International Baccalaureate employee profile guide

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International® Baccalaureate

THE **IB** EMPLOYEE PROFILE

Contents

Welcome to the IB *employee profile guide*

We are all ambassadors of the International Baccalaureate® (IB).
As such it is expected that in our interactions with internal and external stakeholders we model the IB's mission, values and culture through what we say and what we do.

This guide has been developed to help us all clearly understand the behaviours expected of us within our roles in the IB. It also provides a foundation for future development initiatives and enables us all to more accurately assess our abilities to perform each of the competencies within our job descriptions.

Within this guide you will find an overview of the employee profile, its four different levels and a detailed description of the positive and negative indicators associated with this.

It is important that each and every one of us engages with this profile and embodies the behaviours contained in it, truly acting as role models for what the IB stands for.

We ask and encourage students, teachers, and schools to practise the IB learner profile in the external world. Thus, it is important that we take a similar approach by adopting the employee profile internally. We can now align our own behaviours with the learner profile as these competencies become part of our daily working life.

Remember – "Your mission is the IB's mission".

The International Baccalaureate

The IB employee profile

The IB employee profile is a set of behaviours that connect, engage, motivate and focus the work of all IB staff and unite us in continuing to successfully deliver the IB mission.

It is a set of 10 behavioural competencies which have been developed to align and underpin the behaviours associated with the 2020 transformational change.

These behaviours are aligned and integrated with the IB learner profile and the values, mission, and objectives of the IB. The employee profile is in effect, "the IB mission statement in action, in the workplace".

The IB employee profile will:

- help you better understand your role in the IB and the behaviours expected of you within your job

- provide line managers and the human resources (HR) department with a more transparent way to assess the ability of individuals to perform each of the competencies contained in their job description

- ensure the IB invests in development activities that are linked to the key competencies

- help you understand what is expected of you during and beyond the 2020 transformational change

- provide a clear career path by helping you to understand the key behaviours required in roles to which you aspire in the future

- provide consistency in how we recruit, manage and promote our staff

Each behavioural competency fits into one of five themes which align individual performance with that of the organization as a whole.

Influencing

Effective interaction and communication with others, having a positive impact and influencing outcomes.

Partnering

Forming constructive relationships with others, collaborating with and understanding others, working together to provide a quality service.

Empowering

Encouraging and developing others and yourself in aspiring to achieve the IB mission.

Modelling

Championing and demonstrating the IB values through what you do and what you say.

Taking action

Leading strategically where appropriate and modelling a culture of getting things done in an effective and efficient manner.

Competencies

The IB employee profile consists of 10 behavioural competencies.

Each employee will have seven key competencies within their job description, highlighted in bold below, which illustrate those aspects critical to the behaviour and performance of their job. These are then supplemented with additional competencies specific to each role.

Impact and influence

Communicating with understanding, confidence, clarity and effectiveness and having a positive impact on others.

Passion for the IB mission

Aligning behaviour to the needs, priorities and goals of the IB and inspiring passion for the IB mission.

International-mindedness

Culturally aware and respectful, having a global outlook, identifying opportunities for global working.

Stakeholder focus

Always acting to discover, meet and exceed the needs of the IB's current and future internal and external stakeholders.

Managing and developing self and others

Managing and developing self, supporting or managing the performance, development and well-being of others, to achieve organizational goals and support the IB community.

Delivering results

Having accountability for work and managing time and resources effectively, delivering results to a high standard and taking responsibility for own actions.

Teamwork and cooperation

Working to support and develop collaboration within and across teams through leadership.

Driving to improve

Having the courage, forethought and independence of spirit to use change and/or continuous development to drive organizational improvements and organizational learning in a socially responsible manner.

Decision-making

Exploring and identifying the best and most ethical approach, taking personal responsibility, meeting challenges and resolving problems.

Organizational development

Developing and/or implementing the IB's strategic plan to meet the medium and long term needs, mission and values of the organization.

The key competencies are the behaviours that are important to all IB staff, regardless of where they work or the nature of their role. They describe the essential behaviours which will enable us all to perform effectively within the IB.

The remaining competencies are essential to some roles and not so important in others. Taken as a whole, the full range of competencies are important to the IB and are essential in helping us to achieve our mission.

Four levels of the IB employee profile

As with any organization, we have a wide range of roles and people operating with differing degrees of influence, both internally and externally.

As different behaviours are required at different levels within the IB, the employee profile is divided into four levels to reflect this.

Level	Scope of Influence	Link to the IB structure
Level 1	Following instructions and procedures Working within guidelines Taking responsibility for personal delivery of work	Administrators
Level 2	Team wide Collaborating with others Delivering work through others	Team leaders Managers and associate managers Analysts
Level 3	Department wide Giving direction Managing people Tactical delivery of work	Senior managers Head of department
Level 4	Organization wide Inspiring others Strategic delivery of work Working globally	Directors Executives

The individual behaviours outlined within each of these four levels describe what is required of employees at each level.

Sometimes a role will require behaviours at a different level from the natural level of influence that the role occupies. For example a role may require some behaviours at level 3 or 4, even though the role has broadly a level 2 scope of influence.

Positive and negative indicators

Each competency within the IB employee profile has a set of "positive" and "negative" indicators associated with it.

These have been provided to help you and your line manager assess the degree to which you are achieving the desired level for each of the competencies within your job description.

The positive indicators describe the essential behaviours needed to demonstrate each competency effectively; they essentially describe what "good" looks like. They also provide a clear picture of the expected behaviours at each level within the IB and provide a framework for discussions about recruitment, performance and development.

It is unlikely that any one individual will achieve every single positive indicator for each of the behavioural competencies associated with their role. However it is expected that each person is aware of the employee profile, the key competencies associated with their role and are working actively towards meeting these on a daily basis.

