

Competence and competitiveness

colleges and local economic development

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with Simon James

Contents

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Introduction

Over the past four years, FEDA's work on regional economic development has produced innovative research, development tools and capacity-building events to help the FE sector in England and Wales assert its pivotal role in developing the national economy.

Such work was (and continues to be) timely. The new regional development agencies (RDAs) for England and Wales have been established, and FE colleagues in Wales are adjusting to new roles and responsibilities in relation to the Welsh Assembly. The focus on economic development in the English regions continues to sharpen as the regional chambers form. In London, the elected mayor and members of the assembly will soon take up their posts. Plans for the reform for the House of Lords have been published, in which regional representation may turn out to be a key feature.

Combine this with the Government's continuing commitment to partnership at a local, regional and national level – the widely recognised success of the Kennedy and lifelong learning partnerships and the advent of the Learning and Skills Council – and it is plain that there are some big opportunities for further education on a local, regional and national level. But it is all very well to talk about partnership and economic development – how do you actually realise these goals?

That is the purpose of this publication.

Competence and competitiveness develops a 1996 DfEE initiative to create a set of economic development competencies for local authority economic development and European officers. FEDA has

worked closely with DfEE to ensure that FE management and staff continue to develop these skills and reflect the specific needs of the sector.

We know something of those needs.

Last year, Segal Quince Wickstead compiled an analysis of specific FE returns from a national survey of potential interest in economic development standards, commissioned by the DfEE. Although the returns from further education were not sufficient to be authoritative, they do give a useful, anecdotal snapshot of colleges' concerns in this area.

They showed (perhaps unsurprisingly) that FE staff undertake more continuing professional development (CPD) than staff in other sectors. Economic development and partnership issues, however, take last place behind more pressing (as they see it) concerns such as curriculum development.

Those in further education who do have an interest in economic development issues and the related theme of social exclusion also have a proportionally higher interest in developing their skills (particularly through a standards-based approach) than others who were surveyed from local authorities. Many said that if such a qualification framework were available they would take it up. There also seems to be a parallel willingness among those responsible for staff development resources in colleges to support the costs of such development.

As a result of these findings, FEDA commissioned Derrick Johnstone of EDuce to investigate what economic development and partnership competence might look like for the FE sector in particular, through the learning needs analysis tool that comprises the bulk of this publication.

FEDA's intention is to stimulate a debate about the need to develop economic development and partnership competence for FE staff and management (particularly given the advent of the national training organisation for further education – FENTO), and also to show, in an area of immediate need and interest in the FE sector, what such an approach might look like. The standards were developed in full consultation with FE college personnel through a FEDA-convened workshop. We commend them to you.

1. The learning needs analysis tool

This tool for reviewing learning needs is aimed at college staff engaged in local economic development activities.

You may be:

- Developing and managing projects, initiatives and services (as a partner or supplier)
- Leading or contributing to strategic partnerships.

The tool is not concerned with reviewing learning needs in relation to the delivery of college services (training, assessment, guidance, etc.) as colleges have their own means of identifying such requirements.¹ Rather it is concerned with job roles that relate to strategy and project development in a partnership setting, where colleges collaborate with training and enterprise councils (TECs), local authorities, community and voluntary organisations, etc.

Benefits

The tool has been designed to help you:

- Take a fresh look at what is critical to successful performance in project development and partnership roles
- Clarify learning needs, individually or as members of project teams
- Plan how best to develop skills, knowledge and competence relevant to economic development activities.

It offers individuals a route to:

- Minimise the pain and maximise the gain of partnership
- Work effectively in an ever-changing environment, which demands both entrepreneurial and partnership skills.

For managers, it offers a tool to:

- Clarify roles and increase delegation
- Identify potential improvements and diagnose performance problems
- Guide staff development.

For colleges, it offers a route to:

- Work through business objectives to job requirements
- Improved relationships with partners, built on common understanding, language and standards of professional competence
- Ensure maximum benefit from partnership activities, e.g. through:
 - Significant results for local people, businesses and communities
 - Increased funding opportunities and income streams.

