

## What should be the competency of your IC team?

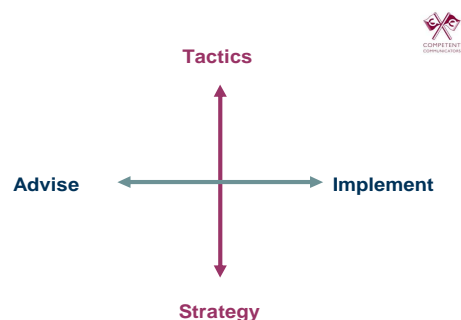
According to the latest research, every internal communicator displays up to 12 standard IC competencies to a greater or lesser extent. **Sue Dewhurst and Liam FitzPatrick** of [Competent Communicators](#) explain these groupings of skills, knowledge and experience.

In late 2006 over seven hundred in-house practitioners around the world replied to our survey about careers, skills and development plans. We discussed the survey results in interviews and focus groups with leading communicators and explored the characteristics of high performing internal communicators in different roles.

A strong theme in our discussions was that internal communicators are pulled in a number of different directions in their work. They are expected to deliver activities yet still find time to advise and consult; they need to work to strategic drivers yet make sure the tactical elements of their work is credible.

We call these two gravitational forces the **Advise to Implement** dimension and the **Strategy to Tactical Focus** dimension.

Discussions with senior practitioners suggest that anyone should be able to mark out where they are on this model – and indeed trace the journey to where they need to be. If you are in any doubt it should provide you with a talking point in discussions with stakeholders as you discuss what they need from their IC support. This is the first step towards deciding what competencies matter for you.



*What's a competency?*

When we talk about competencies, we're referring to the mix of skills, knowledge and experience that are needed to be a high performer. Competencies are most often used for:

- performance management/appraisal
- personal development planning
- management training and development
- job descriptions
- person specifications
- management selection.

*Defining specific competencies*

When you have decided the overall focus of your role, you are ready to start thinking about the specific sets of skills, knowledge and experience you need in order to be a high performing function.

Our research has identified 12 generic competencies that drive high performance in the internal communications profession. The overall definitions are:

Competency	Definition
Building effective relationships	Developing and maintaining relationships that inspire trust and respect. Building a network and being able to influence others to make things happen.
Business focus	Having a clear understanding of the business issues and using communication to help solve organisational problems and achieve organisational objectives.
Consulting and coaching	Recommending appropriate solutions to customers; helping others to make informed decisions; building people's communications competence.
Cross functional awareness	Understanding the different contributions from other disciplines and working with colleagues from across the organisation to achieve better results.
Craft (writing and design)	Using and developing the right mix of practical communication abilities (e.g. writing and design management) to hold the confidence of peers and colleagues.
Developing other communicators	Helping other communicators build their communications competence and develop their careers.
Innovation and creativity	Looking for new ways of working, exploring best practice and delivering original and imaginative approaches to communication problems.
Listening	Conducting research and managing mechanisms for gathering feedback and employee reaction.
Making it happen	Turning plans into successfully implemented actions.
Planning	Planning communication programmes and operations, evaluating results.
Specialist	Having specific subject matter expertise in a specialist area.
Vision and standards	Defining or applying a consistent approach to communication and maintaining professional and ethical standards.

The competencies specifically cover the *internal communications* skills, knowledge and experience people need to be strong performers. We have not attempted to research or define the more general business and managerial competencies such as numeracy, time management, or leadership. There are already more generalist definitions available, and many organisations already have their own generic competency frameworks.

The extent to which people use these competencies will vary according to their individual roles, organisations and team structure. The framework allows you to choose:

- Which of the 12 competencies are relevant to a particular job.
- Within each competency, which level (basic, intermediate or advanced) is appropriate for the job.
  - *For example, two roles may need a communication planning competency. One role may involve developing simple plans for small, straightforward projects. The other may involve putting together complex plans for high risk change projects affecting thousands of people worldwide*

- How much time, in relative terms, an individual should be spending using each competency to perform their role to a high standard.
  - *For example, an internal communications director may need advanced writing skills, but probably won't spend much time using them compared to someone in the team who is permanently focused on delivery.*

### *Levels*

Each competency has three levels:

- Level 1 – Basic
- Level 2 – Intermediate
- Level 3 – Advanced

In each case, we describe the behaviours you would typically expect to see from somebody operating at this level.