Job descriptions, PF&D, and recruitment

Your job description will specify the level at which your role sits within the employee profile, together with a clear description of the competencies associated with it and hence the behaviours expected of you.

Training material and guidance documents for writing a job description will also be updated to reflect these new behavioural competencies.

The employee profile competencies will also be an integral part of the regular performance review process and will be reflected in your individual performance feedback and development meetings (PF&D).

PF&D training sessions, materials and guidance documents will be updated to reflect the new competencies.

To ensure that the IB is recruiting the best people and those who are most likely to succeed within our organization, the employee profile is being embedded within our global recruitment processes.

Interview templates and hiring guides now include sections referring to the key competencies required for each role. All managers with recruiting responsibilities will be trained in competency-based recruitment techniques in order to maintain consistency across our global organization.

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Importance of matrix/remote management

The employee profile has also been developed to reflect the behaviours that are particularly important for working in a matrix and remote management structure.

Matrix management within the IB is defined as a job that has two or more reporting lines:

a "solid" reporting line to the functional manager who acts as line manager responsible for recruitment, coaching and performance management, who sets the processes and standards

a "dotted" reporting line to the operational manager who sets the work agenda in response to stakeholders' needs.

Remote management within the IB is defined as work that is undertaken regularly at a distance from the IB's offices, using modern communications technology to overcome that distance.

Within the employee profile, those behaviours that are particularly important to successful working in a matrix/remote management structure are colour coded as follows:

Behaviours that are particularly important for employees to display in a matrix/remote management structure are highlighted in blue..
Behaviours that are particularly important for managers to display in a matrix/remote management structure are highlighted in yellow.

The IB employee profile grid

1. Impact and influence

Communicating with understanding, confidence, clarity and effectiveness and having a positive impact on others.

Level 1 Communicates effectively and positively with others regarding day-to-day issues

Positive indicators	Negative indicators
Speaks with clarity and confidence	Speaks without clarity or confidence
Speaks openly	Speaks without transparency; shows reluctance to speak of all information known to self
Communicates positively	Communicates negatively or pessimistically
Listens actively	Listens superficially without demonstrating understanding
Uses language that is appropriate and easily understood by others	Uses language inappropriately or fails to adapt language style so others understand
Writes clearly and concisely	Fails to write clearly and concisely

Level 2 Uses a variety of communication skills in formal and informal situations

Positive indicators	Negative indicators
Speaks openly in difficult situations	Fails to speak openly in difficult situations; seems reluctant to speak of all information known to self
Communicates difficult messages positively	Makes little or no attempt to communicate difficult messages in a positive manner
Demonstrates listening by identifying the key points, issues and questions raised	Listens superficially without obtaining a real understanding of others' views
Gives feedback which demonstrates having actively listened and understood	Fails to provide feedback that demonstrates understanding of others' views
Chooses the appropriate language for a given situation or audience	Uses inappropriate language for the given situation or audience
Simplifies complex messages by highlighting and summarizing key points	Overcomplicates simple messages, makes little or no attempt to summarize or highlight key points
Communicates organizational messages to employees in an engaging and confident manner	Communicates organizational messages to employees in an uninspiring or disengaging manner and without confidence
Communicates directly to tackle arising issues and communicates difficult messages constructively	Avoids communicating directly when needed to address arising issues and avoids communicating difficult messages
Communicates organizational messages transparently to ensure no mixed messages	Communicates mixed messages to employees; makes little or no attempt to provide clarity on the message that is being communicated

Level 3 Influences others, leads by example and develops a climate of effective and open communication

Positive indicators	Negative indicators
Clearly articulates expectations of other parts of the organization when working together	Fails to articulate clearly expectations of other parts of the organization when working together
Expresses self in a compelling and credible manner	Expresses self in an unconvincing and unreliable manner
Encourages listening and consideration of the views of others to facilitate a culture of open communication	Fails to encourage listening and consideration of the views of others within the team; makes little or no attempt to facilitate a culture of open communication
Uses a variety of strategies to effectively communicate to and influence colleagues in a remote management and matrix management organization	Uses a single or inflexible approach to communicating and influencing colleagues across a remote management and matrix management organization
Coaches others to adapt their communication style to reflect the context	Fails to facilitate or provide direction to others to adapt their communication style to reflect the context
Gains commitment to own point of view	Fails to achieve commitment to own point of view
Communicates organizational messages to senior stakeholders in an engaging manner	Communicates organizational messages to senior stakeholders in an uninspiring or disengaging manner
Communicates directly to convey message efficiently	Fails to convey messages efficiently by communicating indirectly

Level 4 Excels at delivering and inspires open and influential communication across the organization

Positive indicators	Negative indicators
Encourages and inspires a culture of open communication through daily actions	Fails to inspire open communication through daily actions
Leads by example in presenting the organization positively to stakeholders both inside and outside the IB	Presents the organization pessimistically to stakeholders both inside and outside the IB
Uses inspirational language to generate enthusiasm and influence and engage others	Uses dull or disengaging language when influencing others
Maximises the impact of own communication by projecting credibility and passion when speaking	Fails to makes an impact with own communication by projecting a lack of authority and a lack of enthusiasm when speaking
Influences positively by building respect and trust across functions and regions	Fails to influence positively demonstrating a lack of respect and engendering a lack of trust across functions and regions
Puts in place structures to support effective communication and influence in a remote management and matrix management organization	Fails to identify and implement structures to support effective communication and influence throughout the organization

Impact and influence

2. Passion for the IB mission

Aligning behaviour to the needs, priorities and goals of the IB and inspiring passion for the IB mission.

