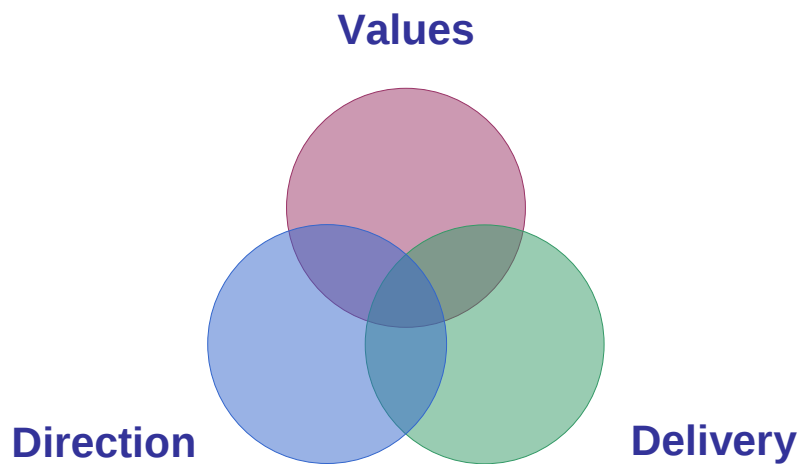


COMPETENCY FRAMEWORK



Delivering the future through people



CONTENTS

COMPETENCY FRAMEWORK

Page

3.	Introduction
3-4.	Values and Behaviours
4.	What are Competencies and why use them
4-5.	The Relationship between the Competency Framework and the Council's Values
5.	Competencies
6.	How the Competencies are structured
7.	Leadership Competencies
7-8.	How the Competencies are used
9-18.	Employee Competencies
19-29.	Management Competencies





Introduction

The Council's Corporate Plan sets out our overall vision, priorities and values. It guides everything we do as an organisation and how we go about it as we work towards securing a positive and sustainable future for the city, through decisive leadership and the development of inclusive partnerships and communities. It focuses on major issues that require specific attention rather than listing every activity that we undertake. The Corporate Plan helps us target limited resources and provides a framework against which we can assess our progress.

Whilst the Corporate Plan identifies some of the important issues facing the Council and sets out how we intend to tackle them, success will only be achieved through the valuable and effective contribution of the Council's employees and through how we behave in the workplace.

All successful organisations need skilled managers and staff – but technical proficiency alone is no longer enough. The route to success is through our internal behaviour with our fellow colleagues, and through our external behaviour with our customers and partners.

Values and Behaviours

Organisational values guide everything that we do at work. They are the principles we work to, they say what we are passionate about and what we stand for.

Values also lead to action in how we behave every day. By all working to the same values, it helps us to be consistent in how we work and make decisions, so that we work as one team, all pulling in the same direction.

During discussions and workshops we identified what was important to us (our values) and how we see the values in action (our behaviours). Understanding and displaying the values in our actions will ensure we aim to improve the lives of the people of Hull and put the customer at the heart of what we do.

It is the responsibility of all of us to strive to display and maintain the values at all times as we work with our colleagues and customers.

The following are the descriptions of our values and some of the many identified examples of behaviours that will help us achieve these.





People first

We strive to improve the quality of life for all people and families.

Respect

We treat everyone with respect, integrity, honesty and fairness.

Learning

We are curious and open to different ideas, we value feedback and constructive challenge.

Ambition

We are ambitious for our city and push the boundaries of what we can achieve.

Partnership

We work closely together across communities, the council and with our partners.

Behaviours

Curious	Integrity	Approachable	Courageous
Honest	Thankful	Positive	Caring
Ambitious	Inclusive	Listening	Innovative
Collaborative	Responsible	Reliable	

What are Competencies and why use them?

Competencies are observable behaviours – underlying characteristics, traits, attributes or qualities that we all display when we approach our work. They explain HOW we need to perform our roles, rather than WHAT we need to deliver. They do NOT define the technical skills and knowledge needed to do our jobs.

They explain to staff what behaviours are needed to move the Council in the right direction for success, and what values are important. They effectively tell us what the desired culture of the Council should look like for success.

What is the relationship between the Competency Framework and the Council's Values?

As the values underpin behaviour, effective employees are expected to display the identified behaviours supported by those in the Competency Framework and role model the values as they go about their day to day work.





Whilst the Council's vision and values are the bigger picture of what we do, the Competency Framework examines the way in which we do things – our behaviours. A Competency Framework defines competencies and provides measures (positive and negative indicators) of behavioural performance.

Identifying and describing positive behaviours that support our vision and priorities will help us assess the skills we already have and where we need to develop these further.

On an individual basis, competencies are helpful in identifying what development activities you need that will help you drive the Council towards improvement, and for you to achieve your potential.

Competencies - which are the competencies that will help us achieve success?