Types of economic development activity

The FEDA report, *Investing partners: further education, economic development and regional policy* (James, 1998) highlights the contribution of further education to local economic development. It sets out three sets of role further education plays:

1. **Stakeholder** where colleges are significant operators as employers, purchasers, contractors, property owners and developers, neighbours and corporate citizens.
2. **Service provider** where colleges provide services directly to people, businesses and other organisations (such as vocational education and training, helping unemployed people access jobs, technical consultancy for small businesses, customised training projects, initiatives for large businesses and inward investors, and employment and enterprise initiatives in regeneration areas).
3. **Strategic partner** where colleges, individually or collectively, contribute to the leadership and coordination of economic development strategies and initiatives through civic commitment, partnership bodies, planning and inter-agency liaison.

Competence-based approach

This tool is structured around relevant occupational standards and associated underpinning knowledge and skills. It is based on the standards framework developed for economic development practitioners in 1995/96, funded by the DfEE. This project sought to analyse what people working in economic development need to be able to do well, and what they need to know to perform effectively in a wide range of often unpredictable situations. The standards have already been applied by economic development partnerships in Kent, Somerset and Merseyside (Johnstone, 1999)² where they have demonstrated their value.

The standards help to:

- Clarify partner roles and responsibilities
- Improve understanding of the particular strengths of individual partners
- Highlight critical areas for improvement by partner organisations
- Prioritise action needed to enhance skills and competence among partner staff and representatives, and improve ways of working.

Individual partner organisations have experienced related benefits within their organisation, e.g. the standards provide a robust basis for performance management and a guide to job specifications and evidence requirements in recruitment. Thus, they bear fruit in ways that go far beyond their potential application as NVQs – the situation in which most people have encountered them.

Roles of college staff in economic development

The learning needs tool is designed to help you review what's critical in your job, your learning needs and to highlight action to address these needs. It can also be used independently, as part of performance review, or as a team-based exercise.

As figure 1 demonstrates, the tool sets out essential roles in project development, strategy and partnership.

Figure 1 | Job roles in economic development

	Job roles
Achieving results in economic development	Developing strategy
	Developing projects and services
	Building partnership
	Promoting projects and services
	Securing and managing resources
	Evaluating quality and effectiveness
	Managing teams and relationships

No one individual is likely to have to perform all the roles but parts will be relevant to the many staff responsible for, or contributing in some way towards, economic development projects and partnerships. They may include senior managers, heads of department, lecturers, administrators, technical staff and others.

Using the tool on different levels

You can make use of the learning needs tool on different levels:

- **Performance-driven**
 - As a checklist to determine what is most important in relation to economic development job roles, and where performance issues or development needs are most pressing
- **Learning-driven**
 - As a prompt to identify underpinning skills and knowledge
 - For in-depth consideration of learning needs, drawing on the content of individual occupational standards.

Having identified performance and learning priorities, the detail of the occupational standards can clarify precisely what you need to develop.

In-depth use of the economic development standards can be a powerful means of specifying learning needs and priorities. Although the detailed standards do not prescribe how a job should be done, they do describe what effective performance looks like. In this they incorporate established good practice and likely future requirements.

There is a full explanation of the economic development standards in *Competences for economic development: occupational standards manual*.³ This document also highlights other uses for the standards such as:

- Organisational review
- Team-building
- Setting quality standards
- Recruitment, selection and induction
- Negotiating external training
- Devising in-house learning.

The learning needs tool can be applied directly to some of these purposes, e.g. to define jobs or develop teams, where clarity is critical to effective performance. The team application may be relevant within a college, or in a partnership, where it may also contribute to exploring the skills and expertise of each party.

2. How to use the learning needs self-assessment guide

You can start with stage 1a or 1b depending on your personal preferences. Stage 1a is driven by a review of performance requirements, and is designed for team as well as individual use. Stage 1b focuses attention immediately on skills and knowledge requirements. For users interested in their own personal development, 1b may be the best place to start.

Stage 1a | Reviewing job requirements

Checklist 1 (see page 8) sets out job requirements, drawn from the economic development standards framework, relevant to college involvement. Please note that it is unlikely that anyone would be required to perform in all these capacities – it is for you to judge which are most critical to your situation.

Work through the list of functions:

- *For team use*
Who needs to undertake this activity?
- What's critical to your current role in economic development?
- What's relevant, but less important?
- How do you rate your learning needs?