Level 1 Acts in a way that is consistent with the practices and policies of the IB

Positive indicators	Negative indicators
Displays a positive and enthusiastic attitude to the IB's values and policies	Shows negativity and a lack of interest towards the values and policies of the IB
Displays behaviour to colleagues that aligns with the needs, priorities and goals of the IB	Fails to behave in a manner aligned with the needs, priorities and goals of the IB
Increases own awareness and participation in social responsibility initiatives	Shows no initiative and/or lack of interest in social responsibility
Adapts behaviour when required to take account of the values of the IB	Fails to adjust behaviour in response to the values of the IB; takes an inflexible approach to changing own behaviour in response to the values of the IB

Level 2 Demonstrates through own actions respect, enthusiasm and support for the goals and values of the organization

Positive indicators	Negative indicators
Actively advocates the IB's practices and policies	Fails to outwardly encourage the IB's practices and policies
Acts in the interest of the IB's mission and goals rather than for personal interest	Acts in own personal interest before or at the expense of the IB's interests
Actively invests and promotes the interests of minimizing the negative environmental impact of the organization	Fails to promote or be involved in minimizing the organizations environmental impact
Communicates the practices and policies of the IB to team members	Fails to tell other team members about the practices and policies of the IB
Works enthusiastically to foster respect, enthusiasm and support for the IB's goals and values within the team	Demonstrates apathy towards goals and values of the IB; seems unwilling to rally support of the team for the IB's goals and values

Level 3 Supports and acts to ensure a culture of loyalty to the IB's mission through setting departmental goals and priorities which meet the needs of the organization and fit with its values

Positive indicators	Negative indicators
Ensures working practices allow employees to work in accordance with the IB's policies and ethos	Fails to consider or monitor whether working practices allow employees to work in accordance with IB policies
Demonstrates openness and honesty about own department's priorities and interests when dealing with others	Hides or fails to share details of departmental priorities with others
Does not compromise the IB's ethical standards to advance own department's agenda	Ignores or encourages department activity that compromises the IB's ethical standards
Communicates the IB mission passionately to get buy-in to its values	Fails to get buy-in to the IB's values by communicating the mission dispassionately and indifferently
Instills a departmental culture of trust where employees can identify and learn from their errors	Tolerates a departmental blame culture where individuals are reprimanded for errors made and there is a lack of trust
Actively demonstrates and supports social responsibility initiatives to create buy in from employees and encourage external stakeholders to participate	Does not demonstrate nor create initiatives for employees to be socially responsible
Acts with integrity and honesty at all times	Fails to demonstrate integrity and honesty through behaviour

Level 4 Champions the IB's mission and values and provides an environment where these values are supported

Positive indicators	Negative indicators
Puts in place systems to ensure the IB's practices and policies are applied consistently throughout the organization	Makes little or no attempt to monitor or implement systems to monitor the consistent application of the IB's practices and policies across the organization
Champions the values of the IB across the organization and acts as a role model for these values, acting with integrity and honesty at all times	Seems to oppose the values of the IB through actions and words and fails to consistently act with integrity and honesty
Displays passion for the IB's mission and values through demonstrating respect for and trust in others	Fails to model the IB's mission and values and demonstrate respect for and trust in others
Upholds ethical behaviour in difficult times	Fails to demonstrate appropriate and ethical behaviour in challenging times
Instills a culture of trust in the organization where errors can be identified and lessons are learnt	Tolerates a blame culture where individuals are reprimanded for errors made and there is a lack of trust
Acts as a role model for social responsibility and aspires employees to work with the highest level of environmental and ethical practices and policies in place	Fails to demonstrate a need for social responsibility and takes part in non-environmentally friendly and unethical practices
Ensures all can contribute by enforcing equal opportunity practices across the IB	Tolerates unequal practices that do not allow everyone to contribute
Inspires enthusiasm and a positive attitude in people about their work and their contribution to the organization's success	Makes little or no attempt to promote enthusiasm and interest in people about their work and their contribution to the organization's success

3. International-mindedness

Culturally[1] aware and respectful, having a global outlook, identifying opportunities for global working.

Level 1 Demonstrates an awareness of own and others' culture and how these differences influence behaviour at work

Positive indicators	Negative indicators
Shows tolerance for different needs and viewpoints	Shows a lack of acceptance or understanding for needs and viewpoints that differ from one's own
Deals with others in a fair and consistent way	Deals with others in an unjust and inconsistent manner
Demonstrates awareness of and appreciation and respect for others' perspectives, values and traditions	Is unaware of and disapproving of others' perspectives, values and traditions
Demonstrates an awareness of how own actions impact on others	Acts in a way that shows no appreciation for how own actions impact on others
Demonstrates an awareness of the international nature of IB's work	Fails to appreciate the international nature of IB's work

[1] Definition of 'culture': "A culture can be described as learned and shared beliefs, values, interests, attitudes, patterns of behaviour. Culture is dynamic and organic and operates on many levels – international, national, regional, local, organizational and social interest groups". Adapted from the IB Diploma Programme Visual arts guide.

Level 2 Uses cultural differences as an opportunity to improve ways of working

Positive indicators	Negative indicators
Actively communicates own strengths and development areas	Seems reluctant to speak about own strengths and development areas
Actively embraces different points of view	Ignores different points of view
Acts in accordance with the IB's global focus and effectively balances global and local service requirements	Ignores the IB's global focus by focusing on only local service requirements
Identifies opportunities for self and team to work with different cultures	Fails to look for ways that self and team can work with different cultures
Takes advantage of cultural and regional differences to improve way of working	Ignores opportunities to improve work processes presented by cultural and regional differences

Level 3 Identifies opportunities for global working and works to meet global service requirements

Positive indicators	Negative indicators
Strives to build culturally diverse teams and challenges intolerance in others	Relies on local teams without realizing benefit of using a culturally diverse team
Demonstrates a clear understanding of the global context of the organization and its external pressures (government/competitor/customer)	Shows no awareness of the global context of the organization and its external pressures
Endeavours to meet global service requirements, not just local requirements	Focuses only on local requirement without trying to meet global service requirements
Identifies opportunities for global working	Avoids trying to identify ways to work globally
Actively recruits for a diverse workforce within own department	Ignores opportunities to recruit for a diverse workforce within own department