The skills and competencies we need to achieve our future vision and to become an excellent local authority are as follows:



The ability to take direction

- Being able to lead the Council forward to deliver the vision
- Continually improving our services



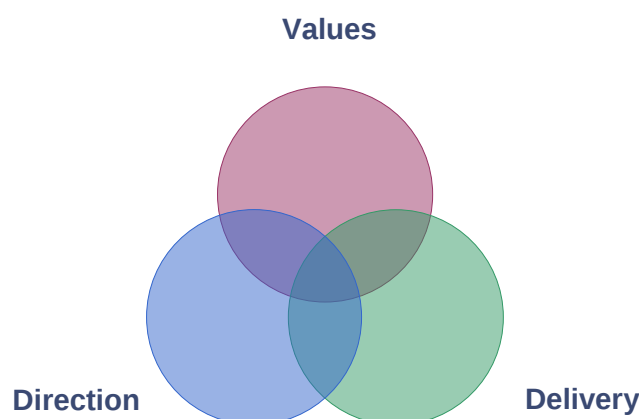
Delivering services

- Making effective decisions based on thorough analysis
- Making the right things happen
- Communicating with impact



Valuing others

- Working collaboratively with others internally and externally
- A commitment to developing yourself and others





How the competencies are structured:

There are two parts to the competency framework:

- Employee competencies
- Management competencies

The employee competencies are relevant to all employees, irrespective of the role or level of job performance.

The management competencies are for those people who manage others/services in the following ways:

- Operational management e.g. managing a front/first line service delivery
- Service management e.g. managing a range of services
- Strategic management e.g. managing a broad range of different services and/or determining corporate priorities.

Every competency has a general description and some examples of:

- Effective behaviours
- Additional effective behaviours and
- Ineffective behaviours

These behaviours are outlined for both employees and for managers.

The effective behaviours for employees are required by all staff; the additional effective behaviours might be those which employees aim to achieve through development, or perhaps by supervising staff.

The effective behaviours for managers are those management behaviours primarily needed by operational managers, and expected of service and strategic managers (who should also be able to demonstrate the set of additional effective behaviours).





Leadership Competencies

In addition to the Employee and Management Competencies the Council also has a separate set of Leadership Competencies. The effective behaviours outlined for employees and managers should be demonstrated by all leaders in the organisation with the addition of 5 other specific leadership competencies.

They are:

- Focus on Excellence
- Performance and Resource Management
- Creativity and Energy
- Personal Credibility
- Collaborative Working

More information on the leadership competencies can be found on the Intranet.

How the competencies are used:

The framework should be used to clarify and communicate our expectations when we recruit, induct, appraise, train, develop and manage the performance of our employees. At an individual level it can be used to identify our strengths and development needs.

We will use the competencies for:

Recruitment and Selection

- Person specifications and job descriptions
- Assessment/development centre design
- Competency based interviewing
- Job adverts

Learning and Development

- Learning and development activities
- Training courses
- Management and supervisory development
- Personal development planning
- 360 degree feedback



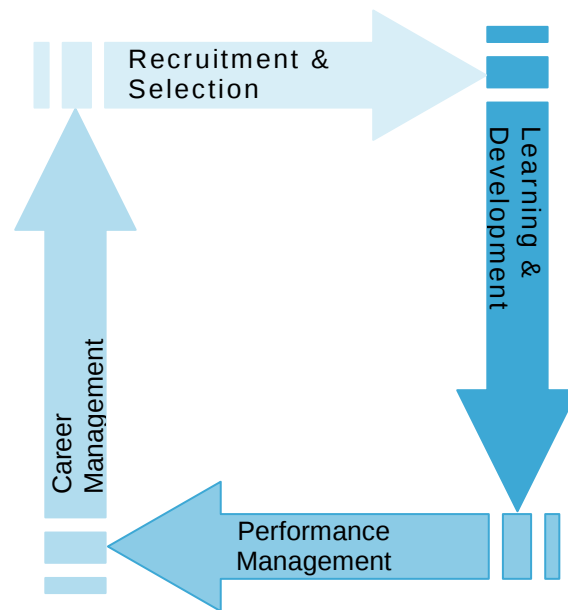


Performance Management

- Personal Growth and Performance Reviews - assessment against competencies and resulting development

