Demonstrates a willingness to find answers to questions or concerns regarding Indigenous ways of knowing and doing within the parameters of OC Indigenous processes.
- Looks for opportunity to enhance ties with Indigenous communities and partners.
- Weaves Indigenous world views into programs, structures, policies, and practices in a respectful, thoughtful way.

Leading the College:

- Commits to an Indigenization plan through engagement with Indigenous communities, and identifies possible changes to college policies, structures, and processes that will benefit all and that will contribute to the process of truth and reconciliation.
- Takes action to create an organizational environment that is open and that acknowledges and embraces the diversity and distinctness of the Indigenous communities.

Behaviours to Avoid (what this competency is not):

- Being incurious, closed-minded and/or not testing one's own assumptions of people in the Indigenous community.
- Making false statements, derogatory comments and/or actions towards the Indigenous community.
- Avoiding and/or not making the effort to become educated on the Indigenous community, perspectives, and reconciliation.
- Hosting College events and/or activities without proper consideration of the Indigenous community, cultural references, and land acknowledgements.
- Avoiding and/or not making the effort to weave Indigenous world views into programs, structures, policies and practices.
- Avoiding, not pursuing and/or participating in opportunities to enhance ties with Indigenous communities and partners.

Integrity & Respect Competencies

Respect - We welcome, embrace, and celebrate that which makes us unique in creating an environment in which every individual is valued, affirming our commitment to human dignity for all.

Community - We are one College. We enthusiastically embrace the opportunity to work with, learn from, and support everyone we encounter collaboratively and collegially.

Leading Self:

- Acts with respect, dignity, and honesty.
- Approaches difficult situations with composure, openness, and curiosity, acting in a manner that will withstand scrutiny.
- Understands EDISJ principles and practices, looks to promote equity and accessibility, and actively works to reduce the influence of biases in decision-making.

Leading People:

- Develops and implements departmental strategies and initiatives to support integrity, ethics, and respectful behaviour in the workplace.
- Establishes and communicates expectations regarding respectful and ethical behaviours, addressing issues as they arise and guiding employees and students on how to manage ethical dilemmas and conflict situations.
- Works to identify and remove barriers to accessibility throughout their areas of responsibility.
- Promotes EDISJ within the team and department, addressing behaviours that do not support the principles and practices of EDISJ.

Leading the College:

- Develops and implements College strategies that promote and support integrity, ethical work practices and respectful behaviour in the workplace.
- Address and assists in the resolution of interdepartmental conflicts and unethical practices.
- Develops, communicates, and implements organizational strategies and initiatives that supports the principles of EDISJ and a culture within the College of integrity and respect.
- Works to identify and remove barriers to accessibility throughout the College.
- Models and builds a culture of inclusion when engaging with the College internal and external community.

Behaviours to Avoid (what this competency **is not**):

- Not communicating honestly while acknowledging and considering the ideas and feelings of others.
- Not remaining composed or respectful in difficult situations or challenging conversations.
- Being incurious, closed-minded and/or not testing one's own assumptions of people and their individual and unique circumstances, experiences, or perspectives.
- Making assumptions, false statements, derogatory comments and/or actions towards people based on their race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, or disability.
- Avoiding and/or not making the effort to become educated on EDISJ related matters.
- Not correcting inappropriate, offensive, or disrespectful comments and/or behaviour as it arises.

- Avoiding and/or not making considerations to incorporate EDISJ related language into programs, structures, policies and practices.