Level 4 Leads the organization in taking a global outlook and using different perspectives to benefit business functioning

Positive indicators	Negative indicators
Leads by example in actively seeking and adopting different points of view to benefit organizational functioning	Fails to actively seek and adopt different points of view to benefit organizational functioning
Leads by example in demonstrating understanding and respect for perspectives that differ from own	Sets a bad example by failing to demonstrate understanding and showing a lack of respect for perspectives that differ from own
Takes account of the IB's global outlook when making strategic decisions	Focuses only on the local area when making strategic decisions
Implements structures to support global working	Fails to identify ways to support global working
Promotes a culture of taking a global perspective by finding out how things are done in others parts of the world before taking action	Takes a local perspective and does not incorporate learning from other parts of the world to inform action
Builds a diverse workforce of talented individuals by recruiting from a global pool	Ignores opportunities to recruit from a global pool

4. Stakeholder focus

Always acting to discover, meet and exceed the needs of the IB's current and future internal and external stakeholders.

(The stakeholder may be a student, a teacher, a school or any individual or group who uses IB services, whether directly or indirectly, or in partnership, and externally or internally, including stakeholders of services inside and outside the organization).

Level 1 Is responsive to enquiries and requests and communicates clearly and openly with IB stakeholders

Positive indicators	Negative indicators
Understands the importance of stakeholders to the organization	Ignores the importance of stakeholders to the organization
Keeps stakeholders up-to-date	Fails to keep stakeholders up-to-date; delays responding to stakeholders
Listens to what stakeholders need	Listens superficially to stakeholders without understanding their needs
Responds positively to stakeholders' requests	Responds negatively to stakeholders' requests

Level 2 Identifies ways that will add extra value to stakeholders and acts to improve the quality of service the stakeholders receive

Positive indicators	Negative indicators
Understands who the stakeholder is and the stakeholders' needs	Does not know who the stakeholders are and fails to identify the stakeholders' needs
Manages people's expectations about the service that can be delivered	Does nothing to manage expectations about the service that can be delivered
Anticipates stakeholders' needs	Seems unaware of current and future stakeholders' needs
Demonstrates a flexible approach to stakeholders' needs	Responds inflexibly to stakeholders' needs
Balances external stakeholders' needs with internal organizational needs	Focuses too much on internal organizational needs at the expense of meeting external stakeholders' needs
Establishes good relationships with stakeholders	Does little to build good relationships with stakeholders

Level 3 Understands and addresses the stakeholders' long-term needs and acts as a trusted advisor

Positive indicators	Negative indicators
Looks for ways to provide added value for stakeholders	Does nothing to find ways to provide added value for stakeholders
Influences stakeholders to take the right decisions	Leaves stakeholders to make their own decisions without trying to influence them
Analyses stakeholders' long-term needs	Accepts stakeholders' long term needs at face value
Partners with other members of the organization to meet stakeholders' needs	Does not set up partnerships with other members of the organization to meet stakeholders' needs
Establishes clear service level agreements with stakeholders	Does not establish clear service level agreements with stakeholders

Level 4 Champions a stakeholder focused organization and establishes service level agreements for stakeholders across the organization

Positive indicators	Negative indicators
Anticipates and responds to organization-level stakeholders' needs	Fails to identify organization level stakeholders' needs
Champions a culture that focuses on stakeholders and acts as a stakeholder advocate	Fails to encourage employees to focus on stakeholders or to advocate for the stakeholders
Creates formal and informal processes to learn from all stakeholders' feedback to improve overall organizational effectiveness	Fails to put in place processes to learn from stakeholders' feedback and improve overall organizational effectiveness
Works towards cross regional/cross organizational service level agreements	Does nothing to establish cross regional/cross organizational service level agreements

5. Managing and developing self and others

Managing and developing self and supporting or managing the performance, development and well-being of others to achieve organizational goals and support the IB community.

Level 1 Manages self and supports the development of others, modelling openness to new learning opportunities

Positive indicators	Negative indicators
Takes responsibility for personal performance, development and well-being at work	Avoids taking responsibility for personal performance, development and well-being
Clarifies expectations and objectives with manager and demonstrates a willingness to learn and keep skills up-to-date	Accepts information received on expectations and objectives without clarifying or fully understanding and seems reluctant to learn and keep skills up-to-date
Sees mistakes as an opportunity for learning and improving	Fails to learn from mistakes; repeats same mistakes
Helps immediate colleagues to understand what they should be doing	Makes little or no attempt to help colleagues to know what they should be doing
Provides feedback and praise to colleagues for work done in support of own work and seeks feedback from colleagues and managers on performance, giving thoughtful consideration to areas for development	Ignores opportunities to commend colleagues for work well done and fails to proactively seek feedback on performance and development areas
Shows an understanding of different personalities and adapts personal style accordingly	Seems unaware of different personalities; maintains own style regardless of others

Level 2 Develops others by providing feedback and opportunities for development so they are more able to meet the needs of the organization

Positive indicators	Negative indicators
Shows an understanding of different personalities and feelings and adapts management style accordingly	Seems unaware of different personalities and lacking in empathy; maintains own management style regardless of others
Gives open and honest feedback on performance, strengths and limitations and puts clear processes in place to capture and benefit from feedback	Shies away from providing transparent and honest feedback on performance and does nothing to capture and benefit from feedback
Gives others the opportunity to take on new tasks and responsibilities	Fails to identify opportunities for employees to take on new tasks and responsibilities
Recognizes, praises and rewards others for their contribution	Ignores the contribution of others, does not provide appropriate praise and recognition
Sets clearly defined objectives so employees understand what is expected	Sets no or ill-defined objectives for employees
Makes time to develop self and others, keeping self and team up-to-date with changes within own specialism/work area including where appropriate those relating to IB products and programmes	Seems unconcerned with developing self and others, does not devote time to keeping up-to-date with changes in own specialism/work area or changes to IB products and programmes when appropriate
Understands the importance of intellectual, physical and emotional balance to achieve personal well-being and balances this with responding to organizational commitments	Fails to understand the importance of intellectual, physical and emotional balance and to achieve personal well-being and to respond to organizational commitments