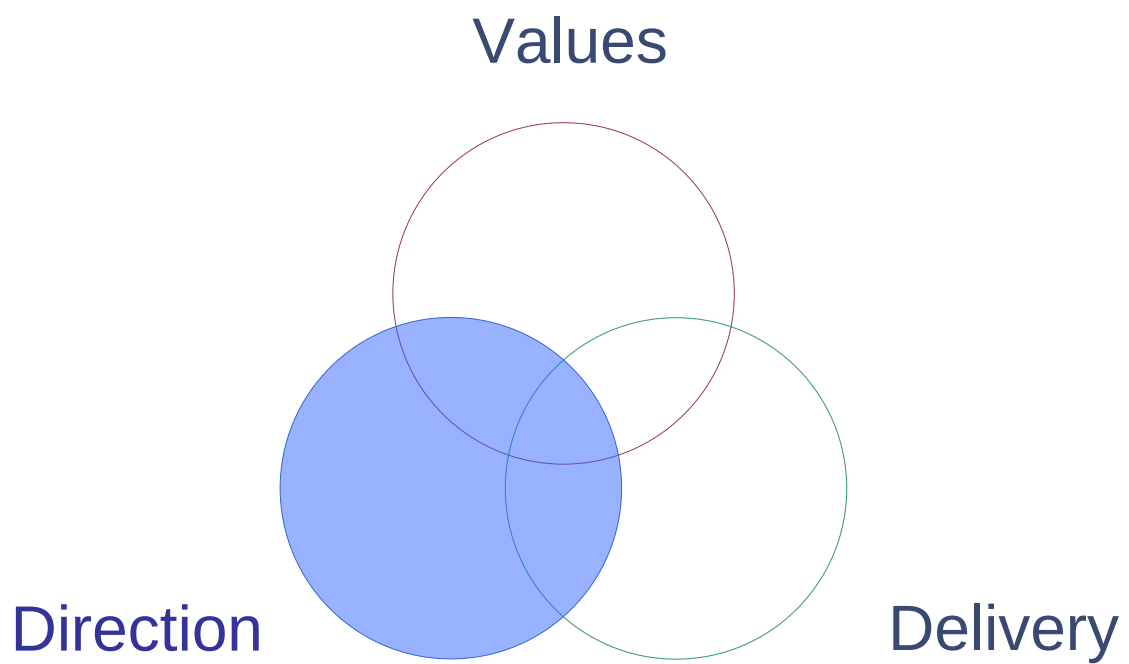
Career Management

- Career planning
- Succession planning
- Development





EMPLOYEE COMPETENCIES





EMPLOYEE COMPETENCIES

Leading forward

Creates, communicates and contributes to the delivery of the vision for the future of the Council.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Has a basic understanding of the range of services provided by the Council to customers. • Has a basic understanding of the political operations of the Council (e.g. Cabinet, remit of Members). • Understands the aims and purpose of own role. • Is able to say how own role contributes to the delivery of excellent customer service. • Acts as a representative of the Council when working with the public. • Is positive and enthusiastic in delivering own work. • Behaves in line with the Council's values and competency framework.	• Coaches new members of staff on the structure and services of the Council. • Has a good understanding of the Council's priorities for the upcoming year and the role that Members will take within that. • Creates and agrees personal objectives that support the delivery of the team's vision. • Keeps up to date with Council communications that impact on the team. • Regularly thanks others for their ideas and contributions. • Constructively challenges unacceptable behaviour in others.	• Is negative or cynical about Council policies within the team. • Is openly critical of the Council in front of customers. • Emphasises what is bad about the council rather than selling the good points. • Focuses only on own job role area of work and pays little attention to what is happening in the team or to what else is going on in the Council. • Thinks that own contribution is insignificant and down plays personal achievements. • De-motivates team members through his/her negative attitude.





EMPLOYEE COMPETENCIES

Improving Services

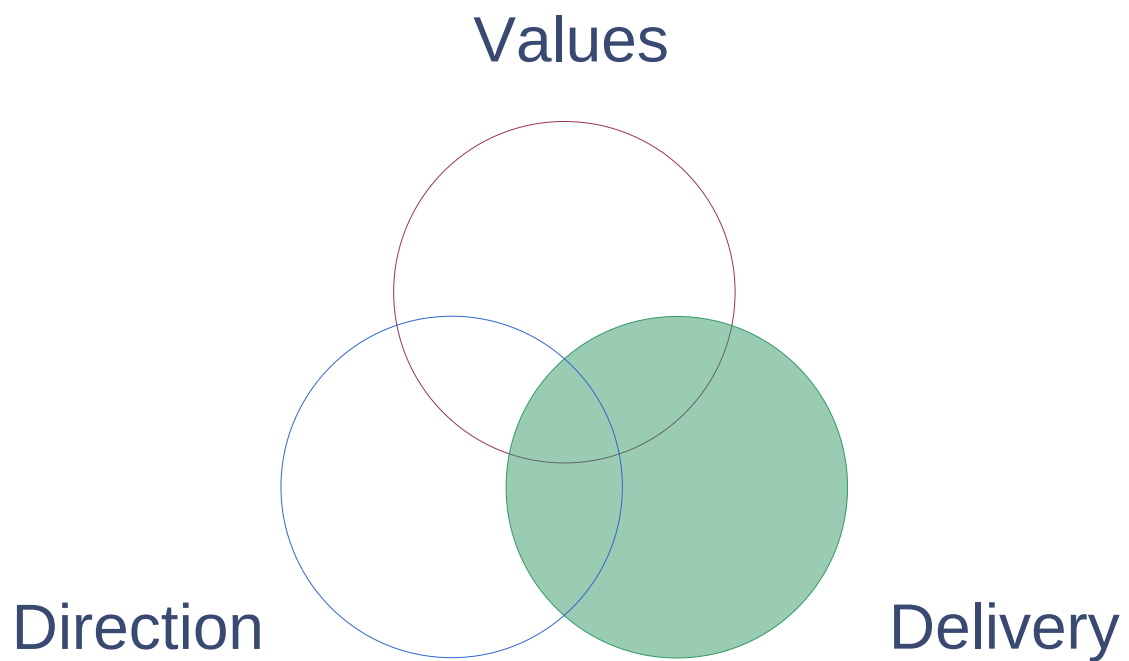
Strives for excellence; continually looking for ways to improve your own performance and that of the Council.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Consistently delivers great customer service. • Acknowledges and learns from mistakes made. • Suggests new ways of carrying out specific activities and asks for the views of others on these ideas. • Willingly takes on new or different tasks. • Takes an interest in new initiatives or changes. • Considers how changes to the team or area will impact own role.	• Regularly seeks feedback from team members on how own performance could be improved. • Supports others in helping them think through how they could deliver better customer service. • Creates and tries out new activities or processes within agreed boundaries. • Evaluates the success of new ideas, looking for ways in which to improve them. • Fully understands the benefits of the change to customers. • Communicates this to those who have concerns or doubts.	• Does not listen to customers or partners or show understanding for their needs. • Displays an inflexible approach. • Displays little or no knowledge of the range of services provided. • Raises problems rather than solutions. • Reacts negatively to ideas or suggestions put forward by other people or team members, and rejects ideas without thinking them through. • Avoids learning new technology or new processes/systems. • Is cynical about change.