The aim is not necessarily to be 'advanced' in every competency. We tell people to choose the level they need to operate at to be a strong performer in their role. Or, if they're looking further ahead to their next career move, choose the level they'll need for the type of role to which they're aspiring.

There is also an 'ineffective behaviours' section for each competency. As the description suggests, these are the types of behaviour practitioners told us they see from less effective performers.

### *Putting it all together*

When you look at the 12 competencies, bear in mind that they are designed to describe the behaviours needed from day to day to achieve a high level of performance in a job.

Whilst the temptation might be to think you should be working at an advanced level in all 12 competencies, you don't necessarily need to be. In fact, you very probably don't need to be. Think about the competencies you actually need, and the level you need to use them at, to be a strong performer in your current role. Or, if you're thinking ahead to a future career move, think about the competencies and levels you'll need for your next job.

Remember also that these are generic competencies – your organisation may well have special pressures or challenges around internal communication which call for slightly different competencies sets. If that's the case, use these descriptions as the starting point for your own model.

*Building effective relationships*

Competency:	Building effective relationships
Definition	
Developing and maintaining relationships that inspire trust and respect. Building a network and being able to influence others to make things happen	
Typical behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Focuses purely on achieving own objectives. Fails to consider, or inappropriately ignores, other people's views</li> <li>• Relies on force or hierarchy to push initiatives through</li> <li>• Fails to engage or influence key stakeholders resulting in the failure to implement planned activities</li> <li>• Afraid to ask questions or challenge decisions</li> <li>• Being right matters more than getting the best result</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Identifies individuals or groups that can help or prevent things happening and finds ways to work well with them</li> <li>• Appears confident and comfortable working with people at all levels</li> <li>• Respects and values other people's views. Tries to understand what's important to them</li> <li>• Listens carefully, asking questions to aid understanding and clarification</li> <li>• Seeks and uses feedback from clients</li> <li>• Does what they say they will</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Takes a structured approach to identifying their stakeholders and understanding their relative influence and importance to making things happen</li> <li>• Builds a wide and effective network across their business area and invests time in cultivating relationships</li> <li>• Seeks to understand and respect even the most difficult clients.</li> <li>• Can adapt their style to quickly inspire trust and respect from clients and colleagues at all levels</li> <li>• Involves others in decision-making and planning as appropriate to make sure activities happen as planned</li> <li>• Stands up for their views without damaging relationships. Manages any conflict effectively</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Is a trusted and respected advisor to the most senior leaders</li> <li>• Works well with colleagues at all levels</li> <li>• Uses influence successfully to shape the strategic communications and business agenda</li> <li>• Not easily intimidated but knows where to compromise</li> <li>• Able to negotiate conflicting requirements from different stakeholders to build a coherent plan which is accepted by all</li> <li>• Helps others to resolve conflicts or difficult issues</li> <li>• Builds a strong network of relationships that can survive a change of direction, reporting lines or personalities</li> <li>• Develops external relationships that enhance their knowledge and bring best practice into the organisation</li> </ul>

*Business Focus*

Competency:	Business Focus
Definition	
Having a clear understanding of the business issues and using communication to help solve organisational problems and achieve organisational objectives	
Typical behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Does not make the link between communication activity and the business/organisational context</li> <li>• Lacks understanding of their business area, its structure or its operations</li> <li>• Has insufficient understanding of their core audiences</li> <li>• Shows a poor grasp of the business priorities or challenges in conversations with leaders and clients</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Has a sound basic understanding of their area's structure, purpose, products/services, priorities and key measures</li> <li>• Makes an effort to understand their audiences, potentially through work shadowing or visiting different locations</li> <li>• Thinks about and clarifies the business purpose of the communication activities they work on. Asks "why?"</li> <li>• Understands how their personal objectives relate back to the business objectives for their area</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of their area's business strategy, targets and performance and uses it to shape communication strategies, plans and materials</li> <li>• Anticipates future developments or issues and is proactive about discussing how communication can help</li> <li>• Challenges where s/he is asked to undertake activity with no clear business purpose, or which seems to work against stated business direction</li> <li>• Regularly spends time with their core audiences to maintain their audience understanding</li> <li>• Can discuss business issues credibly with leaders and clients</li> <li>• Can identify the key issues from an annual report or set of financial results</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Seen as a credible business person, who uses their communications expertise to help solve business problems</li> <li>• Talks the language of business with stakeholders, rather than the language of communication</li> <li>• Able to analyse complex business challenges and scenarios and formulate communication solutions</li> <li>• Maintains a good understanding of audience needs and issues, either through personal contact or through the communications network</li> <li>• Earns communication a seat at the top table and is seen as having an important contribution to make to business planning</li> <li>• Routinely sought for advice about potential issues and complex scenarios at an early stage</li> <li>• Financially literate. Understands and can debate financial measures, plans and performance</li> </ul>

