Harborough

Competency Framework

Your Guide to the Competency Framework at Harborough District Council

September 2018

Harborough Competency Framework

Introduction

We are all employees of Harborough District Council and, as such, it is important to maintain and enhance our behaviour, Customer Responsiveness and skills. In support of these objectives, we need to progress the way in which we recruit, monitor performance and provide support, training and development for our employees. To underpin and support these needs, we have a Competency Framework.

The framework is focused on attitudinal and behavioural competencies, rather than those that look at technical skills. This is because we traditionally have been able to address technical gaps in knowledge through established training and development activities. Behavioural and attitudinal development has not had the same intensity of attention, and the frameworks aim to address this. Our updated competency framework supports our ambitions to continually improve the services we provide to our customers through the development of its officers and links into our Values.

If you are not familiar with a competency framework, below are answers to some of the questions you may have about the frameworks.

What is a Competency Framework?

Competency Frameworks are common across many organisations, both in the Public and Private sector. For an employee in any organisation to perform well it is necessary to be able to do a job at a technically competent level and to have the behaviours that reinforce those technical skills. Competencies are about *"how"* people do things not just *"what"* they do. The framework that we use at HDC is split into 4 levels. The level that applies to you depends on your grade and whether you have supervisory or management responsibilities. More information about this is provided further on in this document.

There are a number of competencies in each framework. Underneath each is a general description of the competency, followed by a list of attitudes/behaviours that would indicate competence in the relevant area. The list is not exhaustive but is designed to give a flavour of the approach that is encouraged by all staff who are at that level.
There are also some warning sign statements at the end of each competency to indicate the sort of behaviour that is actively discouraged, as it works against the principle of continual improvement that we are striving for. Please note that the warning signs and positive indicators may not be applicable to every level.

What are the benefits of having a Competency Framework?

The competency framework serves several purposes, which together enable HDC to improve and develop its staff and services.
The framework:
- informs prospective recruits what is expected of them
- informs staff of the sort of attitudes and behaviours HDC encourages when carrying out their duties
- informs staff of what they can expect from their managers
- shapes and defines a culture based around strong principles such as partnership, continuous improvement, constructive challenge, and being customer centred
- supports staff at all levels in their development in order maximise their potential

As well as linking to our Values, the competency framework descriptors also link to some of the key strategies that drive HDC's objectives, such as the People, Places and Resources priorities. The headline competencies are closely linked with HDC's strategic objectives, as these are crucial to fulfilling our obligations to our customers.

How does it work?

The competencies are split into three key focus areas; Internal Focus, External Focus and Team Focus.

There are a number of competencies in each Focus Area. Underneath each competency heading is a general description of that competency. This is followed by a list of attitudes/behaviours that would indicate competence in the relevant area.
The list is not exhaustive but is designed to give a flavour of the approach that we encourage in all staff at that particular level.

Individual	External	Team
Strategic Focus	Customer Responsiveness	Works well with others
Communication	Political Awareness	Enables Organisational Change
Does the Job well		Improves performance and teams
Leadership		Develops talent

There are some warning sign statements at the end of each competency to indicate the sort of behaviour that is actively discouraged, as it works against the principle of continual improvement that HDC is striving for. It is important to note that the warning signs and positive indicators may not be applicable to every level.

Which level am I?

The framework is categorised in four levels.

Level 1	This applies to employees who are Grade 1 - 4. It is generally for those who do not normally have direct managerial responsibility for others.
Level 2	This applies to employees who are Grade 5 – 8. It is generally for those who report to a more senior officer and who may also manage others.
Level 3	This applies to employees who are Grade 9-11. It is generally for those who report directly to a member of Management Board or a fellow senior officer.
Level 4	This applies to members of the Management Board Team (Heads of Service and Directors.)

All four levels are on one chart. This is because if you are level 3 you should be displaying the behaviours at level 1 and 2. It also means that if you are currently level 2 and are working towards promotion, you can see what development you may need in preparation to move up a grade. In the example on page 6, you can see in Figure 1 how the competency actually looks in the booklet. Figure 2, shows you what you would need to be able to demonstrate in each level.

