Rhondda Cynon Taf

Administrators' Competency Framework

(January 2009)

Content

Competencies – Explanatory Notes

What are 'Competencies?'

The competencies in this document describe how really 'excellent' staff would work in Rhondda Cynon Taff County Borough Council (RCTCBC). They don't describe specific tasks that people do as part of their job, (job descriptions do this). Instead they describe *how* someone who is really effective would do those things, and *what else* they would do in addition to those things. Working in a way that is described by the competencies doesn't necessarily mean doing 'more' in terms of work, but it can mean working differently.

All positions within RCTCBC are included in this framework. There are 9 main job families:

- Strategic Management (Heads of Service and above)
- Middle Management
- Supervisors / Team Leaders (1st line managers)
- Administrators
- Ancillary workers
- Care and Community
- Frontline and Customer Care staff
- Skilled Manual Workers
- Technical, Specialist and Professional staff

The decision tree on page 5 will help you to identify which job family your job is most likely to be in. If you have any questions regarding which competency framework is most suitable for your role, please discuss this with Human Resources (HR) or your line manager.

By using competencies to define what 'excellent' performance looks like for everyone, and encouraging people to work in these ways, RCTCBC is more able to deliver levels of service that will really make a difference to our Community.

Understanding Your Competencies

The overview shows a summary of all the competency framework headings on 1 page. There are a number of competency areas that have been identified as being key for all workers in RCTCBC and although the actual demonstration of these may vary for different jobs, these competencies are important for everyone. The key competencies are:

- **Working with other people** (this also includes in a team or in a partnership)

- **Communicating Effectively**

- **Focusing on Service Users** (this also includes looking after their interests, earning their trust, working with service users and meeting service user needs)

Each of the competencies is broken down into a list of specific behaviours which has three columns. On the left column of each list are the things that other people would be able to see you doing if you were 'excellent' at your job. On the right, are the negative versions of those behaviours which give examples of ineffective behaviour. Between the two extremes, an adequate, basic, level of performance is described.

The three descriptions for each type of behaviour **illustrate points 1, 2, 2.5, 3, 4 and 5 sliding scale**. You might feel that you don't sit in any particular 'box', all the time. However, because there is a **range of behaviour** between the positive and negative behaviours, it is possible for someone to sit between the points. Or, you may show both positive and negative sides of the same behaviour at different times, for example depending on who you are working with.

This is shown in the example below:
Here is an extract from the *Communicating Effectively* competency, with the in-between behaviours added in grey to show the full scale:

An excellent RCTCBC Worker: An ineffective RCT CBC Worker:

4	3	2.5	2	1
Communicates clearly and concisely	*Generally communicates well (good standard rather than excellent)*	Uses communication that requires some checking by others	*Communication can be vague or unclear- would benefit from some development*	Is unfocused and unclear and leaves others unsure of what was said or meant

If you need help understanding what the scales and behaviours mean in relation to your job, please discuss them with your line manager.

The health and safety of our staff and service users and valuing diversity are core to all our values in RCTCBC and are either expressed as specific competencies or are integrated into individual frameworks.

How the Competencies Will Be Used

This set of competencies will be used within RCT's Performance Plus! system to help everyone in the Council to see where they are in relation to 'excellent' performance.

This set will also be used to measure candidates' suitability when they are applying for jobs like yours at RCT, to make sure the best people are selected. They can also be used to define training and development content.

Although these sets of competencies describe qualities of 'excellent' workers, it is accepted that it would not be realistic to expect anyone to show all the positive behaviours, across all of the competencies, all of the time. However, there is an

expectation that people strive towards this ideal. The competencies should therefore be seen as something to aim towards, and to help you to clearly understand where your strengths lie and where you may need further development.

Administrator's Competency Framework

RCTCBC Administrators - Competency Framework (Overview)

People

Working in a Team (1)

Sees self as part of a co-operative team, offering and asking for support when appropriate.

- Supportive of others, helpful
- Works well with different people
- Has a positive impact on others
- Shares ideas, team-focused

Communicating Effectively (2)

Communicates clearly with a range of individuals face-to-face, over the telephone and in writing

- Listens, is receptive
- Shares with right person
- Clear, effective, timely
- Excellent written communication
- Correct grammar and spelling

Tasks

Achieving Results (3)
Delivers high-quality outcomes on time by setting clear targets and focusing closely on what's important.