### Consulting and coaching

Competency:	Consulting and coaching
Definition	
Recommending appropriate solutions to customers; helping others to make informed decisions; building people's communications competence	
Typical Behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Constantly carries out tactical activity themselves, rather than helping others to do it when appropriate</li> <li>• Does not recognise or respond to opportunities to consult or coach</li> <li>• Does not understand what coaching really means. Confuses it with telling, advising or giving feedback</li> <li>• Fails to listen effectively to clients or customers</li> <li>• Does not clarify expectations</li> <li>• Afraid to challenge or question decisions and assumptions</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Uses effective questioning and listening techniques to take a clear brief from clients or customers</li> <li>• Sets clear expectations about their own role</li> <li>• Provides sound advice about potential communications solutions</li> <li>• Negotiates with clients to help them choose the most appropriate solution</li> <li>• Can give basic advice and tips to help customers improve competence in specific scenarios (e.g. giving a presentation, holding a team meeting) or direct them to appropriate resources</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Listens carefully to client or customer briefs, using questions to clarify understanding. Challenges the brief where appropriate to explore alternative communications solutions</li> <li>• Is relied upon to provide sound communications advice and expertise and recommend appropriate solutions</li> <li>• Is not afraid to say what people may not want to hear, and stands their ground when challenged</li> <li>• Anticipates and prepares for questions or objections</li> <li>• Sets expectations about their own role. Makes appropriate judgments about where they can add most value and where others are best placed to own actions and deliverables</li> <li>• Has basic coaching skills and can coach line managers and customers to improve their communications competence in specific scenarios</li> <li>• Gives feedback constructively and confidently when asked</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Helps colleagues'/clients' explore their wider business needs and explores options in anticipation of a discussion about communications solutions</li> <li>• Quickly analyses complex scenarios to determine where communication can add value and recommend appropriate solutions and options</li> <li>• Can present their case objectively and authoritatively</li> <li>• Has well-developed coaching skills and the confidence to use them</li> <li>• Identifies and takes opportunities to coach senior leaders and project managers to enhance their skills and improve performance</li> <li>• Trusted and respected as a coach at a senior level</li> <li>• Able to flex their style between directing, advising and coaching and identify which technique will be most appropriate in the circumstances</li> </ul>

*Cross functional awareness*

Competency:	
Definition	
Understanding the different contributions from other disciplines and working with colleagues from across the organisation to achieve better results	
Typical Behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>Adopts an insular approach to internal communication and fails to make connections with the work of other departments</li> <li>Appreciates the needs of too few departments or may attend to the needs of one group or department to the exclusion of others</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>Understands the role of other departments and how internal communications helps them achieve their differing objectives</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>Understands relevant elements of law (including financial reporting rules) and local employment practice and the constraints they place on internal communications</li> <li>Can identify the implications for other functions from communication initiatives</li> <li>Can advise other functions or departments on communications issues</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>Seen as a trusted advisor by leaders in other professions and is involved at an early stage in projects</li> <li>Keeps abreast of developments in HR, Marketing, the Law and areas of practice relevant to their organisation</li> </ul>

*Craft (writing and design)*

Competency:	Craft (writing and design)
Definition	
Using and developing the right mix of practical communication abilities (such as writing or design management) to hold the confidence of peers and colleagues	
Typical behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>Writes material that is inappropriate or unappealing for its audience</li> <li>Can not brief or supervise a designer</li> <li>Produces or sanctions work which breaks identity standards, contains grammatical errors or is poorly designed or delivered</li> <li>Is not trusted by managers to deliver any communication activity without highly detailed supervision</li> <li>Clients and colleagues use other suppliers for skilled tasks which should be done by this person</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>Writes simple items in a way that is engaging, grammatically correct and appropriate to the audience</li> <li>Can correct other people's writing</li> <li>Appreciates and follows visual identity principles</li> <li>Understands how to work with external suppliers and can prepare a simple brief</li> <li>Is trusted by managers and colleagues to deliver activities reliably</li> <li>Copes well working on a number of different tasks – sometimes with conflicting deadlines</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>Writes in a variety of styles for a variety of formats in a way that is engaging, grammatically correct and appropriate</li> <li>Can ghost-write for senior leaders in a way that captures their personality and spirit</li> <li>Can supervise specialists in different media (e.g. Web layout, print design or photography)</li> <li>Can quickly and sensitively sub-edit other people's writing for a variety of formats</li> <li>Is a reliable project manager, directing the work of other people and suppliers to deliver projects on time and to budget</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>Writes and coaches less experienced communicators in writing in a variety of styles for a variety of formats in a way that is engaging, grammatically correct and appropriate</li> <li>Coaches other communicators in other practical areas where they are particularly skilled (such as design management)</li> <li>Defines and develops basic standards for practical skills in the team</li> </ul>