Figure 1	**COMPETENCY – STRATEGIC FOCUS**		
This is about the big picture, considering and recommending options and showing the way forward so others understand what they must do to align their efforts to our goals.			
Level 1	Level 2	Level 3	Level 4
Understands the way we do things and the values and standards we work to.	Understands the link between own work and the Council's Strategic Objectives.	Establishes clear plans with achievable milestones and timescales	Has a coherent and appropriate set of long term goals and vision and understands how these link to organisational aims and objectives

Figure 2	**COMPETENCY – STRATEGIC FOCUS**			
This is about the big picture, considering and recommending options and showing the way forward so others understand what they must do to align their efforts to our goals.				
Level 1	Understands the way we do things, the values and standards we work to.			
Level 2	Understands the way we do things, the values and standards we work to.	Understands the link between own work and the Council's Strategic Objectives.		
Level 3	Understands the way we do things, the values and standards we work to.	Understands the link between own work and the Council's Strategic Objectives.	Establishes clear plans with achievable milestones and timescales	
Level 4	Understands the way we do things, the values and standards we work to.	Understands the link between own work and the Council's Strategic Objectives.	Establishes clear plans with achievable milestones and timescales	Has a coherent and appropriate set of long term goals & vision & understand how these link to organisational aims & objectives

How will the framework be used?

Appraisals
- The frameworks have also been built into a revised Appraisal Scheme which will be implemented for appraisals in 2015

- All employees have access to the framework and are able to informally assess themselves against the framework that applies to them, with a view to developing their skills in all areas of the framework. Employees need to look at the headings for each competency and the relevant indicators underneath each heading for their level, and reflect on what they do, or do not do, in relation to each competency.

- Employees need to gather and provide evidence to support the ratings they have given themselves. This in turn ensures that the appraisal process maintains momentum throughout the year, rather than a once a year meeting.

Training, Learning & Development
- Training and personal development opportunities will be made available which are linked to the framework.   These will be in the form of
  - On line sessions on Learning Matters,
  - Face to Face workshops
  - Reading materials and other resources which can be downloaded free of charge through the Learning Matters

Competencies and the HDC Values

Within the competency framework we will make reference to the HDC Values. Managers will need to ensure they familiarise themselves with the Values handbook. Where you need to make detailed reference to the values, this will be indicated by a   ★
Reference is also made to values headings, and managers will need to ensure they go through all the elements that underpin that particular value.
The values booklet is available for you to download from the values section on the intranet.

The Harborough Competency Framework Key Focus Areas & Behaviours
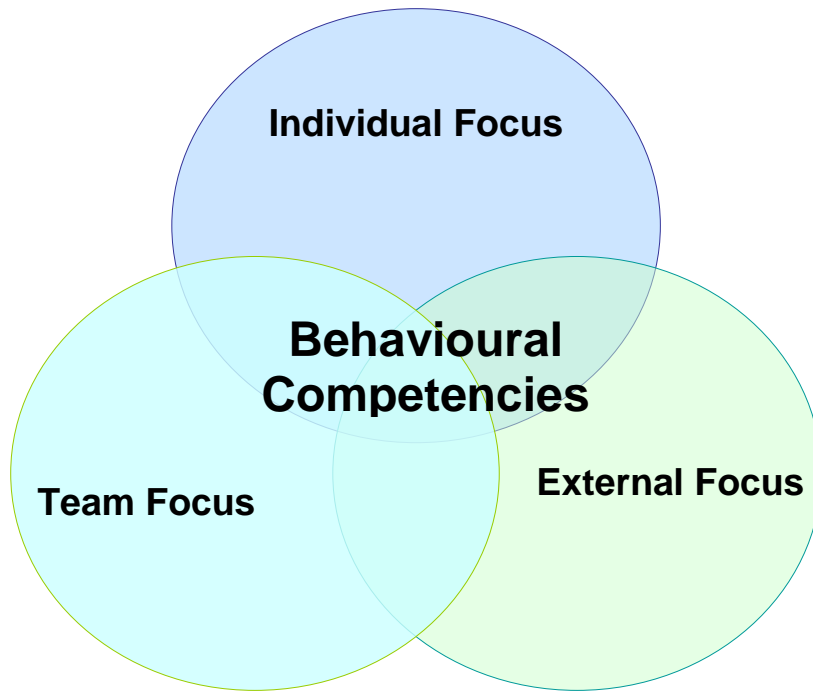
Individual	External	Team
Strategic Focus	Customer Responsiveness	Works well with others
Communication	Political Awareness	Enables Organisational Change
Does the Job well		Improves performance and teams
Leadership		Develops talent