The key to the numbers is:

- 1 = Major need, critical to improving performance (in light of new demands, ways of working) and/or achieving work/career goals
- 2 = Significant to improving performance and/or achieving work goals
- 3 = Limited, defined gaps in competence, skills and knowledge
- 4 = Minor need, a demonstrable competence, comprehensive, up-to-date knowledge.

Consider not just your current requirements but most likely future ones. You may also want to use

the list in stage 1b that charts underpinning skills and knowledge against each of the identified job functions.

Priorities for training and development fall naturally from comparison of job requirements against critical learning needs.

The table signposts you to the individual standards contained in the *Competences for economic development standards manual*, and also to *MCI management standards*, should you have ready access to these as an alternative.

Stage 1b | Reviewing knowledge and skills

Checklist 2 (see page 12) sets out underpinning knowledge and skills drawn from the individual economic development standards, in a format that corresponds to the listing of job functions in stage 1a. Essentially, this schedule is primarily concerned with the 'know-how', 'know-what' and 'know-why' of economic development, project development and partnership working, though it also includes relevant generic skills.

As in stage 1a, work through the list to identify critical learning needs.

Stage 2 | In-depth analysis

Having identified priorities at stage 1a, 1b or both, take the relevant reference numbers and look up the standards document. Check the individual identified standards, and ask yourself:

- Which performance criteria do I meet?
- What evidence of this do I have?
- Should I seek the views of others?
Colleagues? Clients? Partners?
- Do the range indicators help to highlight where I am likely to face new demands?
- Do I bring to the job the skills and knowledge that allow me to deal with unexpected and unpredictable demands, and to produce creative solutions?

You should check your perceptions of your strengths and weaknesses, and the extent to which your work meets the standard.

The standards can help you frame an action plan to meet your learning needs. Consider the different ways (see chapter 3) in which you can address your development needs (through work-based learning, off-the-job training, etc.), and the resources and support you will need to carry out your plans and apply the learning you gain.⁴

3. Addressing the needs identified

We set out below a range of learning options you might consider in addressing the needs you identify, and a list of providers of short courses in economic development, useful in particular for professional updating.

Learning options

In-house training programmes

- Particularly useful for customised and/or leading-edge content
- Only feasible when there is a critical number of participants in-house
- Can cover skills practice as well as underpinning knowledge
- Check how much time you can be away from your job.

External short training programmes

- Particularly useful for areas not covered internally
- Content can be leading edge; customisation will vary
- Can cover skills practice as well as underpinning knowledge
- Check for availability and costs involved
- Check how much time you can afford to be away from your job.

University or college programmes

- Particularly useful for more general sets of skills
- Focused primarily on underpinning knowledge
- Usually longer term commitment involved
- Check for part-time programmes.

Flexible/distance learning programmes

- Usually more focused on underpinning knowledge but technology-based provision may offer skills practice
- For an individual costs can be high, check for critical mass
- Easy to fit in with other responsibilities
- Requires discipline to complete.

Mentoring schemes/project assignments

- Particularly useful for skills practice
- Need to find mentors and relevant assignments
- Need for careful monitoring of results because learning is less structured
- Can be fitted in with day-to-day responsibilities
- Direct costs limited, although indirect costs (e.g. mentor's time) can be high.

Seminars and conferences

- Usually focused on updating knowledge
- Primarily generic information, sometimes leading edge
- Learning more loosely defined than training programmes.

Reading books and journals

- Usually focused on underpinning knowledge
- Good for keeping up to date with issues and new developments
- Requires discipline to schedule time to do it
- Learning is loosely defined.