*Developing other communicators*

Competency:	Developing other communicators
Definition	
Helping other communicators build their communications competence and develop their careers	
Typical behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Does not allocate time or budget to development activity</li> <li>• Fails to give feedback on performance</li> <li>• Blocks access to development activity</li> <li>• More interested in keeping individuals in convenient roles than helping them develop their career</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Helps non-professional communicators such as communications champions develop basic skills and knowledge</li> <li>• Invests time in building helping them to build a network and share plans, ideas and best practice</li> <li>• Commissions or delivers simple development interventions, e.g. training days</li> <li>• Provides templates, toolkits and resources to help build competence</li> <li>• Supports colleagues with their development needs</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Supports direct reports in planning their personal and professional development</li> <li>• Understands the organisation's performance management process and their role within it</li> <li>• Sets clear development objectives based on business needs and people's personal aspirations</li> <li>• Coaches team members to enhance performance and build competence, giving constructive feedback as appropriate</li> <li>• Develops improvement plans to support team members where performance is below acceptable standards</li> <li>• Recognises and publicises good work</li> <li>• Shares interesting and challenging tasks where there is a genuine development opportunity for colleagues</li> <li>• Understands the range of development options available and the strengths and weaknesses of each</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Champions the development agenda within the team</li> <li>• Allocates time and budget for team development activity</li> <li>• Clearly defines the competences needed to operate successfully</li> <li>• Chooses different approaches to development (ranging from coaching through to training) to achieve business results</li> <li>• Ensures the team is kept up to date with best practice, new thinking and industry developments</li> <li>• Supports sensible risk-taking in the interests of learning and is supportive if people make mistakes</li> <li>• Develops the internal communications network, building capability and facilitating the sharing of knowledge, ideas and best practice across the team</li> <li>• Ensures work is allocated with development in mind</li> <li>• Is a highly-skilled facilitator and coach</li> </ul>

### *Innovation & Creativity*

Competency:	Innovation & Creativity
Definition	
Looking for new ways of working, exploring best practice and delivering original and imaginative approaches to communication problems	
Typical Behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Consistently repeats old routines without taking account of changing circumstances or needs</li> <li>• Produces dull or unengaging materials</li> <li>• Lacks curiosity about best practice from inside or outside their organization</li> <li>• Discourages others from exploring new ideas</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Actively looks for ways to improve work processes and makes practical suggestions</li> <li>• Looks for imaginative solutions to communication problems and ensures solution is fit for purpose</li> <li>• Reads professional literature and is curious about how other communicators tackle similar issues</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Initiates and develops new processes that work.</li> <li>• Is normally successful at presenting ideas and communications in a fresh and compelling way</li> <li>• Advises on where to find ideas on good practice in their area (from inside and outside their organisation)</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Initiates and develops new ways of working which will still be in use after they have moved on</li> <li>• Is a recognized inside and outside their organisation for extending established practice and developing fresh thinking</li> <li>• Supports and encourages colleagues to generate new ideas or adapt existing ones in order to produce strong communications</li> <li>• Looks outside internal communication for inspiration</li> </ul>