INDIVIDUAL FOCUS BASED COMPETENCIES

Competency:		Strategic Focus	
This is about the big picture, considering and recommending options and showing the way forward so others understand what they must do to align their efforts to our goals.			
Level 1	Level 2 (+ Level 1)	Level 3 (+ Levels 1 & 2)	Level 4 (+ Levels 1, 2 & 3)
I understand the way we do things and the values and standards we work to.	I understand the link between my own work and the Council's Strategic Objectives.	I establish clear plans with achievable milestones and timescales aligned to the Council's strategic aims.	I have a strategic set of long term goals and vision and understand how these link to organisational aims and objectives
I contribute to the council's success by committing to deliver my goals and objectives and daily tasks.	I balance local needs with the longer-term and wider needs of the Council	I review and monitor progress against corporate strategic outcomes as opposed to inputs and outputs	I identify external threats and opportunities, ensuring that issues and demands are fed into the organisation
	I ensure that colleagues and partners understand corporate strategic outcomes and the contribution they make towards them	I ensure resources remain directed towards strategic priorities.	I Identify potential options which utilise strengths or address weaknesses to create flexible future strategies so that timely action can be taken
	I identify conflicting priorities when they emerge during the delivery of the Council's plans.	I challenge and innovate by pursuing new opportunities that are consistent with the Council's aims and encourage staff to push boundaries.	I promote the principles of diversity policies that can be recognised by employees, customers, partners and colleagues
		I intervene when necessary to keep others aligned with the goals	I step back from detail to take an overview of complex situations affecting the organisation.
		I maintain long term perspective when dealing with short term issues	I communicate strategic aims and objectives to employees
		I live the values in terms of respect and courtesy	I understand the benefits commissioning delivers in improving services and partnerships.

Strategic Focus	
Examples of Positive Indicators:	**Examples of Warning Signs:**
• Supports organisational objectives even when at odds with those in own department or sphere. • Shows commitment to the long-term goals of the Council. • Explains the strategic benefits of decisions to team members or colleagues. • Works towards planned career goals and personal ambitions. • Uses brainstorming techniques with others to identify opportunities and solve problems.	• Pursues his or her own personal or departmental interests even when not in line with Council objectives and values. • Reacts to requests or priorities without thinking about the longer term. • Demonstrates a narrow, departmental focus. • Shows no interest in learning about the Council's strategy or work outside his or her own area. • Manages day to day but does not think about the future. • Misses obvious connections. • Exhibits inconsistency between words and actions. • Does not clearly communicate organisational values and strategies to employees.

Please note that the warning signs and positive indicators may not be applicable to every level.

Competency		Communicates	
This is about ensuring information is understood by listening, talking, writing and presenting.			
Level 1	Level 2 (+ Level 1)	Level 3 (+ Levels 1 & 2)	Level 4 (+ Levels 1, 2 & 3)
I am aware of the impact of my own behaviour and approach on others	I write clearly, and concisely using "plain English" and appropriate language and grammar	I prepare well to deliver smooth and effective presentations	I take the time to understand what others are saying and feeling
I listen and ask questions to clarify areas of doubt	I vary style or techniques according to the intended audience or situation to ensure understanding	I enable meaningful discussion and dialogue between individuals and groups	I put forward persuasive arguments based on evidence
I use language or actions that demonstrate that I respect and value others	I speak clearly and express myself well in groups and one to one conversations	I am open and honest when advising customers, colleagues partners and members on what can and what can't be delivered/achieved	I probe to gather a full understanding of complex issues
I give and receive feedback and act upon it	I listen to and values contributions from others	I have difficult conversations, even if it is uncomfortable	I have the ability and willingness to communicate with others including hostile audiences and large groups
I share information where relevant and appropriate	I use appropriate non – verbal communication	I make complex issues easier to understand through effective conversations	I ensure the effectiveness of my communication is continuously reviewed and improved
	I actively seek feedback about my communication.		I am emotionally intelligent
	I live the elements of the values in terms of courtesy and respect. I say thank you and well done. ★		

Communicates	
Examples of Positive Indicators:	**Examples of Warning Signs:**
- Listens to the views and opinions of others and acts appropriately - Gives the right information at the right time taking into account individual needs - Presents spoken and written information clearly and concisely - Has a polite and positive approach - Builds and presents a positive case stressing the benefits - Adapts approach for different audiences and occasions - Prepared to work to achieve a win-win solution where possible	- Does not listen to others views - Gives information lacking clarity, simplicity or inaccurately and/or at the wrong time - Presents information in a muddled, unclear or jargonised way - Is negative rude or interrupts - Does not attempt to get people on board with an idea - Uses the same approach whatever the situation - Does not compromise - Gives in too easily - Has difficulty getting the point across verbally or in writing - Avoids communicating difficult messages - Negative body language

Please note that the warning signs and positive indicators may not be applicable to every level.

