



# COMPETENCY FRAMEWORK

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## **MESSAGE FROM THE BOARD**

The key to success within any organisation is how we recruit, retain and develop our staff. How each individual performs is crucial to our sustainability and effectiveness.

This framework has been designed to accurately reflect the key behaviours that we all need to demonstrate to perform at the high level expected.

We expect you all to know the behaviours that are relevant to your jobs and the roles of the staff that you manage. Meeting these standards of behaviour and developing our capability to exceed them will ensure that we continue to improve and respond flexibly to challenging and changing needs and also fulfil our potential as the organisation of choice in the areas in which we operate.

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# INTRODUCTION

## **What are competencies?**

Competencies are behavioural descriptors of the way an individual is likely to perform against a required standard for a role. In general they describe **how** an individual is expected to carry out their particular role. They do not describe what a person does.

## **Why have a competency framework?**

The framework allows us to easily identify the behaviours that drive successful performance and enables us to demonstrate and deliver our skills and expertise effectively.

They provide individuals with an indication of the behaviours that are valued and recognised.

Behavioural competencies clearly set out for all staff and managers the behaviours that are required in order to be successful. This helps people understand what is expected of them, provides clarity about the team and individuals within it.

As they emphasise the behaviours that are crucial for success in the organisation they provide a clear focus for development and support.

The framework content will be used throughout our people processes. Some of the ways that it may be used are:

- To support effective recruitment and selection
- To improve and inform the performance appraisal and management processes
- To assist in identifying training and development needs and career development
- To develop individual skills
- As part of team development
- To underpin talent management
- To support the design and commissioning of training and development programmes
- To develop the leaders of the organisation

## **FRAMEWORK DESIGN**

The behaviours differ from junior to more senior roles, moving from operational to more strategic.

### **Key Competencies**

Client Focus

Communicating and influencing

Managing and developing performance

Decision making

Planning and organising

Problem solving

Knowledge and expertise

Drive for achievement

Working within teams

### **Additional competencies for managers and directors**

The following two additional competencies also apply to those working at a senior management level.

Builds and delivers the vision

Leads for performance

### **Levels**

The levels are cumulative which means that a staff member at level three for a particular competency would be expected to demonstrate the positive behaviours from levels one to three.

Within each competency level there are a number of behavioural indicators that are the essential behaviours needed to demonstrate that competency effectively. They are aimed to provide a focus for effective discussions about performance, development and in recruitment. They should not be viewed as a checklist as they do not represent an exhaustive list of examples.

## CLIENT FOCUS

... is the ability to champion customer satisfaction, put our client's needs first and build enduring, loyal client relationships.

<p><b>Level 1 Delivers a service</b></p> <ul style="list-style-type: none"> <li>• Identifies client's needs and seeks clarity when necessary</li> <li>• Engages clients with an awareness of their requirements</li> <li>• Delivers service with a respectful and non-judgmental attitude, within professional boundaries and with an understanding of client safety</li> </ul>	<p><b>Level 2 Is responsive</b></p> <ul style="list-style-type: none"> <li>• Delivers a responsive service focussing on client safeguarding</li> <li>• Actively seeks out client feedback</li> <li>• Uses empathy to understand the client's point of view</li> <li>• Seeks out innovative ways to satisfy client needs</li> <li>• Builds trust and loyalty</li> </ul>
<p><b>Level 3 Adds value</b></p> <ul style="list-style-type: none"> <li>• Ensures the organisation works to resolve complaints, enquiries and suggestions promptly with clear communication and regular progress updates</li> <li>• Takes time to establish underlying needs of clients beyond those initially expressed</li> <li>• Organises processes around clients to meet their long term needs</li> <li>• Relentlessly pursues outstanding customer service and excellent quality standards for delivery</li> </ul>	<p><b>Level 4 Champions client focus culture</b></p> <ul style="list-style-type: none"> <li>• Acts as an ambassador for best practice customer focus</li> <li>• Creates an environment where teams are empowered to put their clients first</li> <li>• Uses feedback to provide examples to improve internal processes and services to clients and keeps the focus of the team's contribution on delivering/improving client services</li> <li>• Becomes a trusted client partner, builds loyalty and delivers consistently excellent customer services</li> <li>• Always communicates how our clients feel about our services and working with us and puts measures in place to continually improve</li> </ul>

## COMMUNICATING AND INFLUENCING

... is the ability and willingness to give and receive information effectively on an individual basis and to build effective relationships.