## Listening

Competency:	Listening
Definition	
Conducting research and managing mechanisms for gathering feedback and employee reaction	
Typical behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Is not interested in gathering employee feedback and does not see its place in communications planning</li> <li>• Presents their own views (or views of colleagues) as representative of wider employee opinion</li> <li>• Accepts other people's claims about employee attitudes or experience without checking the facts</li> <li>• Does not anticipate employee reaction to events or news or provide timely mechanisms to gather such feedback</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Includes simple research or listening exercises in the planning and evaluation of communication activity</li> <li>• Has basic network of contacts around the organisation which can be used as a simple sounding board</li> <li>• Can present intelligence in a persuasive and credible way</li> <li>• Supports other professionals in the conduct of focus groups (either as a scribe, logistics specialist or secondary facilitator)</li> <li>• Understands the legal framework surrounding consultation and information sharing in the territories where they operate – knows when to seek specialist help</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Makes choices about research methodologies based on communication and business need</li> <li>• Manages focus groups and depth interviews, including the selection of a representative and credible sample frame, the preparation of topic guides and the creation of reports</li> <li>• Produces simple surveys which are credible to both managers and employees</li> <li>• Manages stakeholders' sensitivities which arise when a study is proposed or designed or when results are delivered</li> <li>• Presents findings and recommendations persuasively</li> <li>• Reflects research in communication plans</li> <li>• Ensures that communications are compliant with legal obligations to consult or inform</li> <li>• Supports specialist colleagues in the smooth running of employee consultation groups or councils</li> <li>• Has a robust informal network of contacts around the business which is used for ad hoc intelligence gathering</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Advises others on their research needs</li> <li>• Builds management respect for data gathered and its use in shaping communications decisions</li> <li>• Manages research contractors</li> <li>• Understands different approaches to analysis and knows when to apply statistical tools</li> <li>• Designs and leads programmes of qualitative research</li> <li>• Coaches others in facilitation for qualitative research</li> <li>• Presents findings and recommendations persuasively</li> <li>• Contributes to professional good practice</li> </ul>

*Making it happen*

Competency:	Making it happen
Definition	
Turning plans into successfully-implemented actions	
Typical Behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Is not trusted by others to deliver activities as planned</li> <li>• Develops impractical or unworkable action plans</li> <li>• Does not keep to budgets/ deadlines</li> <li>• Fails to recognise the local implications of activities</li> <li>• Lacks attention to detail</li> <li>• Panics - and panics others around them</li> <li>• Is easily frustrated or diverted</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Can be relied upon to organise simple activities such as conference calls, open forums, mass e-mail distributions or executive visits, efficiently and effectively</li> <li>• Appears calm and capable, giving an image of confidence</li> <li>• Knows the right people, resources and processes to make things happen</li> <li>• Anticipates potential questions or issues and ensures all angles are covered</li> <li>• Keeps team members and other stakeholders informed</li> <li>• Delivers on time and within budget</li> <li>• Safe pair of hands</li> <li>• Finds ways around obstacles with supervision</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Successfully organises larger events or initiatives such as management conferences or road shows</li> <li>• Able to juggle a number of tasks and prioritise effort</li> <li>• Produces comprehensive project plans</li> <li>• Makes effective use of systems to store and organise information</li> <li>• Forms effective working relationships with suppliers</li> <li>• Negotiates competitive rates, possibly working with the Supply Chain function</li> <li>• Deals calmly and efficiently with queries, requests and changes</li> <li>• Handles poor service or unreasonable requests firmly but pleasantly. Stands their ground</li> <li>• Is a calm and capable presence 'on the ground'</li> <li>• Always overcomes obstacles or problems calmly without damaging relationships unnecessarily</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Organises complex initiatives or events, potentially involving large budgets and multiple locations</li> <li>• Manages multiple suppliers efficiently and effectively, involving the Supply Chain function as appropriate</li> <li>• A good programme manager – co-ordinates complex programmes, tracks progress, identifies and manages issues and risks</li> <li>• Identifies and build relationships with key stakeholders, keeping them informed about progress and maintaining their confidence</li> <li>• Anticipates potential problems and produces contingency plans</li> <li>• Knows the project plan inside out and can act as an information hub, directing action as appropriate</li> <li>• Inspires trust and confidence</li> </ul>