Competency	Does the Job Well		
This involves taking personal responsibility for doing a good job.			
Level 1	**Level 2 (+ Level 1)**	**Level 3 (+ Levels 1 & 2)**	**Level 4 (+ Levels 1, 2 & 3)**
I understand the expectations of my job and clarify what is expected if necessary	I use measures to understand my performance.	I tackle difficult problems and I take responsibility for reaching solutions.	I achieve significant progress in the long term, wider performance of the Council
I choose to be positive and strive to be brilliant. ★	I challenge and Innovate ★	I take responsibility for overall performance levels and seeks ways to improve ★	I make decisions through weighing up cost-benefit and risk implications. I act entrepreneurially to make performance gains.
I value others ★	I work at the correct level by delegating suitable tasks to others	I manage staff, resources and performance effectively.	I prioritise and resolve conflicting budget demands.
I am open, honest and accountable ★	I acknowledge the work and contribution of others.	Performs analysis and complex problem solving understanding the implications of decisions	I emphasise value for money in securing resources, deploying these where best used in a co-ordinated fashion
I am the best I can be★	I take responsibility for ensuring errors are rectified and quality issues are addressed	Seeks feedback to improve teams performance	I support others in taking managed risks ensuring that plans reflect corporate risk management principles
I challenge and innovate★	I act according to the councils various protocols and compliance.	I forecast demand and budgets and plan ahead accordingly.	I challenge and am prepared to be challenged
I seek feedback to improve my own performance.	I ask for the support and development I need to improve service performance.	I understand financial information and it's implications on managing resources across the organisation.	I am visible and approachable to all
	I work in a timely and accurate manner, planning, co-ordinating and reviewing progress.	I ensure colleagues understand the expectations of the job	
I understand my role and responsibilities regarding the safeguarding of Children and Vulnerable Adults	I understand my role and responsibilities regarding the safeguarding of Children and Vulnerable Adults	I understand my role and management responsibilities regarding the safeguarding of Children and Vulnerable Adults	I understand my role and leadership responsibilities regarding the safeguarding of Children and Vulnerable Adults
Please refer to the Leicestershire Safeguarding Children Board competencies here Please refer to the Leicestershire Safeguarding Adult Board competencies here Group 1pg 16-18 applies to all staff, Group 5 pg 28-31 applies to DSO's, Group 7 pg 35-36 applies to Service Managers, Group 8 pg 37-38 applies to CMT, Group 9 pg 39-40 applies to HR and any role delivering safeguarding awareness training.			

Does The Job Well	
Examples of Positive Indicators:	**Examples of Warning Signs:**
• Agrees achievable goals at the start of each project. • Strives towards targets. • Refuses to settle for second best. • Works to a 'to do' list, and tracks due dates and delivery • Seeks feedback. • Manages performance and leads team performance • Looks for opportunities to improve processes and ways of working	• Gives up easily • Seeks excuses rather than solutions or ways forward. • Takes 'no' for an answer without probing further. • Exaggerates one's own input or claims another's work or idea as one's own. Fails to acknowledge the contributions of others. • Loses sight of how a task fits into wider objectives. • Fails to meet deadlines or keep within budget without proper reason. • Has to be chased for completion of job. • Fails to look at problems from varying angles, considering impacts on a variety of groups • Fails to tackle performance issues • Actively seeks reasons/excuses not to complete tasks

Please note that the warning signs and positive indicators may not be applicable to every level.

COMPETENCY		Leadership	
This is about leading, motivating, encouraging, inspiring, empowering and supporting others.			
Level 1	**Level 2 (+ Level 1)**	**Level 3 (+ Levels 1 & 2)**	**Level 4 (+ Levels 1, 2 & 3)**
I demonstrate a clear sense of purpose	I delegate accountability to the right level and encourage others to take ownership	I trust and inspire trust from others by being open, honest and accountable. ★	I inspire confidence and a 'can do' approach to achieving the vision and direction
I am aware of the impact of my behaviour and live the values★	I give others opportunities to practise new skills and capabilities.	I set examples that are consistent and provide direction by being open, honest and accountable★	I publicly support and accept accountability for the council's vision and direction
I build others' confidence, making them feel more competent to do their jobs.	I provide a supportive environment and remove barriers to effective working.	I inspire and enthuse people about vision and direction and achieving their goals	I am visible and accessible within the organisation and the community and at regional and national forums
I participate in discussions and decision making.	I encourage colleagues to achieve their workload alongside work life balance.	I use a variety of leadership styles at the appropriate time	I delegate fully and create opportunities which help others to develop their potential.
I respect diversity in the workplace	I ensure that staff appraisals and 1:1's are carried out on a timely and regular basis.	I nurture a strong team and organisational identity and pride in the council to be the best we can be. ★	My leadership style engages others to the councils vision and direction
I challenge inappropriate behaviour	I praise achievements and celebrate individual and team success	I help individuals think through issues for themselves using a coaching style.	My behaviour reflects the competencies, culture and values★
I set good example to others	I identify training and development needs for the team, considering future needs.	I encourage and act upon feedback	
	I set clear direction and let people know exactly what is expected of them.	I ensure fairness of opportunity within the workplace.	
	I deal with problems and issues quickly and clearly	I take personal accountability for achieving corporate outcomes.	
		I give constructive feedback in a timely fashion.	
		I give credit and recognition to others	