<p><b>Level 1 Are clear &amp; concise &amp; think about impact</b></p>	<p><b>Level 2 Tailor communication &amp; use a range of approaches</b></p>
<ul style="list-style-type: none"> <li>• Speaks and writes clearly, using appropriate language that is easy to understand by colleagues &amp; clients</li> <li>• Thinks about the right approach and the correct medium for the person/situation, in order to build rapport</li> <li>• Has good customer service</li> <li>• Has an awareness of how communication will be received</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listens</li> <li>• Can modify style and approach to person or situation</li> <li>• Is sensitive to others, uses tact and diplomacy</li> <li>• Ability to deal effectively with conflict</li> <li>• Builds positive relationships, both inside and outside the organisation</li> </ul>
<p><b>Level 3 Highly articulate, with good influencing &amp; relationship building skills</b></p>	<p><b>Level 4 Strategic communication skills</b></p>
<ul style="list-style-type: none"> <li>• Communicates and influences persuasively and confidently</li> <li>• Communicates openly and inclusively with internal and external contacts</li> <li>• Acts as a credible representative for the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Has an excellent understanding of people and how to influence them</li> <li>• Shares the vision and plans of the organisation by articulating with credibility and conviction and encouraging acceptance from others</li> <li>• Acts as a credible and convincing spokesperson and negotiator for the organisation</li> <li>• Ensures that the organisation communicates inclusively with employees and external contacts</li> </ul>

## **MANAGING AND DEVELOPING PERFORMANCE**

... is setting high standards for oneself and others, guiding, motivating and developing them, to achieve high performance and meet the organisation's objectives.

<b>Level 1 Understands own performance requirements</b>	<b>Level 2 Committed to own development and supporting others</b>
<ul style="list-style-type: none"> <li>• Understands the requirements of their role and how it supports the organisation's goals</li> <li>• Develops knowledge and skills through ongoing training and professional development</li> <li>• Seeks out lessons learned when mistakes are made and moves forward positively</li> <li>• Is self-aware and responds well to opportunities for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Actively seeks opportunities and challenges for personal learning and development and continually seeks to improve</li> <li>• Changes their behaviour in the light of feedback and reflection</li> <li>• Provides informal coaching and mentoring</li> <li>• Knows and understands the team's priorities and uses these to monitor own performance</li> </ul>
<b>Level 3 Develops self and others</b>	<b>Level 4 Sets standards for organisation-wide performance and development</b>
<ul style="list-style-type: none"> <li>• Manages performance issues effectively to avoid adverse impact on team morale and performance</li> <li>• Sets clear development objectives for teams/departments in line with organisational priorities</li> <li>• Leads and sets an example for staff performance</li> <li>• Motivates and inspires others to perform to their best</li> <li>• Sets clear directions and expectations, using the skills of team members effectively</li> <li>• Monitors performance objectives in line with the organisation's priorities and takes action to improve own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>• Instills a culture of high performance where staff are encouraged to perform to their best level and learn new skills/acquire knowledge</li> <li>• Creates an organisation that learns from experience</li> <li>• Supports and encourages the management of performance issues</li> </ul>



## DECISION MAKING

... is forming sound, evidence-based judgements, making choices, assessing risks to delivery, and taking accountability for results.