EMPLOYEE COMPETENCIES





EMPLOYEE COMPETENCIES

Analysis and decision making

Gathering and analysing information to ensure that decisions are robust and based on thorough analysis.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Keeps information and records up to date. • Identifies the information needed to make an informed decision. • Where appropriate, follows set procedures for analysing information. • Draws initial conclusions based on the available data and discusses these with other members of the team. • Accesses agreed guidelines to help inform decisions or actions. • Carefully and accurately documents the analysis undertaken.	• Draws on a range of data sources when trying to establish the full picture. • Is open to the ideas and suggestions of others. • Breaks larger problems down into more manageable parts for analysis. • Identifies patterns in the data and puts forward suggestions as to why this might be occurring. • Takes responsibility for own decisions, clearly explaining the rationale to others. • Is prepared to challenge decisions he/she doesn't agree with.	• Makes snap decisions based on instinct rather than fact. • Frequently makes decisions in isolation. • Takes data at face value and does not explore its validity. • Spends his/her whole time gathering information without coming to a timely conclusion. • Gets others to make decisions they should have taken responsibility for themselves. • Does not accept a problem exists.





EMPLOYEE COMPETENCIES

Making things happen

Planning and managing workloads; prioritising activities and ensuring the resources are in place to achieve a successful outcome.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Has a solid understanding of own role and what he/she needs to deliver. • Seeks advice from others on which are the priority activities and undertakes work accordingly. • Takes ownership for the delivery of a task. • Provides realistic estimates to others on how long activities will take to complete. • Keeps others up to date on progress in delivering specific tasks. • When possible, provides early warning of any personal commitment (e.g. holidays). • Pays attention to detail.	• Has a good understanding of the overall targets he / she is working to. • Makes own workload clear to others and indicates whether or not he/she has any time available to provide support. • Is flexible in dealing with unexpected requests or events – impacting them on current workload. • When appropriate, draws on other members of the team to ensure that tight deadlines are achieved. • Challenges unrealistic deadlines, giving evidence in support of own position. • Anticipates potential problems in delivery and acts to address them at an early stage.	• Works in isolation of overall objectives. • Misses deadlines without letting others know there is a problem. • Focuses on problems rather than solutions. • Ignores/doesn't act on decisions he/she doesn't agree with. • Poor follow-up and follow through. • Accepts obstacles as being immovable. • Misses detail and makes repeated mistakes.





EMPLOYEE COMPETENCIES

Communicating with impact

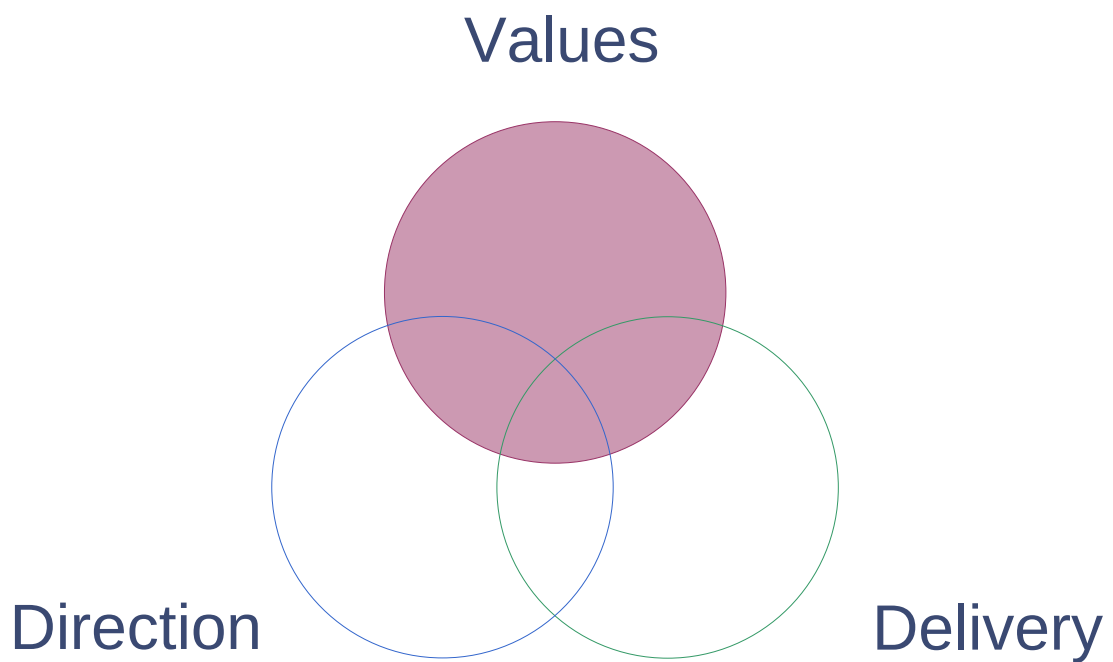
Communicating openly and honestly; taking time to listen to the needs of others and shaping your message to best convey your position.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Is polite and considerate when talking to others. • Is open and honest in the messages conveyed to team members and customers. • Identifies the most appropriate method of communication given what needs to be said (e.g. letter, face-to-face or e-mail). • Clearly explains Council words or phrases to those who haven't come across them before. • Listens to others and checks back to ensure he/she has understood what has been said. • Checks to ensure the audience has understood what he/she was trying to say.	• Is open and non-judgemental in discussing difficult issues with others. • Ensures that own words and actions are consistent. • Drafts standard responses to regularly occurring issues (e.g. frequently asked questions). • Considers the knowledge and capability of the audience when creating communications. • Asks for feedback from others on style of communication – identifying what could be improved. • Anticipates what others might want to know given their role or objectives.	• Demonstrates insensitivity; lack of tact, does not show respect for confidentiality. • Appears bored or uninterested when others are talking. • Misses out key points/waffles. • Communicates to suit own needs and does not seem to consider others. • Over use of e-mail as a means of communicating with others instead of a personal approach e.g. in person or telephone. • Uses jargon which cannot be understood by the customer.