- Organised, informed, prioritises
- Follows procedures and policies
- High standards, efficient, thinks ahead
- Adaptable to change

Personal Effectiveness (4)
Reliable and dependable, has a positive attitude; keeps up-to-date with technology and is willing to learn new skills

- Effective IT skills
- Focused on learning and development
- Dependable, trustworthy and committed
- Confident, action-focused attitude, problem-solver

Culture and Values – The RCTCBC Context

Focusing on Service Users (5)
Genuinely puts needs of service users (internal or external customers where relevant) at the centre of decisions.
- Understanding
- Makes a difference
- Responsive
- Local knowledge

Complying with Health and Safety (6)
Has accurate knowledge of and complies with relevant health and safety procedures, takes responsibility for own health, safety and well-being and supports others to do the same.

- Aware of relevant H&S standards
- Compliant with H&S policies

Working in a Team

Sees themselves as part of a co-operative team, offering and asking for support when appropriate.

An excellent RCTCBC Administrator: An ineffective RCTCBC Administrator:

Helps and supports other team members	Helps and supports others at times but places own needs ahead of others when under pressure	Puts their own needs first, often unavailable to help and support others
Is open about difficulties and asks for support when necessary	Is sometimes open about problems and sometimes waits to be offered help	Keeps problems to themselves, doesn't ask for support
Shares new ideas or effective ways of working with the team	Is prepared to share some ideas with others in the team	Keeps effective ways of working to themselves rather than sharing them with the team
Ensures that their way of working has a positive impact on others in the team	Is usually aware of the impact their way of working has on other people	Is unaware that their way of working has a negative effect on others in the team.
Will go 'over and above' what's normal to contribute to the team's effectiveness	Will co-operate on critical pieces of work	Has an 'it's not my job' attitude
Encourages people to express opinions and actively challenges their preconceptions	Works well with people with different opinions / views and from different backgrounds	Only works well with people who have the same views or backgrounds
Praises other team members and helps to motivate people and maintain morale	Gives some praise to colleagues, but does not particularly focus on motivating people	Is negative about others people's successes; lowers morale

Communicating Effectively

Communicates clearly with a range of individuals, face-to-face, over the telephone and in writing.

An excellent RCTCBC Administrator: An ineffective RCTCBC Administrator:

Sets out written communication clearly, accurately and in a well-structured way	Produces written documents that are sometimes inaccurate or unclear	Sets out information untidily or inaccurately
Always uses the correct grammar and spelling	Sometimes makes mistakes with grammar and spelling	Makes frequent grammatical and spelling errors
Communicates clearly and concisely	Uses communication that requires some checking by others	Is unfocused and unclear and leaves others unsure of what was said or meant
Passes on correct information to the right person	Generally communicates the right message to the right person, or asks who the right person is	Misdirects information and makes mistakes in sharing information
Listens to others and actively checks own understanding	Sometimes checks understanding and sometimes makes assumptions on what people are saying	Doesn't listen to others or check understanding
Shares information with others, gives others the full picture	Does not always give others the full picture; may withhold information unintentionally	Keeps information to themselves and uses information as power
Uses styles of language that others can clearly understand	Adapts style and language to suit some but not all people	Expects everyone to understand their own preferred style and language
Consistently uses the form of communication that is best for the situation (e.g. verbal, email, writing)	Uses the quickest, or their own preferred method of communication rather than the best one	Does not use the most appropriate forms of communication e.g. uses inappropriate forms of communication or overly relies on one format e.g. email

Achieving Results

Delivers high-quality outcomes, on time, by setting clear targets and focusing closely on what's important.

