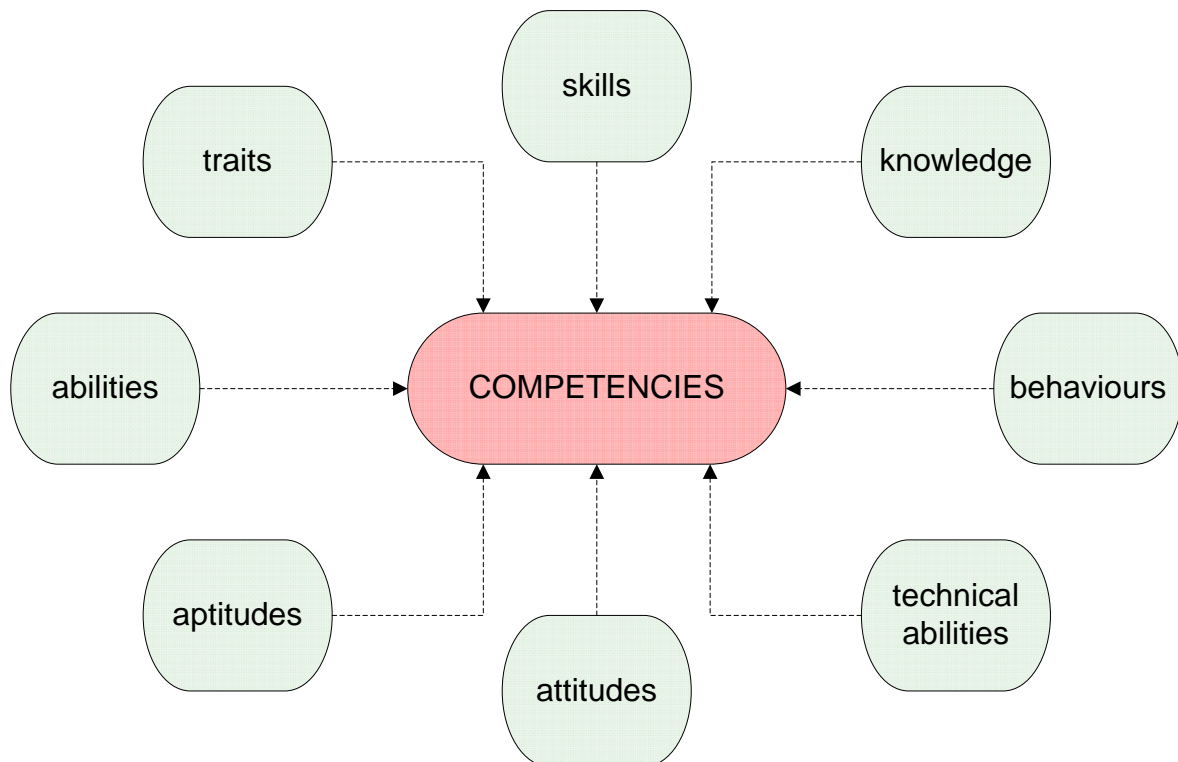


Rhondda Cynon Taf Council Competency Framework: Frontline & Customer Care Framework

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.



