# Rhondda Cynon Taf Council Competency Framework:

Administrator Framework

Competencies – An Overview

What are 'Competencies?'

'Competencies' is a term used in RCT Council (the Council) to describe the knowledge, skills, and behaviours we need to do our jobs. Where a job description illustrates 'what' we do competencies illustrate 'how' we do it.

skills

traits

knowledge

abilities

COMPETENCIES

behaviours

aptitudes

technical abilities

attitudes
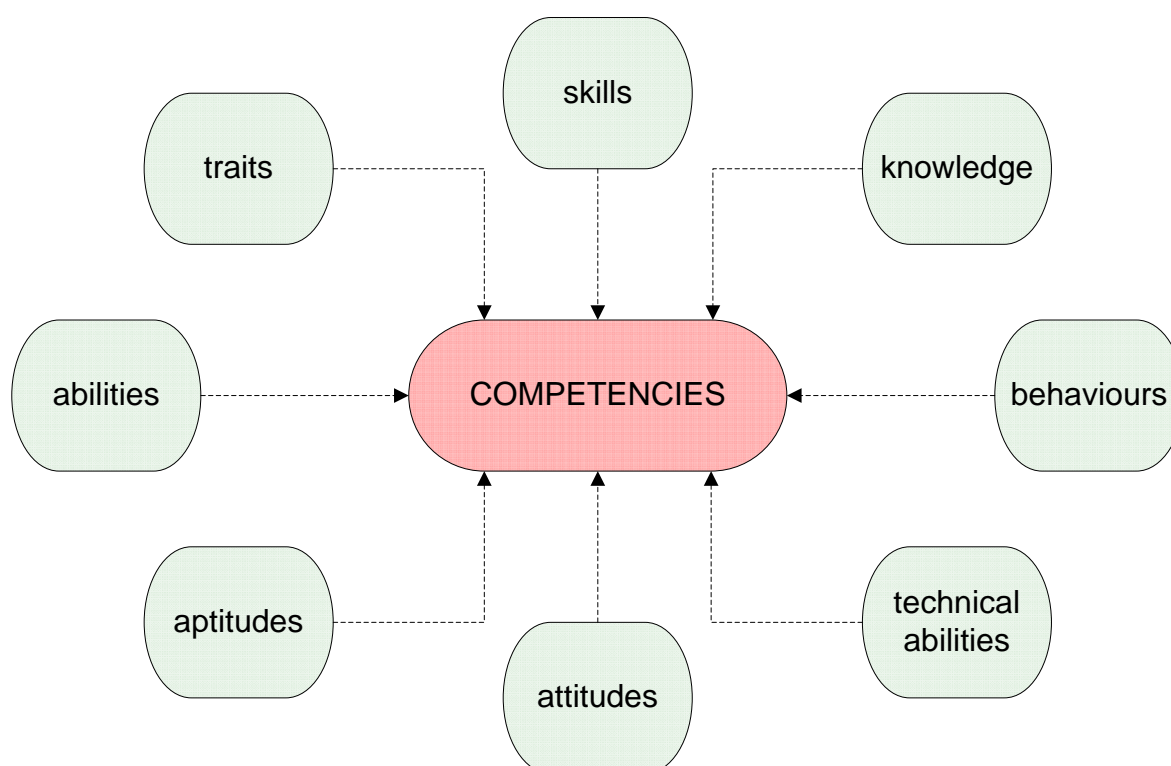
The Council's competencies stem from the Council's over-arching Vision, Beliefs and Values (available on the Council's intranet or from Human Resources) and are designed to encourage an open dialogue (conversations) about how we work.

The Competency Framework gives us a starting point and a language we can all use when talking about the behavioural aspects of our work. This should mean that we're clearer about what's expected of us and that our performance is managed and developed in a way that supports everyone.

The competencies in this document describe how really 'excellent' staff would work in the Council. 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.

What is a Job Family?