Managing and developing self and others

Level 3 Empowers others and supports managers in the management and development of their people, actively promoting an organizational culture and systems that foster learning at personal and professional level

Positive indicators	Negative indicators
Coaches and develops others with empathy, compassion and respect, leads by example and encourages a departmental culture of continuous learning and development	Provides no or minimal development support for others or self or for continuous learning and development within own department
Supports managers and team leaders to manage poor performance	Fails to provide support to managers to manage poor performance
Provides support to direct reports, ensuring employees are provided with opportunities to learn	Makes little or no attempt to support direct reports and ensure that they are provided with opportunities to learn
Gives time to managers and team leaders to understand their issues and works to gain the trust and respect of employees at all levels	Does not make self available to managers and team leaders and makes little or no attempt to earn the trust and respect of employees at all levels
Empowers employees with the appropriate responsibilities to be able to work autonomously and take responsibility for own learning	Provides employees with too little responsibility so that autonomous working is difficult and there is little responsibility taken for own learning
Brings clarity to the work of others; focuses their effort and commitment with clearly defined objectives and puts in place clear processes to capture and benefit from feedback regarding the performance of own team/department	Does little to clarify the work of others; sets ill-defined objectives that do little to focus effort and commitment and fails to set up processes to capture and benefit from feedback regarding performance of own team/department
Effectively and quickly optimizes the use of information about IB products and programmes and advanced techniques that significantly extend role capability	Seems slow to understand new information and optimize the use of advanced techniques to extend role capability
Rapidly responds to highly complex information with useful insights, in areas that are outside previous experience	Seems unable to respond to highly complex information with new insights

Level 4 Leads on managing performance and developing employees and self on a personal and professional level

Positive indicators	Negative indicators
Leads by example providing teams, functions and regions with clear directions that are translated from organizational strategy	Models inappropriate behaviour and provides directions to teams, functions and regions that are unclear or unrelated to organizational strategy
Identifies, attracts and recruits high calibre individuals	Makes little or no attempt to ensure organization wide selection processes identify, attract and recruit high calibre individuals
Pushes autonomy and empowerment downwards through the organization	Maintains autonomy and authority at senior levels of the organization
Instills a culture of performance management, leading by example in managing the performance of others	Tolerates and supports performance management processes that are not robust and valued by management
Creates formal and informal processes to learn from all stakeholders' feedback to improve overall organizational effectiveness	Fails to implement processes to learn from stakeholders' feedback
Ensures the organization has in place systems and processes to support learning and continuous development at all levels and knowledge sharing from sources inside and outside the organization	Fails to include systems and processes to support learning and continuous development at all levels and knowledge sharing from sources inside and outside the organization
Supports the management of talent by committing own time to developing promising employees (mentoring)	Fails to mentor employees and support processes for the management of talent
Leads and facilitates learning about IB products and programmes	Leaves others to find out about IB products and programmes without facilitating this to optimise employees' learning
Balances taking time for personal development and well-being with responding to organizational commitments	Fails to balance taking time for personal development and well-being with responding to organizational commitments

6. Delivering results

Having accountability for work and managing time and resources effectively, delivering results to a high standard and taking responsibility for own actions.

Level 1 Delivers own work to a high standard by taking personal responsibility for it and ensuring tasks are completed successfully

Positive indicators	Negative indicators
Follows instructions and procedures	Ignores instructions and procedures
Delivers work to a high standard	Delivers sub-standard work
Takes responsibility and accountability for own work	Ignores opportunities to improve personal work processes; does work the way it's always been done
Handles problems within immediate area of responsibility with minimal guidance	Seeks high levels of guidance when handling problems within immediate area of responsibility
Pursues goals with tenacity, keeping track of own progress against task deadlines	Demonstrates little drive in the pursuit of work goals and fails to monitor own progress against task deadlines
Commits to delivering work with a can-do attitude	Reluctantly commits to the delivery of work
Generates productive activity in own work and knows what resources are needed to accomplish own tasks	Demonstrates a lack of productivity in achieving own work and seems unaware of what resources are needed to complete own tasks

Level 2 Monitors delivery of work to maintain high standards, ensuring own and other members of team's/ department's effective use of time and resources

Positive indicators	Negative indicators
Challenges self and others to deliver work to a high standard, on time and within budget	Accepts work from self and others of a poor standard and fails to monitor whether team's work is delivered on time and within budget
Takes responsibility and accountability for the work and performance of the team, organizing and using available resources effectively	Passes responsibility and accountability for team's work and performance inappropriately to others and fails to organize or use resources effectively
Draws attention to issues affecting quality and delivery of work, including managing projects to realistic deadlines	Ignores or fails to identify issues affecting quality and delivery of work, including setting unrealistic deadlines when managing projects
Demonstrates personal drive to achieve personal and team objectives, identifying what needs to be done to ensure deadlines are met	Demonstrates little drive to achieve personal and team objectives and fails to identify what needs to be done to ensure deadlines are met
Initiates productive activity within team or department to move a situation forward	Accepts current levels of productivity; makes little or no attempt to initiate activity to move a situation forward

Level 3 Implements quality standards to ensure goals are achieved to the highest standard while ensuring department's tasks are completed on time and within budget