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

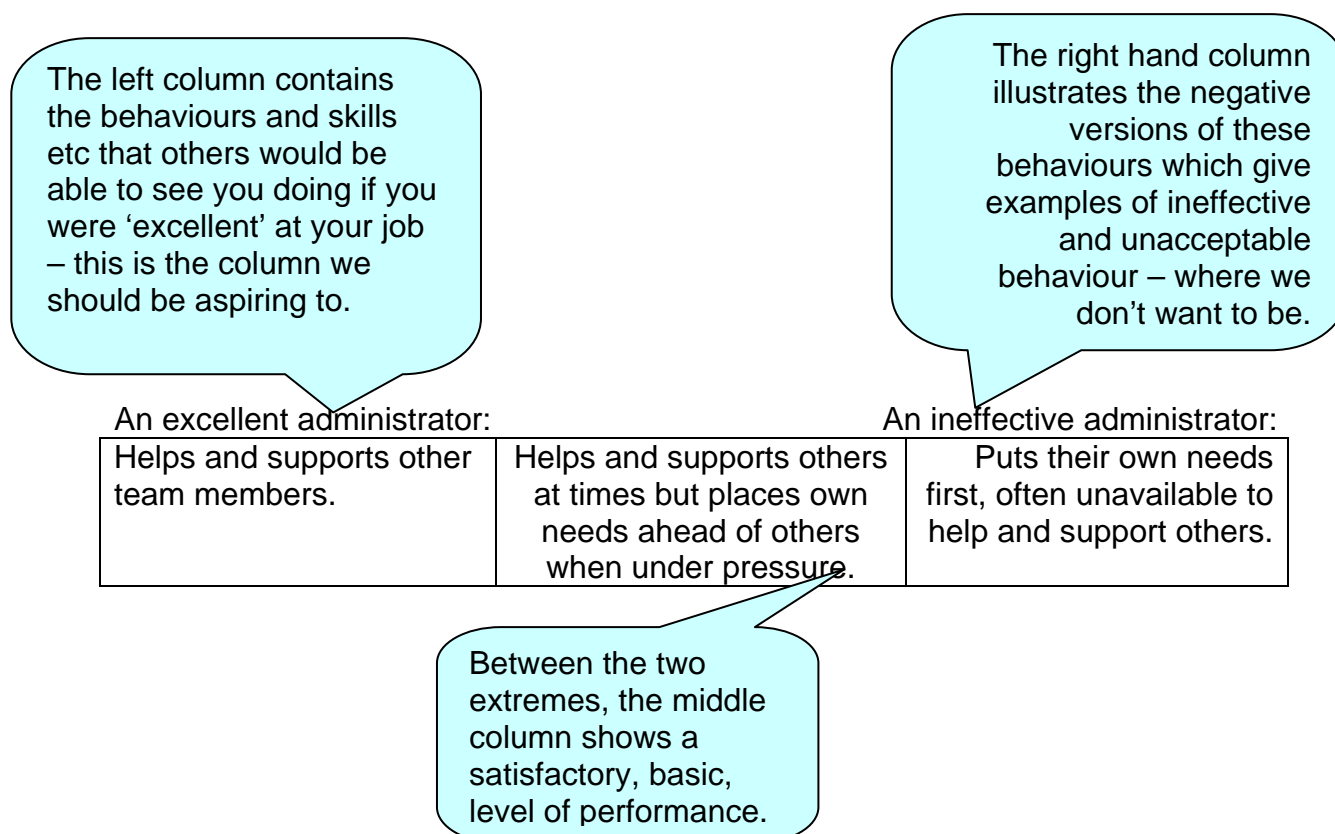
The remaining competency areas have been identified as being relevant depending upon your role and job family within the Council. These areas include:

- **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 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)