<p><b>Level 1 Ability to make easy, non controversial decisions</b></p>	<p><b>Level 2 Makes timely decisions</b></p>
<ul style="list-style-type: none"> <li>• Takes personal responsibility for own decisions within own area of expertise</li> <li>• Makes straightforward decisions to progress own work</li> <li>• Asks others for input, recognising the benefit of more than one perspective</li> <li>• Understands the risks associated with decisions, effectively communicating them to others</li> <li>• Bases decision on precedents, good practice and what is best for a given situation</li> <li>• Identifies barriers to decision making and asks for more information to overcome them</li> </ul>	<ul style="list-style-type: none"> <li>• Makes confident decisions independently – where appropriate - without taking unnecessary risks and communicates impact and associated actions to team/client</li> <li>• Makes good judgments based on sound evidence and builds trust</li> <li>• Educates and informs stakeholders/clients/team</li> <li>• Consistently makes decisions which benefit clients and the organisation</li> </ul>
<p><b>Level 3 Able to make decisions that are not straightforward</b></p>	<p><b>Level 4 Makes strategic decisions</b></p>
<ul style="list-style-type: none"> <li>• Takes responsibility for team decisions, providing rationale when those decisions are questioned and takes accountability for outcomes</li> <li>• Encourages others in the team to make decisions in their own area of expertise, supports managed risk-taking, helps others learn from experience and promotes accountability through example</li> </ul>	<ul style="list-style-type: none"> <li>• Makes difficult decisions for the long term benefit of the organisation, considers the bigger picture and long term when making organisation decisions</li> <li>• Champions accountability for decision making</li> <li>• Ensures the organisation balances effective risk management with the need for timely actions</li> </ul>

## PLANNING AND ORGANISING

... is the ability to plan, prioritise and organise work and resources to ensure deadlines are achieved

<p><b>Level 1 Can organise short term activities</b></p> <ul style="list-style-type: none"> <li>• Plans and prioritises own workload to meet fulfill requirements and commitments</li> <li>• Organises own work in an orderly and systematic manner</li> <li>• Advises colleagues or manager early of obstacles to work delivery</li> <li>• Manages time to complete own tasks and meet deadlines</li> </ul>	<p><b>Level 2 Can establish longer term priorities</b></p> <ul style="list-style-type: none"> <li>• Ensures that their plans and actions are flexible and take account of the needs of others</li> <li>• Negotiates realistic timescales for work to be completed</li> <li>• Identifies and consults with others as required in planning work</li> </ul>
<p><b>Level 3 Can develop long-term contingency plans</b></p> <ul style="list-style-type: none"> <li>• Prioritises work in line with key team and organisation targets</li> <li>• Manages resources, anticipating changing requirements that may impact on work delivery</li> <li>• Assists others with effective time management</li> <li>• Anticipates problems and identifies risks and takes action to avoid them</li> <li>• Is reliable in meeting with responsibilities and commitments to consistently high standards</li> <li>• Plans work delivery for the long-term</li> </ul>	<p><b>Level 4 Strategic planning</b></p> <ul style="list-style-type: none"> <li>• Takes responsibility for monitoring delivery of the organisation's priorities</li> <li>• Realigns team and organisation objectives to changing external and internal agendas</li> <li>• Uses feedback as a performance measure for the organisation</li> <li>• Makes time to review the team/organisation's effectiveness and makes contingency plans to address any shortcomings</li> <li>• Develops, implements and reviews long-term plans</li> </ul>

## PROBLEM SOLVING

... is analysing and interpreting situations from a variety of view points and finding creative, workable and timely solutions.

<p><b>Level 1 Deals with straightforward problems</b></p> <ul style="list-style-type: none"> <li>• Uses common sense, logic and best practice when analysing problems</li> <li>• Can break down problems into component parts, seeking further information through research or consultation</li> <li>• Learns from own and others experiences</li> <li>• Thinks laterally about own work, considering different ways to approach problems</li> <li>• Responds positively to a problem</li> </ul>	<p><b>Level 2 Solves more complex problems</b></p> <ul style="list-style-type: none"> <li>• Analyses complex information and evidence to problem solve and achieve good solutions</li> <li>• Builds on the ideas of others/independent research to facilitate problem solving</li> <li>• Is willing to share and involve others in problem solving</li> <li>• Helps others to solve problems and documents best practice</li> <li>• Adopts a positive approach to problem solving</li> </ul>
<p><b>Level 3 Solves ambiguous problems and facilitates problem solving</b></p> <ul style="list-style-type: none"> <li>• Clarifies ambiguous problems, questioning assumptions to reach a fuller understanding</li> <li>• Makes suggestions and implements improvements to work processes for self and others in team</li> <li>• Develops and facilitates problem solving skills in others</li> <li>• Demonstrates accountability for problem solving</li> </ul>	<p><b>Level 4 Strategic problem solving for the organisation</b></p> <ul style="list-style-type: none"> <li>• Implements strategies to solve organisation wide problems, considering practical concerns and the impact of each solutions</li> <li>• Problem solves jointly with others to encourage innovation</li> <li>• Supports the organisation to implement innovative suggestions</li> </ul>

## KNOWLEDGE & EXPERTISE

... is the motivation to use, expand and share your knowledge and skills in a way that adds value to the organisation.