The Competency Framework consists of 9 main Job Families and all Council roles will fall within one of the job families included within this framework. The job families are:

- ➢ AD: Administrator
- ➢ AN: Ancillary
- ➢ CC: Community and Social Care (including Social Care Professionals)
- ➢ FL: Frontline and Customer Care
- ➢ MM: Middle Manager (for Managers who manage people that manage others)
- ➢ SM: Skilled Manual Worker
- ➢ ST: Strategic Manager (Heads of Service and above)
- ➢ SU: Supervisor / Team Leader (1st line managers)
- ➢ TS: Technical, Specialist and Professional

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

How do I know what Job Family I am in / my team are in?

The decision tree on page 7 will help you to identify which job family your role is most likely to be in, you may also find this information on your Person Specification.

The Decision Tree can also be used in a management role to discover the job families of the roles within your team, or when compiling Person Specifications. Each Job Family has a number of example roles listed under the title – but please note that this is just a snap-shot and not a complete listing.

If you have any questions regarding which competency framework is most suitable for your role, please discuss this with your line manager or contact Human Resources.

Understanding Your Competencies - What is a Competency Area?

The overview on page 8 shows a summary of all the competency areas that fall within each job family. Competency areas are just the main headings, all of which are numbered as illustrated on the summary – for example Communicating Effectively (3) or Achieving Results (4).

Common Competency Areas

There are a number of competency areas that have been identified as being relevant for all workers in the Council and although the actual demonstration of these may vary for different jobs, these competencies are important for everyone. The common competencies areas are:

- **Working in a Team** - this also includes the headings working with others; working with partners; working with team members; working effectively with others; working with partnerships and teams; working as a team member.
  (Reference number 1 and 2.)
- **Communicating Effectively**
  (Reference number 3.)
- **Focusing on Service Users** - this also includes the headings looking after Service Users best interests; earning Service Users trust; meeting customer needs; working with Service Users.
  (Reference number 7 and 15.)
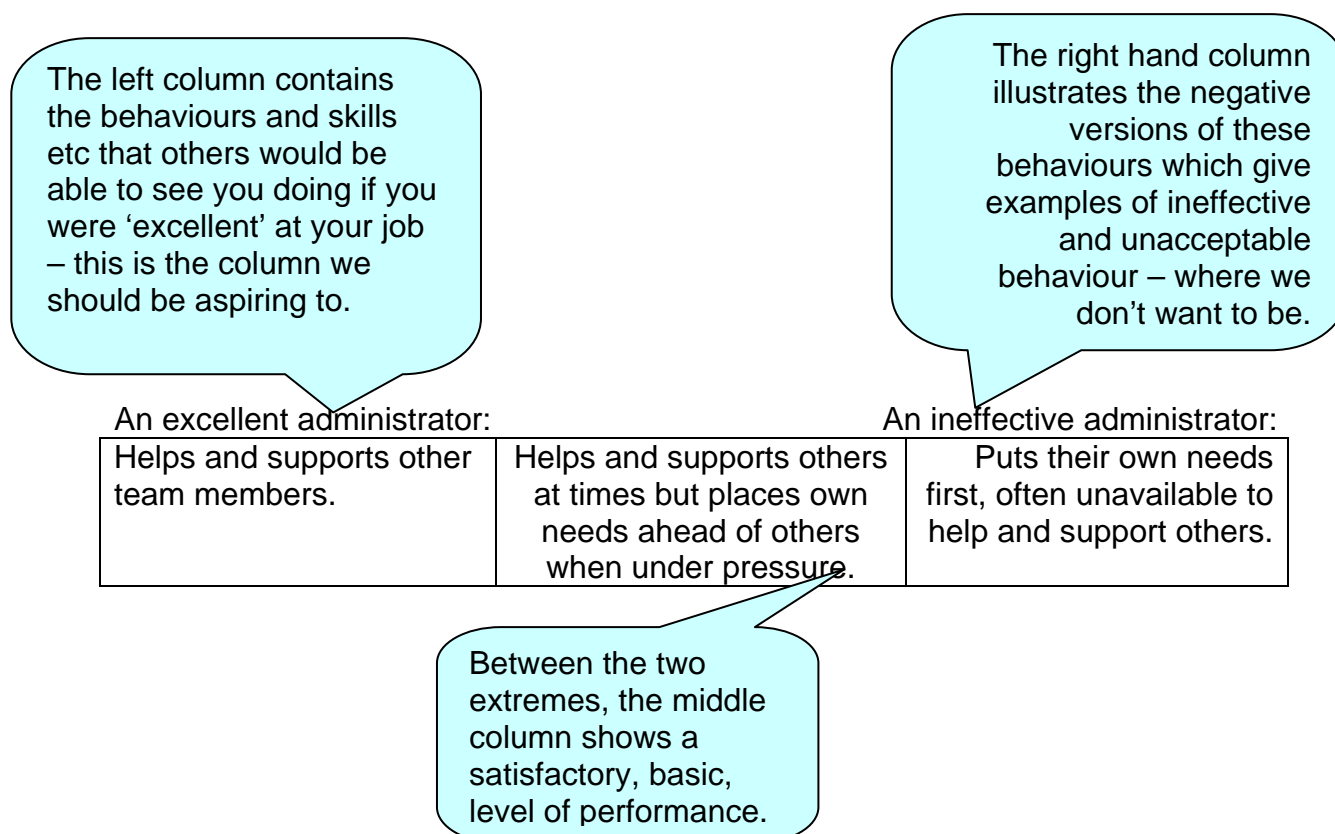
Role Specific Competency Areas