EMPLOYEE COMPETENCIES





EMPLOYEE COMPETENCIES

Collaboration

Building and maintaining strong working relationships to help the Council deliver a better service to its customers.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Is a team player, seen as open, helpful and approachable by others. • Values the diversity of the team. • Supports other members of the team in delivering their work – ‘pitching in’ when required. • Is prepared to take on different roles within the team as, and when, required. • Has a basic understanding of the different service areas and external organisations that work with the team. • Explains the role of the team to customers and other teams in the Council.	• Openly appreciates the contributions that other team members make to the team. • Continually tries to develop good relationships with other individuals and teams within the Council. • Makes self available to support team members in delivering their work or developing new skills. • Understands the role different partners play in supporting the efforts of the team. • Responds promptly to the questions or issues of external partners or other teams. • Keeps stakeholders up to date with changes in the team or activities undertaken by the team.	• Is openly critical of other members of the team. • Is reluctant to share information. • Regularly seeks help or support from members of the team, without offering anything in return. • Works to meet own needs, often at the expense of team goals. • Has an automatic response of ‘no’ without knowing what is being asked or the context for the request. • Uses team working as a means of ‘passing the buck’ or is passive in team activities, relying on others to input.





EMPLOYEE COMPETENCIES

Developing self and others

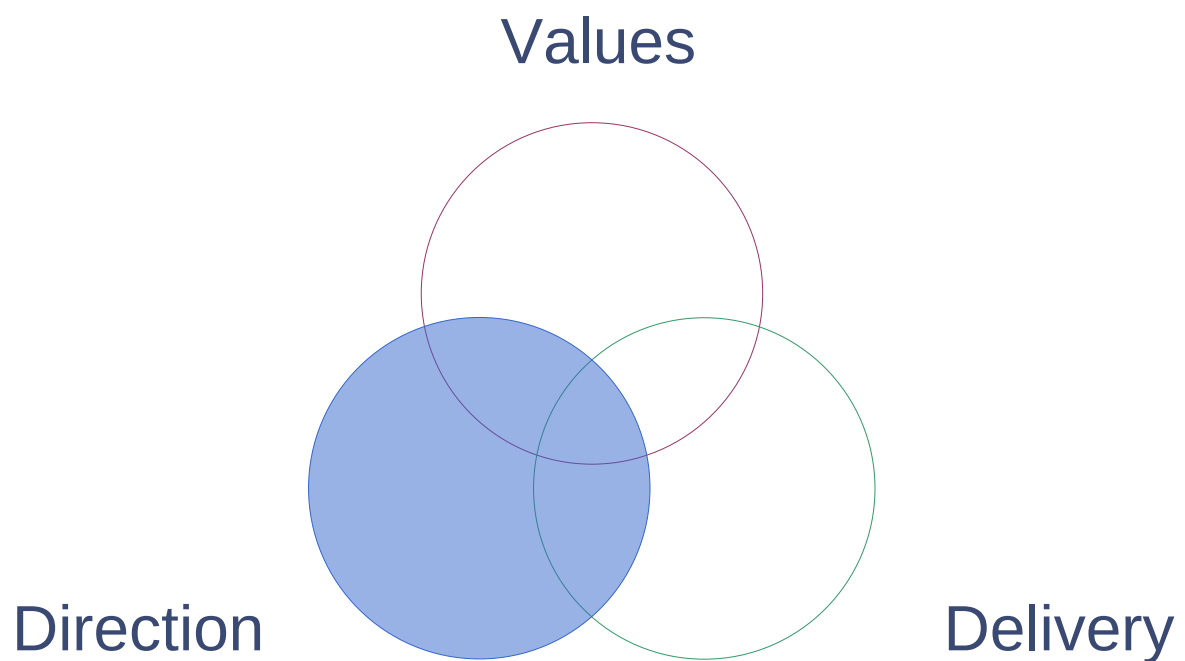
Are committed to developing your own skills, knowledge and competencies and supporting others in doing the same.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Understands personal strengths and draws on these in conducting own role. • Identifies development needs and looks for ways in which to address them. • Seeks the advice of others in finding appropriate routes for development. • Asks for, and is open to, feedback from others. • Actively participates in the Council's performance management process. • Where appropriate, supports others in their development (e.g. taking new staff members through the 'basics').	• When role changes, reassesses own strengths and development needs. Identifies the gaps and what needs to be done to address them. • Asks for feedback from a wide range of individuals to fully understand own performance. • Creates and agrees a personal development plan that guides development throughout the year. • Acts as a 'buddy' for new joiners to the team. • Having been on a development event, shares that learning with the team. • Where asked, provides feedback to others on their strengths and areas for development.	• Thinks that development is something others should do – rather than looking to own needs. • Takes on tasks that he/she doesn't have the skill or knowledge to deliver on. • Treats constructive or negative feedback as a failing rather than an opportunity to improve. • Regards developing team members as threat to own position. • Responds negatively to constructive feedback.