An excellent RCTCBC Administrator: An ineffective RCTCBC Administrator:

Plans and prioritises in advance to meet deadlines	Can rely on others to set deadlines and leave things to the last minute	Leaves things to the last minute and misses deadlines
Anticipates problems and takes action to reduce the risk of things going wrong	Reacts to problems when they occur	Allows problems to build up and risks failure
Is flexible, can switch tasks / roles / prioritises to accommodate changes or new information	Prefers to finish their current job before starting the next	Completes tasks in the order in which they have been received
Consistently delivers high-quality outcomes	Overall, standard of delivery is acceptable	Work is repeatedly not up to standard
Uses their initiative and works without close supervision	Only works without supervision on very simple, routine or well-known tasks	Needs to be told what to do all the time
Follows relevant policies, procedures and legislation	Uses procedures but not always consistently	Does not follow relevant procedures and is unaware of the relevant policies and legislation
Takes opportunities to do more for the Council, going the extra mile to exceed expectations	Does what is expected of them and no more	Consistently does less than expected, does not see how they can improve the Council's reputation
Understands the Council's approach to the environment and demonstrates consideration of social and environmental factors in their day to day role	Demonstrates some understanding of social and environmental factors relevant to their role	Disregards social and environmental concerns in the execution of their role

Personal Effectiveness

Reliable and dependable, has a positive attitude; keeps up-to-date with technology and is willing to learn new skills.

An excellent RCTCBC Administrator: An ineffective RCTCBC Administrator:

Is highly dependable and trustworthy	Is generally reliable	Lets people down e.g. by not delivering on promises
Has good attendance and timekeeping	Is usually present and punctual	Is consistently late or absent
Shows personal confidence; is decisive	Does not consistently believe in themselves or their decisions	Lacks confidence and is indecisive
Is eager and willing to learn new skills	Is content to carry on as always, but uses development opportunities when they arise	Has no interest in self-development; reverts to old habits after attending training
Has an action-focused attitude to new challenges and change	Is enthusiastic about some new opportunities	Shows a lack of interest in new challenges; resistant to change
Suggests solutions to problems	Is prepared to put up with problems rather than find solutions	Doesn't "own" problems. Gives up, waits for other people to sort out problems
Has strong computer skills, effectively uses current computer systems	Relies on others to help, doesn't keep computer skills up to date	Has poor or ineffective computer skills
Recognises their own limitations, and wants to raise their own standards	Is content to work within their own limitations	Has little or no awareness of their limitations or their need to change

Focusing on Service Users

Genuinely puts needs of service users (internal or external customers where relevant) at the centre of decisions.

An excellent RCTCBC Administrator: An ineffective RCTCBC Administrator:

Understands customers' actual needs	Works with assumptions about what customers need, some right, some wrong	Has little or no interest in customers' actual needs
Ensures customers' needs are met by responding to them efficiently and effectively	Meets most needs, but not always as quickly as could be possible	Rarely meets need of customers
Provides and promotes highest standards of customer care and service	Provides acceptable, but unremarkable standards of customer care	Sees poor standards of customer care as acceptable
Has a positive attitude towards helping people, and is willing to go the extra mile	Delivers a professional service, as defined by job role	Is discourteous or ignores customers
Leaves customers happy with the service they have received	Leaves customers satisfied but indifferent about the service received	Leaves customers frustrated or unsure about progress
Genuinely and consistently aims to make a difference to the individual customer	Sees good service delivery only in terms of meeting basic outcomes	Makes no link between everyday work and the impact on Service Users
Promotes service and Council positively	Underestimates the value of creating a positive image externally	Has a negative impact on the profile and image of the Council and service
Has good local knowledge and awareness of community issues	Has moderate local knowledge, and is aware of certain issues	Has little interest in what's going on in the community

Complying with Health and Safety (H&S)

Has accurate knowledge of and complies with relevant health and safety procedures, takes responsibility for own health, safety and well-being and supports others to do the same.

An excellent RCTCBC Administrator: An ineffective RCTCBC Administrator:

Takes responsibility for complying with all relevant H&S procedures and legislation	Is aware of what seem to be the most important H&S guidelines	Has little or no working knowledge of relevant H&S policies
Is aware of current and potential risks and hazards within the team's work area	Makes sure own work station is tidy and not a danger to others	Has careless work practices
Anticipates and reports any risks and faults to the correct people	Reports risks and faults as they occur to the correct people	Never reports faults or risks
Monitors and manages own stress levels and asks for support when necessary; is aware of own impact and causing others stress	Appears to monitor and / or manage stress levels	Allows stress levels to get out of control and doesn't ask for support
Carries out regular inspections of equipment (where relevant)	Occasionally carries out inspection of equipment	Assumes equipment is safe all the time