Further information

Providers of short courses in economic development

Providers include:

Centre for Local Economic Strategies

Barclay House
35 Whitworth Street West
Manchester M1 5NG
Tel: 0161 236 7036
Fax: 0161 236 1891
e-mail: cles@mcr1.poptel.org.uk

The Planning Exchange

Tontine House
8 Gordon Street
Glasgow G1 3PL
Tel: 0141 248 8541
Fax: 0141 248 8277
e-mail: info@planex.co.uk
Internet: www.planex.co.uk

Local Economy Policy Unit

South Bank University
London Road
London SE1 0AA
Tel: 020 7815 7798
Fax: 020 7815 7799

Policy Research Unit

Leeds Metropolitan University
16 Queen Square
Leeds LS2 8AJ
Tel: 0113 283 3225
Fax: 0113 283 3224
Internet: www.lmu.ac.uk/lbs/pri

School for Policy Studies

University of Bristol
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Internet: www.bradford.ac.uk

Notes

- ¹ The development of standards teaching and supporting learning is now being taken forward by the Further Education National Training Organisation (FENTO). For further information contact FENTO, Tel: 020 7827 4666.
- ² A report on these DfEE National Development Agenda (NDA) projects, *Occupational standards for economic development – a summary*, is available from PROLOG, DfEE publications, PO Box 5050, Sudbury, Suffolk CO10 6ZQ. A fuller report on the Kent Partners Skills Programme is available from Makesfive Ltd. (Tel: 01227 762727 Fax: 01227 450901) on behalf of lbl.co.uk (formerly Kent TEC).
- ³ Available from DfEE TEC Strategy Branch, Moorfoot, Sheffield S1 4PQ.
- ⁴ For further information about the economic development standards and their uses, please contact Derrick Johnstone, EDuce Ltd. Tel: 01223 421685 Fax: 01223 420844 e-mail: derrick.johnstone@educe.co.uk

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- Johnstone D. Competence-based approaches to economic development and partnership. In James S (ed.). *FE: aspects of economic development*. London: FEDA, 1999
- Management Charter Initiative. *Management standards (Manage activities – key role A, Manage resources – key role B, Manage people – key role C, Manage information – key role D, Manage projects – key role G)*. Management Charter Initiative, 1997.

Checklist 1 | Job roles and standards for college involvement in economic development projects and partnerships

Project / partnership roles <i>Job outcomes (occupational standards)</i>	Who needs to do this?	Importance to current job Critical Not	Learning need 1 major – 4 minor	Action needed	LED standard reference	MCI reference
Developing strategy						
Review the external environment, needs and opportunities					A111, A112, A125	A6.1
Formulate objectives and strategies to guide the organisation/partnership					A212	A7.3
Evaluate future policy and strategy requirements					A221	
Review strategy options					A223	
Develop measures to evaluate performance					A321	A8.1
Developing projects, initiatives and services						
<i>Research needs and opportunities</i>						
Design and implement research					B11–B14	
<i>Devise projects, initiatives and services</i>						
Determine and agree the specification for projects, initiatives and services					B211	G4.1
Develop and test projects, initiatives and services					B212, B213	G4.2, G4.3
Provide professional and technical advice					A233	
<i>Initiate and manage change</i>						
Identify opportunities for improvement in services, products and systems					C111	A5.1
Evaluate proposed changes for benefits and disadvantages					C112	A5.2
Negotiate and agree the introduction of change					C113	A5.3, A5.4
Implement and evaluate changes to services, products and system					C114	A5.5

Project/partnership roles Job outcomes (occupational standards)	Who needs to do this?	Importance to current job Critical	Importance to current job Not	Learning need 1 major – 4 minor	Action needed	LED standard reference	MCI reference
Partnerships and consultation							
<i>Partnership building</i>							
Identify the current and likely interests of stakeholders						A131	
Evaluate and influence stakeholders' capabilities to help or hinder						A132	A6.2
Identify and set up collaborative and consultative working arrangements						A252	A6.3
Create a shared vision and mission						A211	A7.1
Gain internal and external support for the partnership's vision, objectives and strategies						A214	A7.4
<i>Partnership review</i>							
Identify problems and opportunities in strategies, programmes, projects and services						A121	
Identify and evaluate partnership strengths and weaknesses						A123, A325	
Plan how to develop the effectiveness of the partnership						A122, A124	
Promoting projects, initiatives and services							
<i>Communicate the benefits of projects, initiatives and services to clients, potential clients and wider community</i>							
Identify and target potential clients						B321	
Promote projects, initiatives and services and their benefits to the local community and wider audiences						B322	
Convey the benefits of projects, initiatives and services to clients and potential clients						B323	
<i>Marketing plans</i>							
Develop marketing plans for projects, initiatives and services						B313	
Identify and recommend improvements to marketing plans						B332	