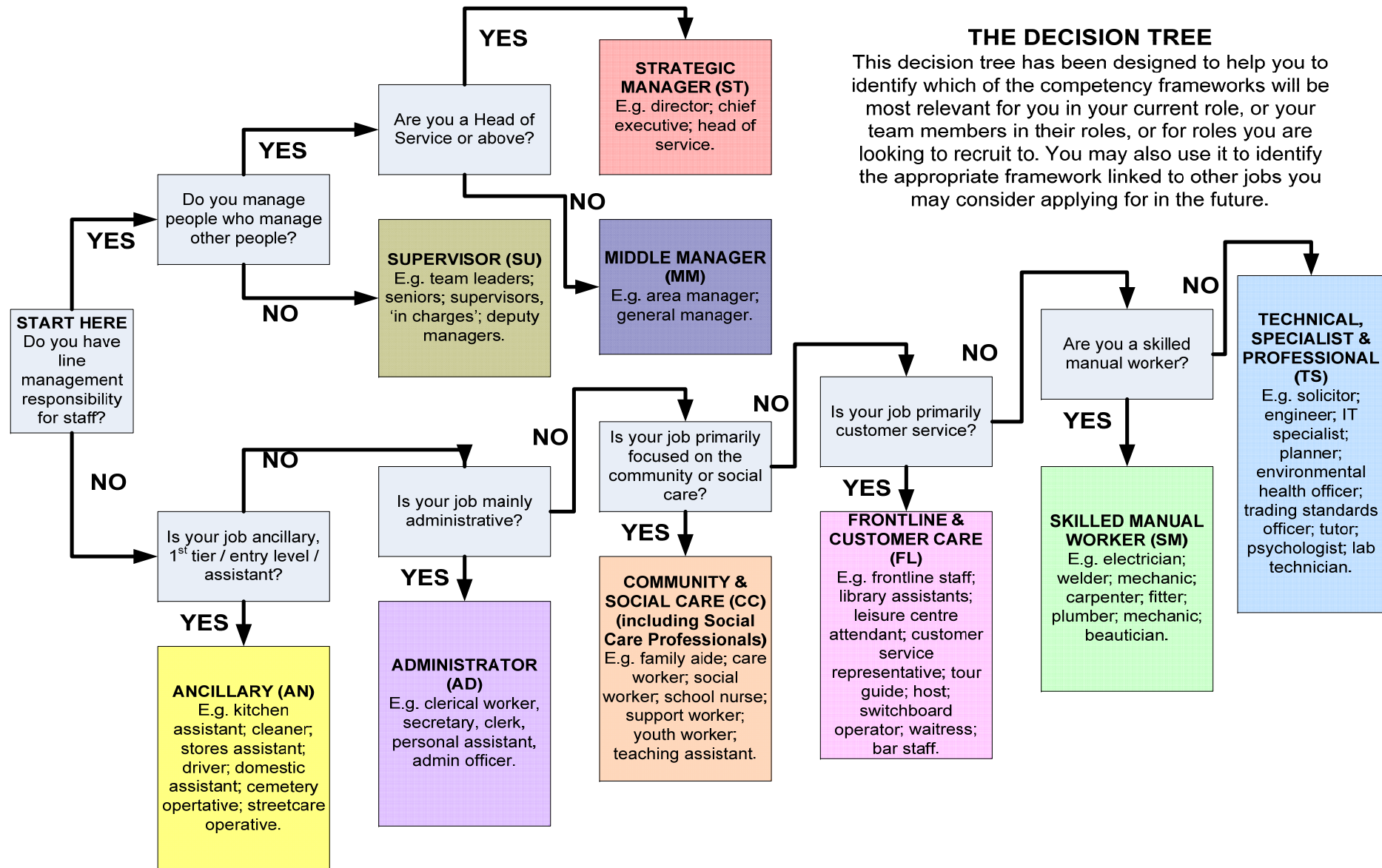
2 – Moderate Development Need - met some, but not all role requirements in this area

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



Overview of all the competency headings for all the job families RCT Competency Framework Page 8 of 17

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 Frontline Competency Framework (FL)



RCT Council Frontline Staff (FL) - Competency Framework (Overview)

People

Working with Others (FL1)

Has good relationships with members of their own and other teams based on trust and respect; works productively with other service areas to deliver the best results for Service Users.

- Responsible, trustworthy, reliable
- Courteous, polite
- Supportive, uses others' strengths
- Fair, treats others with respect

Communicating Effectively (FL3)

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

- Informs, explains, openly shares
- Listens, receptive
- Clear, effective, accurate

Tasks

Meeting Customers' Needs (FL7)

Works towards resolving customer issues quickly and effectively; sets clear expectations to customers; gives correct information.

- Proactive, takes responsibility
- Understands, empathises
- Efficient, effective

Demonstrating Technical Ability (FL9)

Understands the skills that are important for performing the role proficiently; understands own skill level and where further development is needed.

- Accurate, proficient
- Open to development

Achieving Results (FL4)

Manages time effectively; meets deadlines; is planned and organised.

- Planned, organised, prioritises
- Thinks ahead, flexible
- Adds value, effective, strong work-ethic
- Takes responsibility, balance with well-being

Culture and Values – The RCT Council Context

Maintaining Safety and Well-being (FL8)

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

- Responsibility, awareness
- Compliance

Demonstrating Professionalism (FL5)

Demonstrates a professional and positive attitude; is open and enthusiastic about change; takes pride in representing the Council.

- Professional, positive
- Resilient, calm
- Flexible
- Pride

FL1. Working with Others

Has good relationships with members of their own and other teams based on trust and respect; works productively with other service areas to deliver the best results for Service Users.