Leadership	
Examples of Positive Indicators:	**Examples of Warning Signs:**
• Makes time for the team - e.g. makes him/herself visible and available. • Delegates appropriate elements of complex tasks and encourages others to do the same, confirms when others have understood and learnt from delegated tasks • Treats team members equitably, and acts as a facilitator when team members experience conflict • By being non defensive and giving feedback, creates a supportive climate where everyone feels they can drive improvements, take risks, make mistakes and learn from them • Helps team members to come up with their own answers rather than solving problems for them • Finds ways and time to coach others • Creates a culture of trust and accountability • Acts quickly to deal with difficult issues	• Delegates to individuals without providing necessary support or resource • Fails to support others or lets others take the blame when things go wrong • Assumes individuals have knowledge and skills to do the job without knowledge • Expects certain behaviours but does not set personal example • Fails to give equal support or development opportunities to all members of the team • Avoids dealing with difficult issues • Does not capitalise on diverse skills and ideas offered by the team • Accepts without question the reputation of an individual and denies development opportunities because the person is considered 'high risk' • Delivers unclear or conflicting messages

Please note that the warning signs and positive indicators may not be applicable to every level.

EXTERNALLY FOCUSED COMPETENCIES

COMPETENCY		Customer Responsiveness	
This is about doing what is important for customers			
Level 1	**Level 2 (+ Level 1)**	**Level 3 (+ Levels 1 & 2)**	**Level 4 (+ Levels 1, 2 & 3)**
I keep customers up to date and informed in a timely way, resolving problems.	I respond quickly when service, team and individuals are not achieving agreed outcomes	I establish systems to enhance customer responsiveness and collect customer feedback.	I work closely with customers, to develop an independent view of their needs and acting in their long-term interest.
I am the best I can be for our customers★	I question "how is this being customer responsive?"	I focus resources without bias on priority areas and/or key customer groups.	I move customer thinking forward, building understanding of issues beyond my day-to-day work.
I understand who the customers are and their needs.	I analyse and interpret policies and plans in order to develop and implement relevant, fair and consistent working practices	I create an environment where people take personal responsibility to be the best they can be for their★ customers	I put in place regular and systematic mechanisms for evidence monitoring and reviewing progress against plans
I demonstrate care and concern for customers.	I am accountable when things go wrong★	I identify good practice and solutions integrating them into service provision	I take timely actions to review and amend priorities and plan in the light of emerging issues
I take pride in delivering a high quality product or service	I challenge and innovate to actively pursue continuous service improvement	I establish underlying needs of customers beyond those initially expressed	I anticipate changes and risks and identify pressure points that could impact on resources
I recognise differences in people and responds positively to them.	I seek and respond accordingly to customer feedback	I manage conflicting priorities when they emerge during the delivery of plans	I translate feedback into strategic improvement and contribute to the development of service strategy
I display a can-do attitude	I strive to find realistic solutions for the customer	I involve the team in reviewing and managing service progress	I embed a culture of high quality customer responsiveness
I take ownership of our customer enquiries	I challenge poor customer responsiveness/behaviour with individuals.		
I manage customer expectations and treat them fairly			

Customer Responsiveness	
Examples of Positive Indicators:	**Examples of Warning Signs:**
- Responds to all customer queries promptly, positively, courteously and respectfully - Asks questions to identify customers needs, trying to see things from their point of view - Seeks out ways to improve policies, procedures and service delivery to meet customers needs - Actively seeks feedback and acts constructively on negative and positive feedback - Goes the extra mile - Assesses demand through use of effective measures - Does not make assumptions about customer needs, but asks lots of questions to clarify them - Tries to see things from customers' points of view - finds out about the pressures of their world so as to relate to their concerns - Requests feedback from customers to ensure satisfaction, and shares the results - Knows when, and how, politely to decline an inappropriate customer request	- Makes assumptions rather than finding out the customers needs - Inflexible towards those challenging how things are done - Insensitive towards customer concerns and undertakes tasks disregarding impact on the customer - Uses jargon, bureaucracy, red tape and excuses - Ignores customer feedback especially when negative, taking this personally - Fails to use measures in assessing demand - Does not treat all customers with respect - Fails to deliver - Fails to recognise or establish different customers' needs and delivers what he or she (rather than the customer) thinks appropriate - Assumes one type of service is valuable for all customers - Keeps customer feedback to him or herself and does not share learning - Talks dismissively about customers - Is inflexible about own system and way of doing things - Treats all customers in the same way

Please note that the warning signs and positive indicators may not be applicable to every level.