Positive indicators	Negative indicators
Sets high standards for the department	Accepts low standards; sets easily achievable standards for the department
Plans activities and projects for own department, allocating achievable target dates, monitoring progress and anticipating potential difficulties	Fails to plan and monitor or to identify potential difficulties and sets unrealistic target dates
Secures resources for others to help deliver results and effectively manages deployment of people and equipment in own team or department including external associates if applicable	Fails to find the resources others need to deliver results or to effectively manage the deployment of people and equipment in own team or department including external associates if applicable
Implements formal quality management techniques	Accepts informal quality management techniques
Uses targets to monitor the achievement of project goals	Fails to set goals or targets for monitoring the achievement of project goals
Promotes and achieves intellectual, physical and emotional balance to achieve optimum performance	Fails to achieve intellectual, physical and emotional balance either for self or team/department

Level 4 Fosters a culture of striving to achieve results and deliver work to the highest standard

Positive indicators	Negative indicators
Displays and inspires a clear commitment to outstanding results across the organization	Fails to encourage a commitment to results across the organization
Actively monitors performance of areas under own responsibility, maintaining a constant awareness of organizational issues helping or hindering the delivery of results	Makes little or no attempt to actively monitor performance of areas under own responsibility and identify organizational issues that may help or hinder the delivery of results
Takes overall ownership for the work and results of the organization	Fails to take responsibility for the work and results of the organization
Strives for the IB to be the leader in educational services	Accepts the IB as a provider of education services without striving to be the leader

7. Teamwork and cooperation

Working to support and develop collaboration within and across teams through leadership.

(Although a team is defined as a group of employees reporting to a specific manager or a wider group under the direction of a specific project manager for example, team working and cooperation are behaviours to be demonstrated between all functions and regions in the organization.)

Level 1 Contributes to effective team working on a day-to-day basis

Positive indicators	Negative indicators
Adapts own working style where possible to fit in with the team	Maintains own style without consideration for fitting in with the team
Forms constructive working relationships with others	Works in isolation towards personal goals, or obstructs and undermines the work of others
Provides support and shows respect for colleagues	Dismisses or shows disrespect towards colleagues
Relates well to others inside and outside immediate team	Only relates well to similar people, or to people within own team
Shows an understanding of others' concerns and work pressures	Only shows an interest in priorities and work pressures of own area
Shares information willingly and proactively with others inside and outside immediate team	Fails to share information with others

Level 2 Works effectively with multiple teams to achieve agreed objectives, and models team working and cooperation in actions

Positive indicators	Negative indicators
Takes on different roles in the team depending on the situation	Maintains a consistent style or role in the team regardless of the team's requirements
Proactively shares information within the team and across functions and regions	Fails to share information within the team and across functions and regions
Demonstrates an understanding of the priorities and work pressures of other teams	Only shows an interest in the work priorities and pressures of own area
Shows willingness to work in partnership with people from other parts of the organization	Reluctant to work with people in other areas of the organization
Builds rapport with colleagues from different backgrounds and departments	Builds rapport only with colleagues at own level or within own team
Relates well to a broad range of individuals and groups	Relates only to individuals who are similar to self
Establishes and uses a network of useful contacts	Fails to establish a network of useful contacts
Chairs or facilitates group discussion to assist cooperative working	Does not take part in or lead cooperative working
Proactively creates project teams across functions and regions for work collaboration	Works with individuals across functions and regions without creating teams to work collaboratively

Level 3 Leads a team to improve its overall performance in achieving agreed objectives

Positive indicators	Negative indicators
Cooperates to share knowledge and information across functions and regions	Fails to share knowledge and information across functions and regions
Actively encourages working across teams/functions and regions	Works in isolation
Builds and maintains a useful network of working relationships within and beyond own area	Avoids or tries to minimise contact with others
Encourages others to develop a networks of contacts	Accepts others working in isolation
Identifies and implements ways to partner with other groups and organizations more effectively	Focuses primarily on ways to partner with others in own team
Actively involves the views of a broad variety of people to build consensus and gain trust	Involves the views of a small group of people to build consensus and gain trust
Encourages the resolution of conflict within teams	Allows conflict to build up within teams
Sets shared goals to encourage cross functional collaboration and team working	Sets individual goals that do little to encourage collaborative working

Teamwork and cooperation

Level 4 Leads collaboratively, inspiring trust across functions to champion and sustain high performance team working

Positive indicators	Negative indicators
Establishes and champions methods of sharing knowledge and expertise across IB departments and regions	Does nothing to ensure knowledge and expertise is shared across IB departments and regions
Collaborates across the organizational network to share knowledge and build trust	Fails to cooperate in the sharing of knowledge across the organizational network and build trust
Builds and maintains mutually beneficial partnership inside and outside the IB	Fails to make effective use of contacts
Encourages a culture of cross organizational working	Fails to champion working across and outside the organization
Negotiates effectively with people inside and outside the organization by adopting a range of approaches, maintaining relationships with all parties at all times	Negotiates ineffectively by maintaining a static approach, or disrupting relationships in the process
Contributes to and inspires a culture of trust, cooperation and collaboration across teams, functions and regions	Does nothing to encourage trust, cooperation and collaboration across teams, functions and regions
Implements structures and systems to support networking and partnership working	Fails to identify ways to support networking and partnership working across the organization

8. Driving to improve

Having the courage, forethought and independence of spirit to use change and/or continuous development to drive organizational improvements and learning in a socially responsible manner.