MANAGEMENT COMPETENCIES





MANAGEMENT COMPETENCIES

Leading forward

Creates, communicates and contributes to the delivery of the vision for the future of the Council.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• 'Sells' the future vision of the Council to customers and partners. • Outlines how individual team members can contribute to delivering the vision for the Council. • Takes a long term view of the future of the team, looking for the challenges they might face in the upcoming years. • Clearly communicates the role and purpose of the team to team members. • Makes individuals feel valued as both team members and individuals. • Leads by example – behaving in a way that reinforces the tone and direction of the team.	• Contributes to the development of the Council's vision. • Keeps up to date with Government initiatives and assesses the impact they would have on the vision. • Creates a vision for own area that is seen as both inspiring and achievable. • Pushes service area to lead the way in delivering excellent performance and customer service. • Is a role model for the Council – behaving in line with the values and competencies of the Council and encouraging others to do the same. • Is a visible leader – to staff and customers.	• Sticks to own area of operations and pays little attention to what else is going on in the Council. • Appears cynical or negative about Council policies in front of team members. • De-motivates team members through his/her negative attitude. • Adopts one style of leadership for all situations. • Focuses all energies on external stakeholders rather than directing and supporting team members. • Does not accept the importance of the leadership role in delivering the vision, or tries to delegate this responsibility to other managers.





MANAGEMENT COMPETENCIES

Improving Services

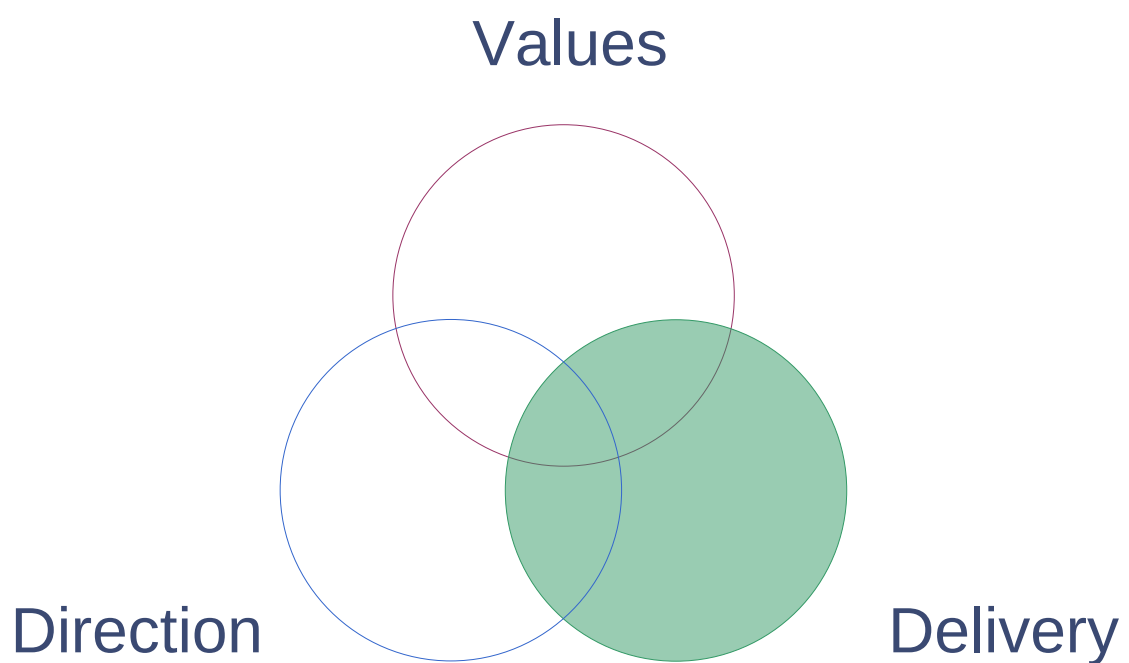
Strives for excellence; continually looking for ways to improve your own performance and that of the Council.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Works with individual team members to address poor performance or specific issues. • Encourages a no blame culture in the team, in which mistakes are seen as opportunities to learn. • Creates opportunities for the team to discuss new ideas or options in a safe and open manner. • Is fair and non-judgemental in evaluating new ideas of team members. • Impacts wider Council changes on the operations of the team. • Fully understands the political agenda in relation to improving services. • Is a role model in positively embracing change and selling the customer benefits to the team.	• Sets and communicates stretching performance targets for the area. • Continually tracks customer service and performance levels to identify trends and options for improvement. • Evaluates innovations in the marketplace to see if they could be applied within the Council. • Assesses the cost and viability of suggested performance improvement activities. • Acts as a champion for change – taking ownership of the change and driving it forward. • Has a comprehensive understanding of the processes of the area – using this to more effectively implement change.	• Imposes changes on employees instead of discussing how a new idea could best be introduced. • Comes across as 'set in his/her own ways' and reluctant to embrace new ways of working • Is quick to reject ideas without thinking them through. • Assumes that all team members should/can work to his/her standards. • Continually talks about change without taking action to make it happen. • Solely focuses on the short term costs of change rather than considering longer term benefits. • Does not evaluate new systems/processes to identify whether or not they delivered the promised benefits.