## Planning

Competency:	Planning
Definition	
Planning communications programmes and operations, evaluating results.	
Typical Behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Develops activities in a haphazard manner without due regard to resources, timescales or clarity of objectives.</li> <li>• Does not objectively evaluate communication programmes. Uses their own subjective judgement.</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Plans simple projects involving relatively few stakeholders and requiring simple deliverables</li> <li>• Follows a simple planning model in all activities which sets out clear objectives, timescales and resource needs</li> <li>• Understands the strengths and uses of different channels and can choose between them</li> <li>• Tracks, as a minimum, whether communications reach intended audiences</li> <li>• Is aware of other communications activity which is due to take place in their work area (using formal and informal means)</li> <li>• Learns from mistakes or experience</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Develops complex plans for projects or divisions which include multiple stakeholders, uncertainty and risk</li> <li>• Always plans work and includes audience segmentation, definition of messages and channel selection as well as making clear links back to business objectives</li> <li>• Understands the different needs of change and business as usual communication plans</li> <li>• Applies a methodical approach to crisis communication</li> <li>• Ensures that channels are always fit for purpose and identifies improvements where necessary</li> <li>• Can explain planning choices and options to stakeholders</li> <li>• Has mechanisms in place to alert them to communication or other activity which might conflict or clash with their own plans</li> <li>• Evaluates individual projects and whole programmes based on whether audiences understand messages</li> <li>• Delivers projects or activities within defined resources</li> <li>• Reflects learning from evaluation in evolving plans</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Defines communications planning standards for their organisation</li> <li>• Oversees the co-ordination of multiple programmes and manages complex organisational, cultural or operational change programmes</li> <li>• Anticipates and mitigates crises</li> <li>• Ensures that there is a suite of channels available in their organisation to meet needs</li> <li>• Establishes and maintains a framework for the co-ordination of plans to avoid overload, confusion or insistency</li> <li>• Oversees budgets to assure value for money and the effective use of resources</li> <li>• Is accountable for business results (rather than simply communications outcomes)</li> </ul>

## Vision and Standards

Competency:	Vision and Standards
Definition	
Defining or applying a consistent approach to communication and maintaining professional and ethical standards	
Typical Behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Produces communications without any overarching goals on a purely ad hoc basis</li> <li>• Is unaware of (or ignores) rules and standards for communication or visual identity</li> <li>• Communicates information which is dishonest or misleading either deliberately or without care</li> <li>• Does not apply consistent ethical standards appropriate to national or organisational expectations</li> <li>• Can be pressured into issuing communications that are inappropriate for the audience, channel or situation</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Understands their organisation's standards around communications and visual identity</li> <li>• Can articulate clearly role which internal communications plays in their workplace</li> <li>• Maintains agreed standards for individual channels by not using them for inappropriate messages or compromising on quality</li> <li>• Takes responsibility for the quality of their own communication</li> <li>• Conforms to expected ethical standards and behaviours</li> <li>• Where necessary, sets out simple standards for the team as a whole</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Helps define quality and operational standards for communication in their organisation</li> <li>• Coaches colleagues in correct standards and values</li> <li>• Takes responsibility for ensuring the quality of communication and channels in their team</li> <li>• Develops with local managers a sustainable vision for the role that communication is expected to deliver in their areas</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Defines a sustainable overall vision for the role of internal communication and wins senior management support for that vision</li> <li>• Is consistent in their pursuit of that vision</li> <li>• Defines quality standards of internal communications</li> <li>• Accepts accountability for the quality of communications and channels in their organisation, but articulates clearly where the role of the internal communications function ends and the role of a line manager beings</li> <li>• Models ethical behaviour within their organisation</li> </ul>

## Specialist

Competency:	Specialist
Definition	
Having specific subject matter expertise in a specialist area <i>NB Organisations should add in the skills, knowledge and behaviour appropriate to the nature of the specific role concerned</i>	
Typical behaviours	
Ineffective behaviours	<ul style="list-style-type: none"> <li>• Does not have the specialist knowledge or expertise needed to perform their role</li> <li>• Is not trusted by other team members to provide a high quality service or give good advice</li> <li>• Has little or no knowledge of best practice, new techniques or current thinking in their specialist area</li> </ul>
Level 1 - Basic	<ul style="list-style-type: none"> <li>• Has the specialist knowledge, skills and experience needed to carry out their role with minimum supervision</li> <li>• Is trusted by other team members or customers to provide a good quality of service or give sound advice in their specialist area</li> </ul>
Level 2 - Intermediate	<ul style="list-style-type: none"> <li>• Is respected as an internal expert in their subject area</li> <li>• Is deferred to as the natural spokesperson/advisor in conversations about their subject area</li> <li>• Has a good awareness of best practice and current thinking in their subject area and suggests ways of using it within the organisation</li> </ul>
Level 3 - Advanced	<ul style="list-style-type: none"> <li>• Is known throughout the industry as a subject matter expert</li> <li>• Wins awards/ has case studies published for their work</li> <li>• Ensures the organisation has access to the very latest best practice and new techniques. Constantly seeks ways to apply the thinking.</li> </ul>

*Find out more:*

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Competent Communicators exists to ensure that anyone professionally involved in communication is as great as they can be.

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