COMPETENCY		Political Awareness	
This is about understanding the impact of working in a political environment.			
Level 1	**Level 2 (+ Level 1)**	**Level 3 (+ Levels 1 & 2)**	**Level 4 (+ Levels 1, 2 & 3)**
I take steps to ensure relevant knowledge and understanding of legal and policy issue related to my service.	I am open, honest and accountable ★	I develop appropriate effective local, regional and national networks to keep abreast of changing situations	I interpret political priorities and policies and relate these to the organisation's structure, strategy and outputs.
I have an awareness of formal and informal organisational communication and working methods	I handle contentious and/or politically sensitive news appropriately and in a balanced way	I understand the context of national and local politics, including political priorities and relationships between key players and how these may impact on the organisation	I am actively aware of best practice within other organisations and use, when necessary, best practice within my own organisation
I have an awareness and sensitivity to others	Develops and uses formal and informal networks within and outside the council	I understand the impact of the political environment, both locally and nationally.	I anticipate the impact of the political environment, both locally and nationally.
I understand how the council operates in a political environment	Networks to identify others who can provide the knowledge, skill and resource necessary to resolve community and corporate issues	I develop and present options and recommendations to the cabinet and scrutiny on issues of corporate policy, legislation and standard	I work effectively with Councillors and encourage open, professional and respectful two-way communication in the spirit of partnership.
I understand the member/officer protocol.	I am able to recognise the balance organisationally and politically.	I build relationships with portfolio holders and members	I keep abreast and informed of political; developments

Political Awareness	
Examples of Positive Indicators:	**Examples of Warning Signs:**
• Builds networks and uses these effectively • Anticipates how to deal with sensitive circumstances and is prepared to put plans in action • Is up to date with knowledge of best practice and the political climate • Is able to provide a range of options in reports demonstrating breadth of understanding • Takes a balanced, open and even approach to dealing with issues	• Fails to establish networks • Is sometimes insensitive to people with different viewpoints, or has difficulty understanding the viewpoints of those who are different from them • Tries to accomplish tasks without involving other perspectives, backgrounds, contributions etc • Unbalanced • Fails to engage with key members and work within the political context

Please note that the warning signs and positive indicators may not be applicable to every level.

TEAM BASED COMPETENCIES

COMPETENCY		Develops Talent	
Nurtures individuals to make the best use of their talents and skills to improve services.			
Level 1	**Level 2 (+ Level 1)**	**Level 3 (+ Levels 1 & 2)**	**Level 4 (+ Levels 1, 2 & 3)**
I take ownership of developing my own skills and knowledge	I recognise individual and group strengths and development needs and gives constructive feedback.	I value and respect people and their diversity, and have the confidence to allow people to shine and receive recognition for their achievements.	I champion and develop the next generation of leaders and provide opportunities for them to be brilliant
I am prepared to challenge and innovate★	I provide or take ownership of ensuring learning and development opportunities are planned for, and met by providing support through regular supervision and appraisal, creating a culture of continuous improvement.	I provide or arrange appropriate support and coaching, and delegate fully so that individuals are empowered to take on more responsibility	I am actively aware of best practice within other organisations and use, when necessary, best practice within own organisation to address our own strategic development needs
I learn from my mistakes and welcome constructive feedback	I agree learning and development opportunities that are linked to competencies and the achievement of targets	I manage risk associated with developing talent	I constantly raise the bar on myself and others to reach new levels by coaching and providing feedback.
	I value the team and seek to support and develop them (or myself)	I recognise, acknowledge and celebrate team and individual achievements	I create a culture of learning, development and support and continuous professional development
	I identify informal "on the job" development opportunities	I inspire and challenge the team and individuals to achieve their full potential	I inspire others to develop by the behaviour I demonstrate

Develops Talent	
Examples of Positive Indicators:	**Examples of Warning Signs:**
- Coaches and mentors on a regular basis - Gives assignment to develop skills - Encourages and gives honest feedback to others - Supports the strengths and achievements of others - Recognises achievements - Holds regular supervision and appraisal meetings with action plans - Champions others development for the benefit of the business	- Sees little value in the long term development of employees and challenging them to achieve aspirations - Neglects to follow through on employee development plans - Seldom provides opportunities for employees to learn from one another - Avoids dealing with tough people decisions i.e. managing poor performance or challenging employee behaviour - Provides little or no feedback or gives feedback in an unconstructive or inappropriate approach - Does not champion the next generation of leaders - Puts little effort in to developing own successors

Please note that the warning signs and positive indicators may not be applicable to every level.