Project/partnership roles Job outcomes (occupational standards)	Who needs to do this?	Importance to current job		Learning need 1 major – 4 minor	Action needed	LED standard reference	MCI reference
		Critical	Not				
Securing and managing resources							
<i>Secure adequate and effective resource allocation</i>							
Develop systems to review generation and allocation of resources						A125	B5-1
Justify proposals for expenditure						C311	B4-1, B5-2
Prepare business plans						C313	B5-3
Negotiate and agree budgets						C314	B4-2
<i>Monitor and control the use of financial resources</i>							
Control costs and enhance value						C331	
Monitor and control activities against budgets						C332	B4-3
<i>Assess opportunities for economic development use of property assets</i>							
Identify and assess user requirements and preferences						D812	
Identify and assess community factors						D813	
Investigate and evaluate key factors affecting property development						D822	
Report and advise on potential options for development, improvement and use						D823	

Project/partnership roles Job outcomes (occupational standards)	Who needs to do this?	Importance to current job	Learning need	Action needed	LED standard reference	MCI reference
		Critical	1 major – 4 minor			
Evaluating quality and effectiveness						
Select key indicators to monitor projects, initiatives and plans					A311	
Obtain and evaluate data on performance against key indicators					A312	
Assess performance against customer requirements and expectations					B223	A8·2
Identify causes of success and failure in projects, initiatives, plans and their implementation					A323	A8·3
Managing teams and relationships						
<i>Manage and develop teams</i>						
Lead meetings and group discussions to solve problems and make decisions					C421	D2·1
Set work objectives, plan activities and methods and allocate work					C531, C532, C533	C13·1, C13·2
Provide feedback to teams and individuals on their performance					C534	C13·4
Develop and improve teams through planning and activities					C521	C10·3
<i>Create and maintain effective working relationships</i>						
Establish and maintain relationships with colleagues					C543	C5·1
Establish and maintain the trust and support of customers					C544	
Identify and minimise interpersonal conflict					C545	C5·3
Promote anti-discriminatory practice					C548	

Checklist 2 | Knowledge and skills requirements for college involvement in economic development projects and partnerships

Knowledge requirements <i>Principles, methods, techniques and information</i>	Job relevance		Learning need 1 major – 4 minor	Action needed
	Current	Future		
Developing strategy				
<i>Economic and labour market intelligence</i>				
Principles, methods, techniques to:				
Capture and analyse economic and labour market intelligence				
Classify by sectors and target groups				
Research and predict needs and demand				
Identify factors influencing service take-up and market failure				
Information:				
Needs, expectations and concerns of businesses and individuals				
Categories of business sector/cluster and target groups				
Existing patterns of business/ individual behaviour in addressing needs				
Barriers to service take-up				
Competitors, their services and plans				
Sources of economic and labour market intelligence				
Strategy formulation				
Principles, methods, techniques to:				
Identify scope to influence economic, social and political factors				
Assess wider implications of proposals for business growth, quality of life and prospects for individuals				
Generate and assess strategy options				
Establish, define and review objectives and performance measures				

Knowledge requirements <i>Principles, methods, techniques and information</i>	Job relevance Current	Future	Learning need 1 major – 4 minor	Action needed
Developing strategy continued				
<i>Strategy formulation continued</i>				
Information:				
Competitive advantages of areas and businesses				
Processes of economic development				
Rationale for economic interventions				
Components of integrated economic development strategies and synergy between them				
Political and policy processes (local, regional, national, EU)				
Range of organisations engaged in/influencing economic development of the area (remit and responsibilities, powers, resources, constraints, programmes and services)				
Developing projects, initiatives and services				
Principles, methods, techniques to:				
Identify needs and opportunities of businesses, individuals and the wider community				
Access information sources on needs and opportunities				
Assess potential of existing services to meet needs				
Target services				
Justify rationale for intervention				
Design service specifications				
Identify and assess links/synergy with other partnership/organisational strategies				
Pilot projects, initiatives and services				
Schedule projects, initiatives				
Identify and apply lessons from experience elsewhere				