<p><b>Level 1 Applies knowledge &amp; expertise appropriately</b></p> <ul style="list-style-type: none"> <li>• Is competent at own level and knows limitation of own expertise and will seek help/engage in research</li> <li>• Uses formally acquired knowledge and skills to the full and takes on board information from training</li> <li>• Understand the organisation's services and knows who our clients are.</li> </ul>	<p><b>Level 2 Develops &amp; shares knowledge &amp; expertise informally</b></p> <ul style="list-style-type: none"> <li>• Actively keeps up to date with the area of work</li> <li>• Continually seeks to improve area of expertise and processes</li> <li>• Proactively shares knowledge informally with others</li> <li>• Makes complicated information easy to understand and caters to the audience's level of understanding</li> <li>• Has good knowledge</li> </ul>
<p><b>Level 3 Shares knowledge &amp; expertise formally</b></p> <ul style="list-style-type: none"> <li>• Actively engages with colleagues and encourages them to develop improved expertise</li> <li>• Has deep expertise in own area of work &amp; are sought out by colleagues for that expertise</li> <li>• Has very good or excellent knowledge</li> <li>• Recognises and seeks out expertise and competence of others</li> </ul>	<p><b>Level 4 Leads by example</b></p> <ul style="list-style-type: none"> <li>• Maintains expertise and demonstrates awareness of new developments in their area</li> <li>• Offers widely respected comments, answers and suggestions that carry weight</li> <li>• Actively participates in and networks with professional organisations</li> <li>• Provides an environment and culture where others can develop knowledge and expertise</li> </ul>

## DRIVE FOR ACHIEVEMENT

... is the determination and enthusiasm to strive for, and deliver, ever improving results.

<b>Level 1 Desire to do the job right</b>	<b>Level 2 Seeks to improve performance</b>
<ul style="list-style-type: none"> <li>• Works hard to meet established standards in their own role and strives to maintain them</li> <li>• Responds positively to a challenge or problem</li> <li>• Is focussed on the ultimate objective of the task and is not distracted by difficulties</li> <li>• Adopts a “can do”</li> <li>• Has a positive attitude to feedback and actively engages with supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to improve own performance/results by working hard and/or volunteering for challenges</li> <li>• Responds positively to changing circumstances</li> <li>• Reviews own work and takes appropriate action</li> <li>• Demonstrates a strong drive to achieve objectives</li> </ul>
<b>Level 3 Sets high standards</b>	<b>Level 4 Sets the strategic vision</b>
<ul style="list-style-type: none"> <li>• Acts as a role model, promoting a desire within the team to achieve objectives</li> <li>• Ambitious for self and others to be the best</li> <li>• Sets high personal standards and continually strives to achieve them</li> <li>• Looks for opportunities for continuous improvement</li> <li>• Reviews practices to ensure maximum efficiency &amp; improve team/service performance</li> </ul>	<ul style="list-style-type: none"> <li>• Champions continuous improvement and encourages others to seek improvement</li> <li>• Leads the organisation by demonstrating enthusiasm and commitment</li> <li>• Translates the organisation’s vision &amp; strategy into objectives that enthuse the workforce</li> </ul>

## WORKING WITHIN TEAMS

... is the ability to participate in as well as motivate and develop an effective team to achieve a common goal.