The remaining competency areas have been identified as being relevant depending upon your role and job family within the Council. These areas include:

- **Achieving Results**
  (Reference number 4.)
- **Personal Effectiveness** – this also includes the headings being committed and reliable; demonstrating professionalism; managing time; being accountable.
  (Reference number 5 and 6.)
- **Complying with Health and Safety** – this also includes the headings working safely; maintaining safety and well-being.
  (Reference number 8.)
- **Demonstrating Technical Ability** – this also includes the headings encouraging professional development.
  (Reference number 9.)
- **Working with Change** – this also includes the headings managing change; leading change; incorporating change; creating and responding to change.
  (Reference number 10.)
- **Implementing Strategy** – this also includes the heading working strategically.
  (Reference number 11.)
- **Political Knowledge and Awareness**
  (Reference number 12.)
- **Managing Resources**
  (Reference number 13.)
- **Developing and Motivating People** – this also includes the heading leading and motivating.
  (Reference number 14.)

Please see the overview summary grid on page 8 for a clear picture of which competency areas can be found within each job family.

Understanding Competencies - What are the Competency Statements?

Each of the competency areas (headings) are broken down into a list of statements around behaviour, abilities and skills. These are displayed in 3 columns.

The left column contains the behaviours and skills etc that others would be able to see you doing if you were 'excellent' at your job – this is the column we should be aspiring to.

The right hand column illustrates the negative versions of these behaviours which give examples of ineffective and unacceptable behaviour – where we don't want to be.

An excellent administrator:

An ineffective 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.

Between the two extremes, the middle column shows a satisfactory, basic, level of performance.

The statements help to set expectations on how we do our jobs and provides us with a language we can all use to start conversations around performance.

Health and Safety / Equalities and Diversity

The health and safety of our staff and Service Users and valuing diversity are core to all our values in the Council and are either expressed as specific competencies or are integrated into individual frameworks.

When and how do we use competencies?

The framework, and the competencies within the framework, can be used in many situations, these include:

- **Recruitment & Selection**
  Designing Person Specifications; shortlisting; interviews.
- **Managing Performance and Performance Review**
  Including induction and probation; setting expectations.

- **Workforce Planning**
  Talent Management / Succession Planning
- **Developing Learning and Development Plans**
  For individuals / teams / Service areas.
- **Career Development and Career Conversations**
- **Managing Underperformance (and capability)**

For advice and guidance in each of the areas above please see the Council's intranet or contact Human Resources for more information.

Realistic Expectations

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.

A scoring system has been developed around the competencies to aide with formal reviews of performance, but this may also provide a starting point for performance discussions – asking yourself where you would rate your performance, and asking others where they see themselves. An explanation of this scoring can be found below, for further guidance on Performance Reviews please see the Council's intranet or contact Human Resources.