COMPETENCY	Enables Organisational Change		
Understands the need for change and delivers the process.			
Level 1	Level 2 (+ Level 1)	Level 3 (+ Levels 1 & 2)	Level 4 (+ Levels 1, 2 & 3)
	I find and promote innovative ways of doing things	I understand and seek to overcome the potential barriers to achieving change	I understand the needs of the community and deliver a strategy that reflects these needs
I engage with others and deliver agreed changes in work practices and processes	I develop, evaluate and recommend options in developing a business case for change	I involves others in generating options and joint solutions to ensure buy in and commitment	I behave in a way that reflects and promotes the principles contained in valuing diversity policy that can be recognised by customers, colleagues, members and partners
I listen to new ideas and am willing to try out new things	I source the relevant information needed to resolve problems and support decisions in a thorough and timely way	I translate strategic vision into practical and achievable plans	I inspire others by championing changes to achieve common goals
I challenge & innovate ★	I understand the impact and the process of change on the individual and the team and manage the impact accordingly	I make complex ideas, issues and situations clear and understandable	I articulate a vision that generates excitement, enthusiasm and commitment
I am open, honest and accountable ★	I demonstrates integrity, fairness and consistency in decision making	I devote time to understand, analyse and interpret the issues and implications of problems and decisions	I read the organisation effectively through change.
I understand how I deal with change	I effectively communicate change processes	I remain focused when faced with competing demands	
I respect others reactions to change		I use project management techniques to deliver change	
		I understand and respect others' fears and reactions to change.	
		I support peoples reactions to change appropriately	

Enables Organisational Change	
Examples of Positive Indicators:	**Examples of Warning Signs:**
- Forecasts the long term implications of change - Supports organisational objectives even when disadvantageous in own areas - Shows commitment to the long-term goals of the organisation - Explailns the strategic benefits of th dicisions to team members or colleagues - Works towards planned career goals and personal ambitions - Uses systematic approaches to supprt delivery of change	- Pursues his or her own personal interests even when not in line with organisational objectives and values - Reacts to requests or priorities without thinking about the longer term or bigger picture or without relevant data - Shows no interest in learning about the organisation's work outside his or her own area - Openly disucsses issues in a negative way - Undermines new ways of doing things - Creates barriers and does not accept change

Please note that the warning signs and positive indicators may not be applicable to every level.

COMPETENCY		Improves Performance And Teams	
Constantly strives to do better.			
Level 1	**Level 2 (+ Level 1)**	**Level 3 (+ Levels 1 & 2)**	**Level 4 (+ Levels 1, 2 & 3)**
I take personal responsibility for improvement of my performance	Give timely and specific feedback where there is poor performance of individuals and teams.	I take appropriate action to address capacity/capability issues to achieve results.	I challenge and innovate to generate solutions that bring tangible benefits and outcomes. ★
I challenge and innovate to make improvements ★	Ensures that learning and development needs are planned for and met (self & team)	I plan, prioritise and set clear, realistic and measurable goals for myself, my team and my service area	I encourages others to challenge and innovate to create strategies, visions and improved services ★
I accept feedback on my performance	I value others performance with praise, support and recognition	I recognise and celebrate achievements and share these achievements with stakeholders.	I challenge and innovate to introduce new strategies to improve partnership working ★
I give timely and specific feedback on what has been done well and recognise achievements ★	I facilitate effective team working, removing barriers that get in the way	I recognise and respond positively to differences between team members, including working styles, culture, and communication.	I identify organisational development needs against corporate targets
I give timely and specific feedback where there is room for improvement I give feedback	I value the different roles and contributions of other teams. ★	I ensure my team is the best they can be ★	I share learning, ideas and best practice with the organisation and strategic partners and take opportunities to learn from others
	I understand the agendas and issues of other teams.	I evaluate the effectiveness of my team and take action to resolve issues as they arise	I articulate a vision that creates excitement, enthusiasm and commitment
	I am open honest and accountable ★	I challenge and innovate enthusiastically to improve services ★	I inspire and challenge the organisation to be the best they can be.
		I work to embed the values within my team to develop a Stronger together culture across the organisation ★	
		I encourage and enable my team to contribute to cross team and partnership working	