Knowledge requirements <i>Principles, methods, techniques and information</i>	Job relevance Current Future		Learning need 1 major – 4 minor	Action needed
Developing projects, initiatives and services continued Information:				
Needs, opportunities and expectations of businesses and individuals				
Community/area needs				
Relevant trends and developments in the local and wider economy				
Information sources on businesses, individuals, markets and the wider economy				
Types of economic development intervention (purpose, relative effectiveness)				
Existing interventions, projects, initiatives and services (scale, quality, impact, potential, barriers to take-up)				
Links/synergy between types of interventions				
Critical success factors from elsewhere				
Ways to promote equality of opportunity and eliminate discrimination				
<i>Initiating and managing change</i>				
Principles, methods, techniques to:				
Review needs				
Diagnose performance problems				
Identify opportunities for improvement in projects, initiatives, services, asset use, systems and processes				
Consult others about problems and proposals and encourage them to offer ideas and views				
Identify and select options for change				
Identify and assess potential risks and ramifications of change				
Appraise negotiating positions				
Engender support for, and ownership of, proposals and plans				

Knowledge requirements <i>Principles, methods, techniques and information</i>	Job relevance Current	Future	Learning need 1 major – 4 minor	Action needed
Developing projects, initiatives and services continued				
<i>Initiating and managing change continued</i>				
Information:				
Requirements and expectations of internal and external customers				
Results of previous changes in systems, processes, activities, products and services				
People affected by proposed change and their possible objections				
Concerns and motivations of other negotiating parties				
Advantages and disadvantages of changes in the short and long term				
Details of changes and their implications for affected parties				
Partnerships and consultation				
Principles, methods, techniques to:				
Engage interest of target businesses/individuals/communities/funding bodies				
Build shared vision/engender ownership of ideas and proposals				
Undertake formal and informal consultations				
Assess costs, benefits and risks of collaboration and competition				
Identify and assess stakeholders' interests and capacity to help and hinder				
Assess likely implications of particular actions for stakeholders				
Manage stakeholder expectations				
Manage conflict				
Information:				
Existing and potential partners, competitors, funding bodies and other categories of stakeholder				
Needs, concerns, motivations of partners, competitors and stakeholders				
Group behaviour				
Nature of strengths and weaknesses of partners and competitors				
Nature of partner/stakeholder power and influence (resources, expertise, networks)				
Sources of influence over partners and stakeholders				

Knowledge requirements <i>Principles, methods, techniques and information</i>	Job relevance Current	Future	Learning need 1 major – 4 minor	Action needed
Promoting projects, initiatives and services				
Principles, methods, techniques to:				
Capture market intelligence				
Determine criteria for targeting services				
Research and predict needs and demand				
Identify factors influencing service take-up and market failure				
Price services				
Assess resource implications of marketing plans				
Plan implementation of a promotional campaign				
Information:				
Needs, expectations and concerns of businesses and individuals				
Categories of business sector/cluster and target groups				
Existing patterns of business/individual behaviour in addressing needs				
Barriers to service take-up				
Competitors, their services and plans				
Sources of market intelligence				
Range of promotional methods, their features, advantages, costs and potential returns				
<i>Communicating the benefits of projects, initiatives and services</i>				
Principles, methods, techniques to:				
Identify and influence decision makers				
Access information on clients and potential clients				
Establish rapport				
Information:				
Needs, expectations and concerns of businesses and individuals				
Information sources on clients and potential clients				
Characteristics/features/benefits of interventions, products and services				
Typical objections to take-up of services and opportunities				

Knowledge requirements <i>Principles, methods, techniques and information</i>	Job relevance Current	Future	Learning need 1 major – 4 minor	Action needed
Securing and managing resources				
Principles, methods, techniques to:				
Identify sources of funding				
Organise and present technical and financial information				
Present a logical and winning argument				
Achieve leverage				
Estimate resource requirements and costs				
Estimate income				
Plan and schedule financial flows				
Communicate plans to ensure cooperation and understanding				
Negotiate with others				
Motivate others to contribute to control of resources and costs				
Monitor resource utilisation, costs and deviation				
Assess efficiency and cost-effectiveness and compare costs and benefits				
Information:				
Sources of internal and external funding				
Criteria, decision-making procedures for applications				
Range of terms and conditions of external funding				
History of relevant performance against budget				
Advantages, disadvantages and risks should proposal succeed or fail to obtain funding				
Financial constraints, budget planning cycles and application deadlines				
Needs, concerns and motivations of funders/sponsors				
Possible objections to proposals				
Costs and resource utilisation, cash flow				