Scoring against competencies – how you carry out your role, your skills, behaviours
When reviewing yourself (or others) against the competency statements you will choose from the following scoring system:
5 – Clear strength – constantly exceeds role requirement in this area
the individual demonstrates this at an exemplary level on an everyday basis and could coach others in the development of this area (left hand column)
4 – Moderate strength – often exceeds role requirement in this area
the individual demonstrates this when the need arises and is seen to do this very well (top of middle column, just into left hand column)
3 – Acceptable Demonstration - meets role requirements in this area
the individual demonstrates this adequately when required to meet the expectations of their role (neither a strength or a development need) (middle column)
2 – Moderate Development Need - met some, but not all role requirements in this area
the individual has been seen to demonstrate this on occasion and is aware of the importance of this to their role but does need to develop their ability in this area to integrate it into everyday practice (bottom of middle column, just into right hand column)
1 – Clear Development Need – has not met requirements of role in this area
the individual has not been seen to demonstrate this when carrying out their role and needs clear development in this area. (right hand column)

RCT Council Competencies – Decision Tree

THE DECISION TREE

This decision tree has been designed to help you to identify which of the competency frameworks will be most relevant for you in your current role, or your team members in their roles, or for roles you are looking to recruit to. You may also use it to identify the appropriate framework linked to other jobs you may consider applying for in the future.

START HERE
Do you have line management responsibility for staff?

YES → Do you manage people who manage other people?

YES → Are you a Head of Service or above?

YES → **STRATEGIC MANAGER (ST)** E.g. director; chief executive; head of service.

NO → **MIDDLE MANAGER (MM)** E.g. area manager; general manager.

NO → **SUPERVISOR (SU)** E.g. team leaders; seniors; supervisors, 'in charges'; deputy managers.

NO → Is your job ancillary, 1st tier / entry level / assistant?

YES → **ANCILLARY (AN)** E.g. kitchen assistant; cleaner; stores assistant; driver; domestic assistant; cemetery opertative; streetcare operative.

NO → Is your job mainly administrative?

YES → **ADMINISTRATOR (AD)** E.g. clerical worker, secretary, clerk, personal assistant, admin officer.

NO → Is your job primarily focused on the community or social care?

YES → **COMMUNITY & SOCIAL CARE (CC) (including Social Care Professionals)** E.g. family aide; care worker; social worker, school nurse; support worker; youth worker; teaching assistant.

NO → Is your job primarily customer service?

YES → **FRONTLINE & CUSTOMER CARE (FL)** E.g. frontline staff; library assistants; leisure centre attendant; customer service representative; tour guide; host; switchboard operator; waitress; bar staff.

NO → Are you a skilled manual worker?

YES → **SKILLED MANUAL WORKER (SM)** E.g. electrician; welder; mechanic; carpenter; fitter; plumber; mechanic; beautician.

NO → **TECHNICAL, SPECIALIST & PROFESSIONAL (TS)** E.g. solicitor; engineer; IT specialist; planner; environmental health officer; trading standards officer; tutor; psychologist; lab technician.