MANAGEMENT COMPETENCIES





MANAGEMENT COMPETENCIES

Analysis and decision making

Gathering and analysing information to ensure that decisions are robust and based on thorough analysis.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Seeks out individuals who could provide a different or contrary perspective. • Identifies the political issues that need to be considered by Members. • Creates protocols and guidance for the analysis of recurring information (e.g. monthly returns). • Anticipates potential challenges to decisions made and considers how to address them (e.g. Member concerns/pressure). • Is prepared to take difficult or unpopular decisions and openly explains the rationale behind the decision taken. • Provides support and guidance to team members in their analysis and decision making activities.	• Commissions or gathers external management information to provide a different perspective. • Identifies future information requirements. • Makes connections between very different pieces of information to identify trends or opportunities. • Analyses the trends of own area in relation to that of other service areas, organisations or Councils. • Maintains a fair and balanced approach in the analysis of political or sensitive situations. • Identifies the wider implications of issues or trends (e.g. political, legal) – thinking beyond own area.	• Takes the credit for good decisions and blames others for bad ones. • Frequently makes decisions in isolation. • Does not ensure that data is evaluated and valid before using it for decision making. • Often need to backtrack as decisions have not been properly thought through. • Uses the system or hierarchy to get round decisions made. • Ignores Member concerns and does not consider political implications of decisions.





MANAGEMENT COMPETENCIES

Making things happen

Planning and managing workloads; prioritising activities and ensuring the resources are in place to achieve a successful outcome.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Creates team plans that reflect the priorities of the wider service area. • Sets clear objectives for individual team members, reviewing progress on an ongoing basis. • Delegates activities with consideration for the workloads of individual team members. • Manages the teams work flexibly, balancing longer term goals with short term priorities. • Challenges the way in which team members deliver activities ensuring the most effective approach is adopted. • Has a strong understanding of the political framework within which the team operates and the risks and opportunities this brings.	• Works with team leaders to develop plans to deliver area goals or targets. • Identifies the changes that need to take place in order to achieve stretching targets. • Designs structures and processes that maximise the use of available resources and are flexible enough to adapt to future challenges. • Assesses the impact of new initiatives or targets on the areas ability to deliver. • Challenges recurring barriers to successful delivery. • Anticipates and manages political barriers to delivery. • Identifies potential future risks and puts contingency plans in place to mitigate them.	• Frequently changes priorities without warning or explanation. • Starts new initiatives but never sees them through to conclusion. • Makes unreasonable requests of others that take little account of current workloads or available time. • Gives team members little freedom to manage own workload. • Is too hands off in managing delivery – never gets involved or tracks progress. • Initiates projects without assessing the wider risks.