Knowledge requirements Principles, methods, techniques and information Securing and managing resources continued	Job relevance Current	Future	Learning need 1 major – 4 minor	Action needed
<i>Assessing property opportunities</i>				
Principles, methods, techniques to:				
Identify and assess options for use and development of college land and buildings				
Identify potential users and investigate their requirements				
Identify potential implications of proposed developments for the college and surrounding community				
Information:				
Types of use/development option				
Sources of information on potential users/demand				
Types of potential user and typical requirements				
Constraints on use/development options				

Knowledge requirements Principles, methods, techniques and information	Job relevance Current	Future	Learning need 1 major – 4 minor	Action needed
Evaluating quality and effectiveness				
Principles, methods, techniques to:				
Select key indicators				
Establish monitoring systems				
Assess quality of baseline, monitoring and evaluation data				
Encourage participation of others in monitoring				
Assess performance against customer requirements and expectations				
Assess outcomes/gross and net impact of projects, initiatives and services				
Undertake pre- and post-project assessment of costs and returns/benefits				
Interpret and summarise monitoring and evaluation data				
Diagnose causes of under-performance or threats to future performance				
Assess causes of success and failure in experience elsewhere				
Identify opportunities for performance improvement				
Anticipate likely objections to recommendations				
Information:				
Range of performance measures and their quality characteristics				
Information sources				
Requirements, expectations, concerns and motivations of colleagues				
Organisational and legal requirements governing storage and use of data				
Range of evaluation concepts and techniques				

Knowledge requirements <i>Principles, methods, techniques and information</i>	Job relevance Current Future		Learning need 1 major – 4 minor	Action needed
Managing teams and relationships				
Principles, methods, techniques to:				
Identify competence requirements in relation to work demands				
Identify and assess competence of individuals				
Form and manage work groups and teams				
Establish and agree objectives and targets for teams and team development				
Define and allocate responsibilities, authority and accountability				
Establish trust				
Manage expectations				
Handle disagreements and conflict				
Motivate others				
Coach and counsel				
Inform and consult others about problems and proposals and encourage them to offer ideas and views				
Manage and facilitate meetings to achieve objectives				
Seek and exchange information, advice and support				
Review personal progress with other people				
Evaluate training and development activities				
Information:				
Learning methods				
Learning styles and obstacles to progress				
Level and type of direction needed by individuals				
Life cycles of teams and partnerships				
Interests, needs, concerns and behavioural styles of team members and others within and outside the organisation				
Areas of mutual interest and of actual and potential conflict				

Generic skill requirements	Job relevance		Learning need 1 major – 4 minor	Action needed
	Current	Future		
Developing strategy				
Strategic analysis				
Trends analysis				
Statistical interpretation				
Political awareness				
Networking				
Presentational				
Developing projects, initiatives and services				
Creative thinking				
Problem solving				
Negotiating				
Networking				
Partnerships and consultation				
Team-building				
Communications				
Influencing				
Communicating the benefits of projects, initiatives and services				
Questioning and listening				
Selling ideas, benefits				
Communications (written, face-to-face, presentations)				
Evaluating quality and effectiveness				
Reflection and learning				
Feedback				

Major opportunities lie ahead for the FE sector as the Government fulfils its commitment to partnership at local, regional and national level.

Competence and competitiveness presents the practical means of making the most of these opportunities, by demonstrating how the goals of partnership and economic development can be realised.

The learning needs analysis tool that comprises the bulk of this publication sets out essential roles in project development, strategy and partnership, covering:

- **Developing strategy**
- **Developing projects, initiatives and services**
- **Building and sustaining partnership**
- **Promoting projects, initiatives and services to target audiences**
- **Initiating and managing change**
- **Securing and managing resources**
- **Quality, monitoring and evaluation.**

FEDA's intention is to stimulate a debate about the need to develop economic development and partnership competence for FE staff and management, and also to show, in an area of immediate need and interest in the FE sector, what such an approach might look like.