An excellent Council Frontline Staff Member:

An ineffective Council Frontline Staff Member:

FL1.1	Supports other team members when required, particularly new team members.	Is supportive at times but tends to concentrate on completing own tasks.	Is unsupportive and won't help others; makes people feel 'in the way' or a 'nuisance'.
FL1.2	Makes use of other team members' strengths to resolve issues.	Is aware of others' strengths but doesn't make the most of them.	Tries to do everything themselves to the detriment of the team.
FL1.3	Is open about finding situations difficult and allows others to help.	Will only open up about difficulties when asked or waits for help to be offered.	Keeps problems to self, won't accept support.
FL1.4	Knows the role of other teams and individuals and uses this to help resolve Service Users' issues.	Does not know enough about what other teams and individuals do and how to use this information.	Doesn't know or show interest in what other teams and individuals do and how this can help.
FL1.5	Seeks to prevent or overcome conflict.	Can allow conflict to continue more than it should.	Is responsible for creating conflict.
FL1.6	Accepts constructive feedback from co-workers.	Usually accepts constructive feedback appropriately.	Avoids or rejects feedback or becomes confrontational or defensive.
FL1.7	Is tactful, polite and respectful.	Usually polite but can be inappropriately informal at times.	Is dismissive of colleagues or sounds bored to others.
FL1.8	Is proactive and persistent about chasing requests when necessary.	Waits too long before chasing requests or waits to be told before chasing.	Doesn't chase requests once passed on.

FL3. Communicating Effectively

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

An excellent Council Frontline Staff Member:

An ineffective Council Frontline Staff Member:

FL3.1	Listens to others and actively checks their understanding.	Sometimes listens and/or checks understanding, and sometimes makes assumptions.	Doesn't listen to others or check their own understanding.
FL3.2	Uses style of language that others can clearly understand.	Adapts their style and language to suit some but not all groups.	Expects everyone to understand their own preferred style and language.
FL3.3	Passes on accurate information to other service areas.	Usually passes on accurate information to other service areas.	Passes on inaccurate or incomplete information to other service areas.
FL3.4	Thinks about and consistently uses the most appropriate form of communication.	Uses the quickest, or their own preferred method of communication rather than the best one.	Does not use the most appropriate forms of communication or overly relies on one format e.g. email.
FL3.5	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 so it can't be understood.
FL3.6	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; uses information as power.
FL3.7	Always uses correct grammar and spelling.	Sometimes makes mistakes with grammar and spelling through lack of proofing.	Makes frequent grammatical and spelling errors.

FL7. Meeting Customers' Needs

Works towards resolving customer issues quickly and effectively; sets clear expectations to customers; gives correct information.

An excellent Council Frontline Staff Member:

An ineffective Council Frontline Staff Member:

FL7.1	Focuses on resolving customer queries quickly.	Resolves most customer queries within a reasonable timeframe.	Doesn't respond to customer queries within a suitable timeframe.
FL7.2	Always puts the Service Users' needs first.	Usually puts Service Users' needs first.	Ignores Service Users' needs in favour of own priorities.
FL7.3	Takes responsibility for resolving customer queries.	Takes responsibility when queries can be easily resolved, and passes others on.	Sees responsibility as only belonging to their line manager or to other people.
FL7.4	Knows what issues they can resolve themselves and when to refer upwards.	Is overly cautious and refers too much to their line manager.	Always refers issues to their line manager even when they know the answer.
FL7.5	Anticipates what else a customer might need, and provides them without being asked.	Competently provides customers with what they have requested.	Provides incorrect information or provides the bare minimum required.
FL7.6	Sets clear expectations to customers about what can be provided.	Usually sets clear expectations but can be vague at times.	Sets expectations that won't be met.
FL7.7	Goes and finds the correct information if they can't provide it personally.	Finds correct information for customers if it's easy to do so.	Makes no effort to find information if they can't provide it themselves.
FL7.8	Considers the needs of different groups e.g. children, senior citizens, disabled people.	Treats everyone the same, regardless of their needs.	Is impatient or inconsiderate of the needs of different groups.

FL9. Demonstrating Technical Ability

Understands the skills that are important for performing the role proficiently; understands own skill level and where further development is needed.