<b>Level 1 Positive environment</b>	<b>Level 2 Participate in team activities</b>
<ul style="list-style-type: none"> <li>• Contributes to a positive team environment</li> <li>• Has a clear sense of their role, responsibilities and purpose within the team</li> <li>• Listens to others and recognises different perspectives</li> <li>• Respects, values and acknowledges the roles, contribution and expertise of others</li> </ul>	<ul style="list-style-type: none"> <li>• Supports and encourages team members</li> <li>• Demonstrates an interest in team decision making</li> <li>• Covers for colleagues at different levels when needed</li> <li>• Proactively shares ideas to improve the functioning of the team</li> <li>• Gains and maintains the respect, trust and support of colleagues and acts consistently, fairly and inclusively at all times</li> </ul>
<b>Level 3 Devote energy to building &amp; leading a team by creating a positive team environment</b>	<b>Level 4 Are highly reputable as a team leader</b>
<ul style="list-style-type: none"> <li>• Are willing to lead a team, involving the right people at the right time</li> <li>• Involves the team in decision making and builds a clear sense of ownership around team goals, understanding that people will support what they help develop</li> <li>• Employs strategies to manage conflicts of interests and differences of opinions</li> <li>• Encourages inclusivity and a spirit of open discussion</li> <li>• Understands what motivates and encourages different team members</li> <li>• Recognises and praises success</li> <li>• Fosters an environment where the team feels comfortable to speak up</li> </ul>	<ul style="list-style-type: none"> <li>• Leads by example and is recognised as a role model</li> <li>• Keeps the focus of contribution on delivering and improving service to the customer</li> <li>• Creates and supports a culture where success is recognised and praised</li> </ul>

## **ADDITIONAL SENIOR MANAGEMENT COMPETENCIES**

### **BUILDS AND DELIVERS THE VISION**

... is the ability to make the vision applicable to everyone and communicate it in a compelling and inspiring way; translates the vision into practical and meaningful reality and inspires people to work towards it. Individuals see where their contribution fits in and are encouraged to participate in setting future goals. Makes change happen.

- Demonstrates an understanding of the vision
- Translates the vision into practical objectives and specific plans
- Promotes the vision within own team, across the organisation and externally
- Takes a wider perspective rising above operational detail
- Inspires trust and respect by delivering on promises
- Identifies patterns, trends and linkages that contribute to success
- Takes total responsibility for the performance of their part of the organisation
- Takes difficult decisions where change is needed and makes it happen

## **LEADS FOR PERFORMANCE**

... is the ability to focus oneself and others on achieving specific outcomes and the ability to use personal skills to guide and inspire individuals/teams towards achieving goals.

- Acts as a role model
- Challenges those who fail to achieve the required standards
- Effectively implements company initiatives
- Encourages others to aim high
- Focuses effort on priority tasks and activities to achieve maximum results
- Manages projects successfully from inception to delivery
- Sets realistic deadlines, tasks and standards for others
- Delegates effectively to others
- Generates energy and enthusiasm in others
- Inspires others to believe that they can achieve worthwhile goals
- Is a source of strength in times of uncertainty
- Leads without aggression or arrogance
- Shows trust in the abilities of others
- Takes a lead in uncertain situations



## **HOW TO ASSESS YOUR COMPETENCIES**

You can assess your competencies at any time for your own personal development. However, we will be asking all employees to assess their competencies in preparation for appraisal review meetings.

To assess your competency development, it may help you to complete a Competency Assessment Worksheet.

Use the following scale to rate your level of achievement as it occurs in the workplace then explain your evaluation in the space provided on the sheet.

### ***More Expected***

You either have not yet had an opportunity to practice this competency or you occasionally or frequently do not meet expectations for this competency.

### ***Meets Expectations***

You consistently meet and occasionally exceed expectations.

### ***Above Expectations***

You understand and demonstrate this competency. You are considered to be a role model by others and regularly exceed expectations.

Once you've chosen a rating, include two or three examples of how and when you've demonstrated this competency.

## Sample assessment

Competency name: *Working within teams*

Level: **2**

Level	Above Expectations	Meets Expectations	More required
Your rating			X

Answer the following questions related to your competency development:

### Where and how have your experiences demonstrated competence?

- *I always attend team meetings and read group emails sent to the team.*
- *I always follow team decisions*

### Why have you chosen your competency rating?

- *I'm not always consistent in acknowledging the work of co-workers and don't always respond in a receptive manner when they voice their opinions/perspectives*
- *I need to share ideas and contribute more at team meetings*

### What are your competency gaps?

- *I don't always listen to others' opinions*
- *I am reluctant to contribute at team meetings*

### How will you address these gaps in the future?

- *When my colleagues give their opinion I will work harder at listening and accept that they have different opinions*
- *I will contribute at team meetings and share ideas that will improve the way that the team works*