Level 1 Is open to change/new ideas and/or continuous development and potential benefits, including environmental and social benefits

Positive indicators	Negative indicators
Discusses own views and reactions to change/new ideas in a constructive manner	Discuss views and reactions to change/new ideas in an unconstructive manner
Demonstrates an openness to change and organizational development and a willingness to try new things including efficient and sustainable working practices	Demonstrates reluctance to change and organizational development and to trying new things and shows a disregard for considering efficient and sustainable working practices
Learns from previous experiences of change	Fails to demonstrate learning from previous experiences of change
Looks for ways to improve personal work processes	Ignores opportunities to improve personal work processes; does work the way it's always been done

Level 2 Actively embraces change/new ideas and/or continuous development, encouraging socially responsible initiatives and working towards improving personal and team performance

Positive indicators	Negative indicators
Explains the benefits of change and/or continuous development to others	Speaks negatively of change and/or continuous development to others
Facilitates constructive discussion and consultation about change within the team	Engages in unconstructive discussion and consultation about change
Acknowledges the impact of change on others	Seems unaware of the impact of change on others
Influences employees about the value of change/new ideas and developments to gain their commitment	Makes little or no attempt to influence employees about the value of change/new ideas and developments
Challenges existing processes, including personal work processes, to encourage a fresh look at how things can be done better	Accepts existing processes as the way things are done without looking for ways to do things better
Maintains awareness of opportunities for improvement, including identifying how the *Social responsibility policy* can make a positive difference	Seems unaware of ongoing opportunities to improve, including unawareness of how the *Social responsibility policy* can make a positive difference
Uses best practices to improve continuously	Ignores opportunities presented by best practice

Level 3 Helps others understand the benefits of change/new ideas and organizational improvements, including improvements relating to social responsibility initiatives

Positive indicators	Negative indicators
Communicates change/new ideas and organizational improvement initiatives in an open manner	Does not communicate change/new ideas and organizational improvement initiatives
Anticipates the implications of change/new ideas and developments for professional working practice and makes best practice suggestions, including suggestions for social responsibility initiatives	Demonstrates a lack of foresight for how change/new ideas and developments will impact on professional working practice and does not consider the environmental and social impact of change
Identifies and acts on opportunities for continuous improvement and application of best practice	Rarely identifies or acts on opportunities for continuous improvement; fails to use best practice for continuous improvement
Articulates a clear business case for change and a compelling vision	Cannot provide a rationale to support a business case for change. Unable to articulate vision
Uses previous experiences of change to assist others in moving forward in times of change	Does not draw on previous experience of change to assist others in moving forward in times of change
Seeks clarity on change programmes if not understood	Accepts the change programme without fully understanding it
Puts in place structures and processes to support, implement and sustain organizational improvement initiatives	Fails to identify ways to support the implementation of organizational improvement initiatives

Level 4 Champions change and/or continuous development and builds a culture of openness towards change and organizational improvements, including socially responsible improvements and learning across the organization

Positive indicators	Negative indicators
Ensures timely employee/representative consultation about change and provides opportunities for employees to influence proposals	Delays or ignores change consultation processes and does not provide opportunities for employees to influence proposals
Champions change and/or continuous development and encourages the organization to see change as an organizational improvement and learning opportunity	Sees change as inevitable and makes little or no attempt to encourage others to see it as an organizational improvement and learning opportunity
Builds support throughout the organization for proposals and initiatives that follow the organization's overall vision and mission	Obstructs proposals and initiatives that follow the organization's overall vision and mission
Develops and maintains systems and processes to ensure continuous organizational improvement	Makes little or no attempt to develop or maintain processes that assist organizational improvement
Implements learning from other organizations and previous change initiatives	Fails to use learning from other organizations and previous change initiatives to assist own organization
Maintains stakeholder focus when initiating change	Forgets about stakeholders' views and priorities when initiating change
Has the independence of spirit to explore new roles, ideas and strategies	Rarely identifies new roles, ideas and strategies. Fails to demonstrate independence of spirit
Committed to promoting a socially responsible culture within the IB and champions and promotes the IB's stance on social responsibility to all stakeholders	Does not demonstrate commitment to promoting a socially responsible culture within the IB and fails to champion and promote the IB's stance on social responsibility to all stakeholders
Leads formulation of strategy and business case for driving change	Fails to identify opportunities for change; does not lead change initiatives with a clear strategy and business case

9. Decision-making

Exploring and identifying the best and most ethical approach, taking personal responsibility for meeting challenges and resolving problems.

Level 1 Deals with routine problems and challenges by implementing policy and applying precedents

Positive indicators	Negative indicators
Makes straightforward decisions to progress own work	Avoids or delays making decisions needed to progress own work
Takes responsibility for own decisions	Avoids accepting responsibility for own decisions
Accepts responsibility for own work and mistakes	Does not accept responsibility for own work and mistakes, sometimes blaming others
Asks for input if required when making decisions	Makes decisions in isolation; does not seek input when it would assist decision-making

Level 2 Uses judgment and ethics, taking responsibility as necessary when dealing with issues in own area where there are no definitive guidelines or procedures

Positive indicators	Negative indicators
Identifies urgent decisions which may involve minor risks within own work area, and acts upon these without delay	Fails to identify or delays making urgent decisions that may involve risk to own work area
Takes responsibility for own projects or actions, accepting appropriate accountability when things do not go according to plan	Passes responsibility for own projects or actions inappropriately; blames others when things do not go according to plan
Expresses confidence in own decisions and actions. Seizes initiatives and guides own work and work of others	Shows hesitation and a lack of confidence in own decisions and actions; avoids taking initiatives
Empowers others to take decisions within the team	Does little to empower others to take decisions; keeps decision-making power to self
Consults with others before arriving at a final decision	Makes little or no attempt to seek the views of others before making a final decision
Adopts a reasoned and ethical approach to decision-making	Makes unpredictable decisions with no clear basis of approach
Considers different options and perspectives before making a decision	Considers only own or a limited number of perspectives before making a decision

Level 3 Analyses complex problems and challenges and engages in an appropriate mix of analysis, personal judgment, ethics and consultation to make a timely decision