An excellent Council Frontline Staff Member:

An ineffective Council Frontline Staff Member:

FL9.1	Takes responsibility for keeping job-relevant knowledge up-to-date.	Updates knowledge when prompted by others.	Doesn't keep knowledge up-to-date, assumes that they know it all.
FL9.2	Takes responsibility for identifying their own development needs and is open to learning.	Accepts development when prompted by others.	Is closed or hostile to learning and development.
FL9.3	Has a high level of accuracy and pays attention to details.	Generally accurate with some attention to detail needed.	Does not always maintain a high level of accuracy - makes too many mistakes.
FL9.4	Ensures they have collected all the necessary information to move things forward.	Collects insufficient information and has to go back to the customer.	Collects insufficient information and makes assumptions rather than getting further clarification.
FL9.5	Understands data protection and doesn't disclose private information inappropriately.	Occasionally discloses private information inappropriately e.g. by gossiping or leaving information lying around.	Regularly breaches data protection or loses personal data.
FL9.6	Demonstrates excellent levels of computer skills.	Demonstrates adequate levels of computer skills but may need some development.	Has inadequate or poor levels of computer skills.
FL9.7	Demonstrates excellent levels of numeracy.	Has generally adequate levels numeracy but makes some errors.	Demonstrates poor levels of numeracy that are below the requirement for the role.

FL4. Achieving Results

Manages time effectively; meets deadlines; is planned and organised.

An excellent Council Frontline Staff Member:

An ineffective Council Frontline Staff Member:

FL4.1	Is always punctual and ready to start work on time.	Is usually punctual and ready to start work on time.	Has generally poor time keeping and doesn't come in prepared to start work.
FL4.2	Takes initiative and can work 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.
FL4.3	Deals with issues quickly.	Delays resolving issues until the last minute.	Delays resolving issues until too late.
FL4.4	Thinks ahead when planning work.	Only looks at immediate issues when planning work.	Doesn't take a planned approach to work.
FL4.5	Is flexible about re-arranging priorities to account for changes and new information.	Does not always re-arrange priorities to account for changes and new information.	Is inflexible about altering priorities.
FL4.6	Prioritises tasks according to importance for the Council.	Prioritises tasks according to their own views of importance.	Does not prioritise tasks.
FL4.7	Always completes tasks on time.	Usually gets work done on time.	Rarely finishes tasks on time.

FL8. Maintaining Safety and Well-being

Has accurate knowledge of and complies with health and safety (H&S) procedures; takes responsibility for own health, safety and well-being; monitors own stress levels; supports others to do the same.

An excellent Council Frontline Staff Member:

An ineffective Council Frontline Staff Member:

FL8.1	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.
FL8.2	Is aware of current and potential risks and hazards within their team's work area.	Makes sure their own work area is tidy and not a danger to others.	Has careless work practices.
FL8.3	Carries out daily inspection of equipment (where relevant). Ensures that maintenance and/or disposal of equipment and resources is in line with Environmental best practice.	Occasionally carries out inspection of equipment. Has limited understanding of how equipment and resources should be disposed of in line with environmental best practice.	Never carries out inspection of equipment.
FL8.4	Anticipates and reports any risks and faults to the correct people quickly.	Reports risks and faults as they occur to the correct people.	Never reports faults or risks.
FL8.5	Monitors and manages own stress levels and asks for support when necessary; is aware of own impact in causing others stress.	Appears to monitor and / or manage stress levels.	Allows stress levels to get out of control and impact on others; doesn't ask for support.

FL5. Demonstrating Professionalism

Demonstrates a professional and positive attitude; is open and enthusiastic about change; takes pride in representing the Council.

An excellent Council Frontline Staff Member:

An ineffective Council Frontline Staff Member:

FL5.1	Is responsible, trustworthy and reliable and takes personal accountability for work.	Is generally trustworthy and reliable but does not always take personal responsibility.	Is unreliable and avoids taking appropriate responsibility.
FL5.2	Stays calm and tries to diffuse tense/aggressive situations.	Handle's some tense situations effectively.	Inflames situations or loses temper.
FL5.3	Demonstrates a positive and confident attitude.	Generally positive and confident in most situations.	Is generally negative and can lack confidence.
FL5.4	Is resilient and works effectively under pressure.	Generally capable but can react adversely to pressure.	Panics under pressure, over-reacts to situations, takes them personally.
FL5.5	Always demonstrates that they take pride in representing the Council.	Represents the Council well to Service Users but can on occasion be critical to other staff.	'Bad-mouths' the Council to other staff and to Service Users.
FL5.6	Is prepared to try new things.	Will try new things with reservations.	Prefers what they already know and is resistant to change.
FL5.7	Is willing to work in different locations and in different sections if required.	Prefers to work in their own location and area but is prepared to work in different locations when necessary.	Is only comfortable working in own location and area.
FL5.8	Understands the Council's approach to the environment and demonstrates consideration of social and environmental concerns 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.