MANAGEMENT COMPETENCIES

Communicating with impact

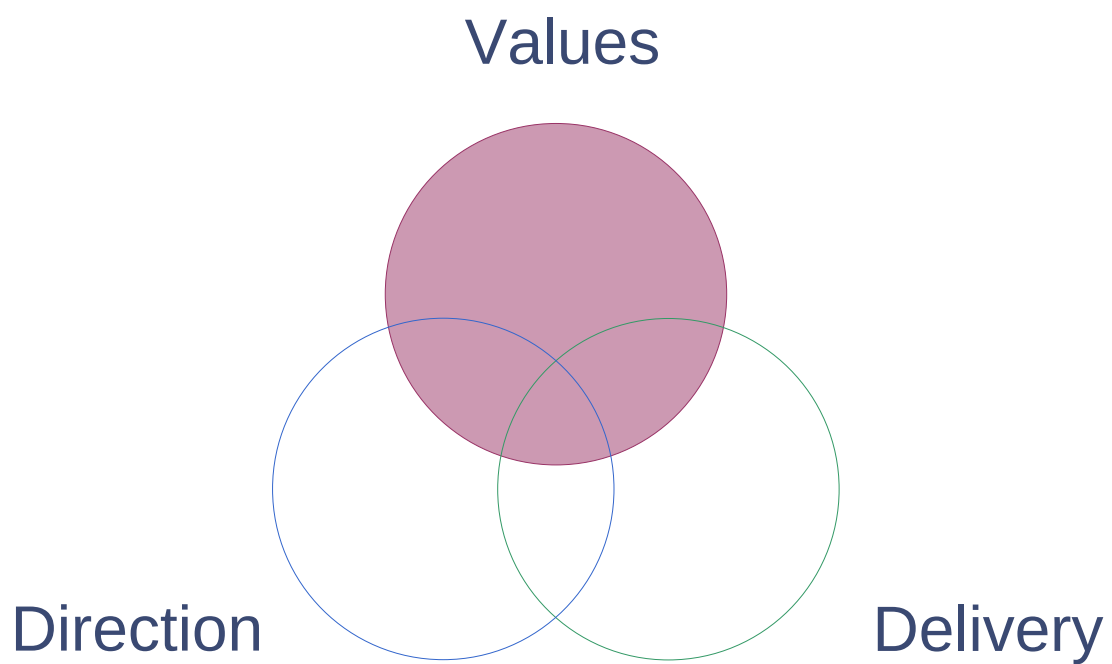
Communicating openly and honestly; taking time to listen to the needs of others and shaping your message to best convey your position.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Holds regular team meetings to share information and create a forum for open discussion. • Is aware of the sensitivities involved in communicating difficult messages and tailors approach accordingly. • Adds value to Council wide communications by pointing out the relevant paragraphs/ issues for the team. • Uses specific examples to back up own position and add power to the message. • Uses appropriate questioning techniques to ensure he/she fully understands the other person's position. • Anticipates the questions or issues that may be raised at meetings and considers appropriate responses.	• Sets and embodies the strategy, style and tone of communication in own area of responsibility. • Coaches others on their style or approach to communication. • Facilitates cross-team communication to share knowledge and build better relationships. • Outlines the operational and political implications of Council-wide communications for own area. • Actively listens to the concerns of others, creating a safe environment for an honest discussion. • Puts upward communication processes in place to ensure employees have a voice and senior management remains informed of issues.	• Uses a lot of jargon in e-mails or discussions. • Appears patronising by underestimating the capabilities or knowledge of the audience. • Is inconsistent in the messages he/she gives – appearing to change his/her position depending on the audience in question. • Adopts a one-way approach to communication – taking ideas from others without giving them feedback on what happened next. • 'Consults' with others by telling them what they need to do. • Masks his/her message by providing too much information.





MANAGEMENT COMPETENCIES





MANAGEMENT COMPETENCIES

Collaboration

Building and maintaining strong working relationships to help the Council deliver a better service to its customers.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Delegates effectively by drawing on the diversity of skills and experience in the team to ensure a higher quality outcome. • Quickly identifies conflict within the team and addresses this sensitively. • When required, calls in external bodies or other employees to add to the skill mix of the team. • Builds and maintains a wide network of internal and external contacts, including Members. • Continually looks for ways to improve cross-area working in order to deliver better customer service. • Sets clear objectives and deadlines for stakeholders or external bodies to deliver to. Supports them in delivering to those deadlines.	• Takes a wide view of team working, actively encouraging collaboration between teams, partner bodies and service areas. • Actively promotes Council success stories to external partners and customers. • Sells the vision of the Council to partners and gains their commitment to supporting the Council in delivering that vision. • Consults closely with partners to keep up to date on future challenges for them and the Council. • Establishes ways in which the Council can help support external partners in achieving their targets. • Establishes and maintains positive relationships with Members, maintaining political impartiality.	• Regards partners as a problem or blocker rather than a route to delivering excellent customer service. • Delegates work to the same few individuals. • Excludes individuals from specific decisions or activities (e.g. Members). • Is reluctant to share information. • Inappropriately 'stick to guns' for fear of losing face. • Little awareness of the importance of inter-departmental working. • Does not involve customers in decision making





MANAGEMENT COMPETENCIES

Developing self and others

Are committed to developing your own skills, knowledge and competencies and supporting others in doing the same.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Ensures all team members understand their performance and the development they need to engage in. • Takes a long term view of development, focusing on the skills / competencies that will help develop own career. • Shares knowledge, best practice and learning with colleagues and encourages others to do the same. • Where appropriate, sets up formal events to ensure knowledge sharing takes place. • Delegates activities that will help team members develop their own abilities. • Makes self available to team members to coach them on aspects of their work or answer ongoing questions.	• Communicates the value of development to all staff and acts as a role model in openly addressing own development needs. • Takes a strategic view of development, considering the development implications of new initiatives or changes within own area. • Defines the knowledge, skills and behaviours that individuals will need in order to achieve future targets. • Actively considers development as part of the business planning cycle. • Thinks creatively about how to address key development needs, whilst maintaining service levels.	• Treats development as a luxury rather than a core aspect of the Council's operations. • Thinks that development is something others should do – rather than looking to own needs. • Largely focuses on the negative aspects of an individual's performance – giving little recognition to the positive. • Takes on tasks that he/she doesn't have the skill or knowledge to deliver on. • Treats constructive or negative feedback as a failing rather than an opportunity to improve. • Makes untested assumptions about the capabilities or career aspirations of team members.





MANAGEMENT COMPETENCIES

Developing self and others (Cont'd)

Are committed to developing your own skills, knowledge and competencies and supporting others in doing the same.

Effective behaviours	Additional effective behaviours	Ineffective behaviours
• Openly appreciates and provides positive feedback to team members.	• Encourages team leaders to make effective use of the strengths of team members to build overall team capability.	• Only delegates 'boring' or unpopular work rather than activities that might stretch or develop others. • Regards developing team members as threat to own position. • Discusses sensitive development issues in a public forum.