Positive indicators	Negative indicators
Identifies urgent decisions which may involve difficult choices and measured risk for department	Fails to identify or delays making urgent decisions which may involve risk for the department
Takes decisions if necessary despite incomplete information	Avoids making decisions when information is not complete
Stands by the actions of department, publicly accepting responsibility and accountability	Avoids taking public responsibility for department's actions
Projects a strong air of confidence in own decisions and actions	Shows hesitation in own decisions and actions
Analyses the impact of a decision, taking into account market tendencies and environmental and ethical factors	Fails to assess the impact of a decision and ignores external factors such as market tendencies and environmental factors
Takes firm and decisive action when a situation requires intervention	Avoids taking firm action or acts indecisively when a situation requires definite intervention
Makes decisions independently, without unnecessarily referring to others	Defers to others inappropriately when making decisions
Capitalises on knowledge of global network and benefits of global working practices before making decisions	Ignores or fails to incorporate information from the global network that could assist in decision-making
Thinks critically and creatively, exploring new ideas and strategies, to recognise and approach complex problems	Takes an unimaginative or superficial approach to complex problems
Makes timely decisions by balancing the need for analysis, personal judgment and consultation with the need to make a timely decision	Spends too much time analysing a problem before making a decision

Level 4 Encourages confidence in decision-making by balancing the need for analysis, consultation, judgment and ethics when making organizational level decisions

Positive indicators	Negative indicators
Encourages a culture where employees feel empowered to take decisions and feel accountable for the outcomes of those decisions	Does little to empower employees to take decisions; allows a culture where employees' decisions are reversed or employees are blamed for the outcomes
Identifies urgent decisions which may involve tough choices and major risks for the whole organization	Fails to identify decisions that need to be made to avoid major risk for the organization
Makes decisions on the basis of incomplete or contradictory information	Avoids or hesitates in making decisions if information is incomplete or contradictory
Accepts ownership and actions of the organization as a whole, accepting and promoting managerial responsibility and ethical behaviour	Dissociates self from the decisions and actions of the organization as a whole; does not publically accept managerial responsibility or behave ethically
Projects a strong air of confidence in own decisions and actions	Hesitates excessively in own decisions and actions
Consults with external stakeholders to inform decision-making, without taking too long or missing business priorities	Consults excessively with external stakeholders without reaching a conclusion; misses business priorities

10. Organizational development

Developing and/or implementing the IB's strategic plan to meet the medium and long-term needs, mission and values of the organization.

Level 1 Implements the IB's strategic plan by making a personal contribution to achieving the departmental strategic plan

Positive indicators	Negative indicators
Is excited by future possibilities within own work area	Demonstrates little enthusiasm for future possibilities within own work area
Demonstrates an awareness of a variety of issues that impact upon own work	Maintains a narrow focus and demonstrates little awareness of issues that impact own work
Demonstrates an understanding of the market in which the IB operates	Seems unaware of the market in which the IB operates
Demonstrates financial awareness, value for money, knows the costs associated with own work	Seems unaware of the costs associated with own work

Level 2 Contributes to the development of a strategic plan for a department or area

Positive indicators	Negative indicators
Demonstrates an awareness of changes in organizational objectives that impact on own work area	Fails to identify changes in organizational objectives that will impact on own work area
Bears organizational objectives in mind when planning own work and work of own team or department	Focuses on immediate work planning; fails to consider organizational objectives when planning own work and work of own team or department
Revises objectives of own team or department to reflect changes in organizational goals	Fails to revise team or department objectives to reflect changes in organizational goals
Helps the team understand how work is linked to overall organizational objectives	Provides team with little or no explanation as to how their work links to overall organizational objectives
Demonstrates an understanding of market trends that impact on the IB	Demonstrates little or no awareness of the market trends that impact on the IB
Demonstrates awareness of financial factors impacting area of work	Demonstrates little or no awareness of financial factors that impact area of work

Level 3 Leads the development and implementation of a strategic plan for a major area of the IB's work

Positive indicators	Negative indicators
Communicates the strategy and direction of the organization clearly	Communicates the strategy and direction of the organization without clarity or sufficient detail to be understood by others
Identifies future possibilities for own department and puts in place business plans to realize these	Fails to identify opportunities for own department, does not develop business plans to realise future possibilities
Translates strategic direction into medium and long-term business plans and objectives for own team or department	Fails to translate strategic direction into business plans and objectives, provides incomplete business plans and objectives that do not effectively translate the strategic direction
Always works with an orientation to the future, encouraging others to consider the organization's long-term strategy when setting departmental objectives	Considers only the short term and fails to encourage others to use the organization's long-term strategy when setting departmental objectives
Utilises financial information for strategic planning	Ignores financial information for strategic planning

Level 4 Leads strategic thinking to drive future developments for the organization

Positive indicators	Negative indicators
Develops a business strategy for the organization based on industry/market trends and external business data	Ignores industry/market trends and external business data when developing business strategy for the organization
Communicates a compelling vision of the organization's future potential to gain the buy-in from employees	Communicates an uninspiring vision of the organization's potential; fails to gain the buy-in from employees
Demonstrates confidence in and ownership of the strategic direction	Demonstrates a lack of confidence and hesitation in owning the strategic direction
Sets an organizational strategy in line with the organization's vision ensuring it is coherent and meaningful	Sets an incoherent strategy for the organization that does not tie in with the organization's vision
Demonstrates awareness of global developments and understands how these represent opportunities for the organization	Seems unaware of global development or how these translate to opportunities for the organization
Consistently works with an orientation to the future, encouraging others to consider the organization's long-term strategy when setting departmental objectives	Considers only the short term and does not encourage others to consider the organization's long-term strategy
Incorporates in-depth knowledge and understanding of the business, the needs of the stakeholders and the broader marketplace in which the IB operates to determine organizational direction and goals	Utilises single sources of information or fails to integrate information from a variety of sources to determine organizational direction and goals
Leads thinking in educational services and translates this into a strategic direction for the IB	Follows thinking in educational services; fails to translate new thinking into strategy for the IB