Administrator AD	Working in a Team (1)	Communicating Effectively (3)	Achieving Results (4)	Personal Effectiveness (5)	Focusing on Service Users (7)	Complying with Health and Safety (8)							
Ancillary AN	Working with Others (1)	Communicating Effectively (3)		Being Committed and Reliable (5)		Working Safely (8)	Demonstrating Technical Ability (9)						
Community & Social Care CC	Working with Partners (1) Working with Team Members (2)	Communicating Effectively (3)	Achieving Results (4)		Looking After Service Users' Best Interests (7) Earning Service Users' Trust (15)	Complying with Health and Safety (8)	Encouraging Professional Development (9)	Working with Change (10)					
Frontline and Customer Care FL	Working Effectively with Others (1)	Communicating Effectively (3)	Achieving Results (4)	Demonstrating Professionalism (5)	Meeting Customers' Needs (7)	Maintaining Safety and Well-being (8)	Demonstrating Technical Ability (9)						
Middle Manager MM	Working in Partnerships and Teams (2)	Communicating Effectively (3)	Achieving Results (4)		Focusing on Service Users (7)			Managing Change (10)	Implementing Strategy (11)	Political Knowledge and Awareness (12)	Managing Resources (13)	Developing and Motivating People (14)	
Strategic Manager ST	Working in Partnerships and Teams (2)	Communicating Effectively (3)	Achieving Results (4)		Focusing on Service Users (7)			Leading Change (10)	Working Strategically (11)	Political Knowledge and Awareness (12)	Managing Resources (13)	Developing and Motivating People (14)	
Skilled Manual Worker SM	Working with Others (1)	Communicating Effectively (3)		Being Committed and Reliable (5)	Working with Service Users (7)	Working Safely (8)	Demonstrating Technical Ability (9)						
Supervisor SU	Working as a Team Member (2)	Communicating Effectively (3)	Achieving Results (4)	Managing Time (5) Being Accountable (6)	Focusing on Service Users (7)	Complying with Health and Safety (8)	Encouraging Professional Development (9)	Incorporating Change (10)				Leading and Motivating (14)	
Technical, Specialist, Professional TS	Working in Partnerships and Teams (1)	Communicating Effectively (3)	Achieving Results (4)	Being Accountable (6)	Focusing on Service Users (7)		Professional Expertise and Development (9)	Creating and Responding to Change (10)			Managing Resources (13)		

RCT Council Administrator Competency Framework (AD)

RCT Council Administrators (AD) - Competency Framework (Overview)

People

Working in a Team (AD1)

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 (AD3)

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 (AD4)

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 (AD5)

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 RCT Council Context

Focusing on Service Users (AD7)

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 (AD8)

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

AD1. Working in a Team

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

An excellent Council Administrator: An ineffective Council Administrator:

AD1.1	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.
AD1.2	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.
AD1.3	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.
AD1.4	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.
AD1.5	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.
AD1.6	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.
AD1.7	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.

AD3. Communicating Effectively

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

	An excellent Council Administrator:		An ineffective Council Administrator:
AD3.1	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.
AD3.2	Always uses the correct grammar and spelling.	Sometimes makes mistakes with grammar and spelling.	Makes frequent grammatical and spelling errors.
AD3.3	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.
AD3.4	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.
AD3.5	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.
AD3.6	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.
AD3.7	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.
AD3.8	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.

AD4. Achieving Results

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

An excellent Council Administrator: An ineffective Council Administrator:

AD4.1	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.
AD4.2	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.
AD4.3	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.
AD4.4	Consistently delivers high-quality outcomes.	Overall, standard of delivery is acceptable.	Work is repeatedly not up to standard.
AD4.5	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.
AD4.6	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.
AD4.7	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.
AD4.8	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.

AD5. Personal Effectiveness

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

An excellent Council Administrator: An ineffective Council Administrator:

AD5.1	Is highly dependable and trustworthy.	Is generally reliable.	Lets people down e.g. by not delivering on promises.
AD5.2	Has good attendance and timekeeping.	Is usually present and punctual.	Is consistently late or absent.
AD5.3	Shows personal confidence; is decisive.	Does not consistently believe in themselves or their decisions.	Lacks confidence and is indecisive.
AD5.4	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.
AD5.5	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.
AD5.6	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.
AD5.7	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.
AD5.8	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.

AD7. Focusing on Service Users

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

An excellent Council Administrator: An ineffective Council Administrator:

AD7.1	Understands customers' actual needs.	Works with assumptions about what customers need, some right, some wrong.	Has little or no interest in customers' actual needs.
AD7.2	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.
AD7.3	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.
AD7.4	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.
AD7.5	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.
AD7.6	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.
AD7.7	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.
AD7.8	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 communit.y

AD8. 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 Council Administrator: An ineffective Council Administrator:

AD8.1	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.
AD8.2	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.
AD8.3	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.
AD8.4	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.
AD8.5	Carries out regular inspections of equipment (where relevant).	Occasionally carries out inspection of equipment.	Assumes equipment is safe all the time.