Improves Performance And Teams	
Examples of Positive Indicators:	**Examples of Warning Signs:**
• Celebrates achievement • Delegates effectively • Develops others • Always appear enthusiastic • Keen to "system think" tasks • Hunts out improvements • Lives the values	• Scrutinises how work was completed rather than celebrating achievement • Does not delegate work • Replaces clear objectives with menial to do lists • Demonstrates favouritism in the team • Does not deal with under performance or development issues • Creates an atmosphere of fear or indifference • Is inaccessible to others requiring direction • Will not develop others in the team, feels threatened • Expects certain behaviours but does not example them • Does not capitalise on diverse skills offered by the team • Tells others what they want to hear • Keeps the best jobs for themselves

Please note that the warning signs and positive indicators may not be applicable to every level.

COMPETENCY		Works With Others	
This is about working co-operatively and building productive relationships with people across and outside the organisation			
Level 1	**Level 2 (+ Level 1)**	**Level 3 (+ Levels 1 & 2)**	**Level 4 (+ Levels 1, 2 & 3)**
I recognise strengths and weaknesses within the team	I understand how my team can work with other teams and partners and I look for opportunities to work together to improve my service	I am aware of and sensitive to other teams' and partners' aspirations and agendas.	I commit to communicating supporting and delivering partnership objectives
I use active listening skills to demonstrate interest and curiosity in what is being said.	I negotiate with partners to achieve win-win solutions and builds on common interests	I work with partners to develop shared targets and ways of working	I am open honest and accountable in order to gain support for the delivery of improvements
I value my colleagues★	I remove barriers to resistance to working with other teams and partners.	I demonstrate integrity, fairness and consistency in decision making	I use appropriate influencing techniques sensitive to cultural and political needs and issues.
I recognise opportunities from working with others including external partners	I can identify and engage with "hard to reach" groups and individuals in a way which is customer responsive	I maintain and develop a range of contacts, and keeps them informed. .	I use strategic decision making which reflects a broad understanding of cultural issues and perspectives
I am open honest and accountable★	I challenge and innovate to understand, approach and work with people with different experiences and backgrounds;	I work with others to be the best we can be	I live the values to lead an organisation which promotes us being Stronger Together★
		I know the current needs of my customer and am able to predict their future needs through analysing and interpreting appropriate information.	I use ideas and concepts from other cultures creatively and in a way that demonstrates understanding and empathy.
		I am effective in developing contacts for business development	
		I can adapt easily to different cultural settings and am willing to explore critical differences in perspective to ensure mutually beneficial results	
		I build trust and credibility through my behaviour, demonstrating our values★	

Works With Others	
Examples of Positive Indicators:	**Examples of Warning Signs:**
• Receptive to new ideas and influences • Aware of the benefits of effective partnership working • Willing to compromise to achieves shared objectives • Recognised as an effective communicator demonstrating interest in others • Improves self awareness through reflection and increases own knowledge of equality and diversity • Demonstrates critical self reflection and judgement • Learns to make first impressions count • Identify relationships that are not strong, meets the individual(s) concerned to establish why, and initiates actions to build the relationship(s) • Looks for opportunities to introduce team members personally to significant contacts (customers, other colleagues, etc.) • In preparing for meetings or presentations, anticipates problems and criticisms that others might raise so as to be ready to address them • Considers who the decision-makers are, and analyses what their responses will be to the ideas to be put forward • Demonstrates interest in and understanding of own and other cultures • Aware of personal impact in interactions with colleagues and external contacts and adapts behaviour appropriately • Effective in reducing or reversing negative impact	• Unreceptive, slow to adapt • Has difficulty recognising different behaviours and cultures • Low levels of curiosity, openness and interest in learning from others • Causes offence or sets up barriers to building trust amongst partners often • Lack of sensitivity • Treats people with a lack of respect • Relies on status to influence others • Spends time building networks and relationships without thought as to how useful these contacts are to the Council • Uses the same approach to influence each time, regardless of culture or status • Unreceptive and slow to adapt; has difficulty recognising different cultural norms and behaviours • Makes false assumptions and evaluations of people and situations which cause offence and set up barriers to building trust • Conveys a lack of sensitivity; makes mistaken assumptions about the level of common understanding; is perceived as making irrational and inappropriate demands • Does not accept a need to work in partnership to improve

Please note that the warning signs and positive indicators may not be applicable to every level.