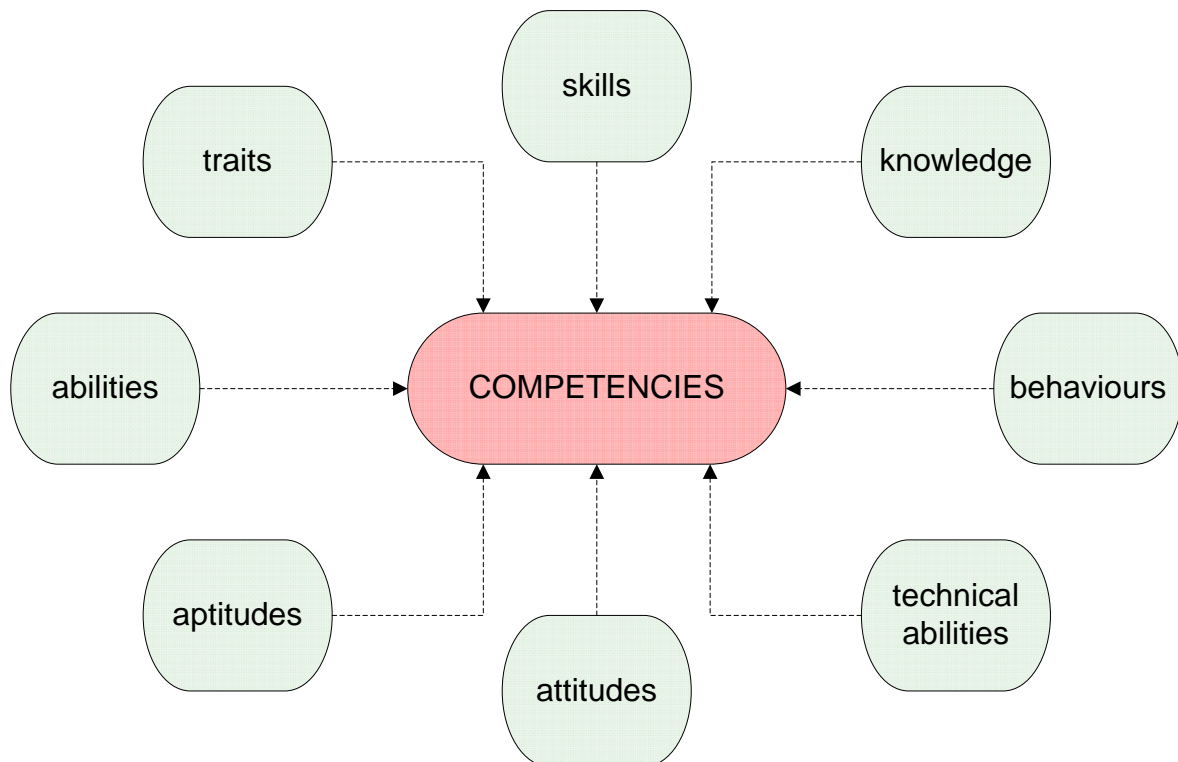


Rhondda Cynon Taf Council Competency Framework: Technical, Specialist, Professional Framework

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

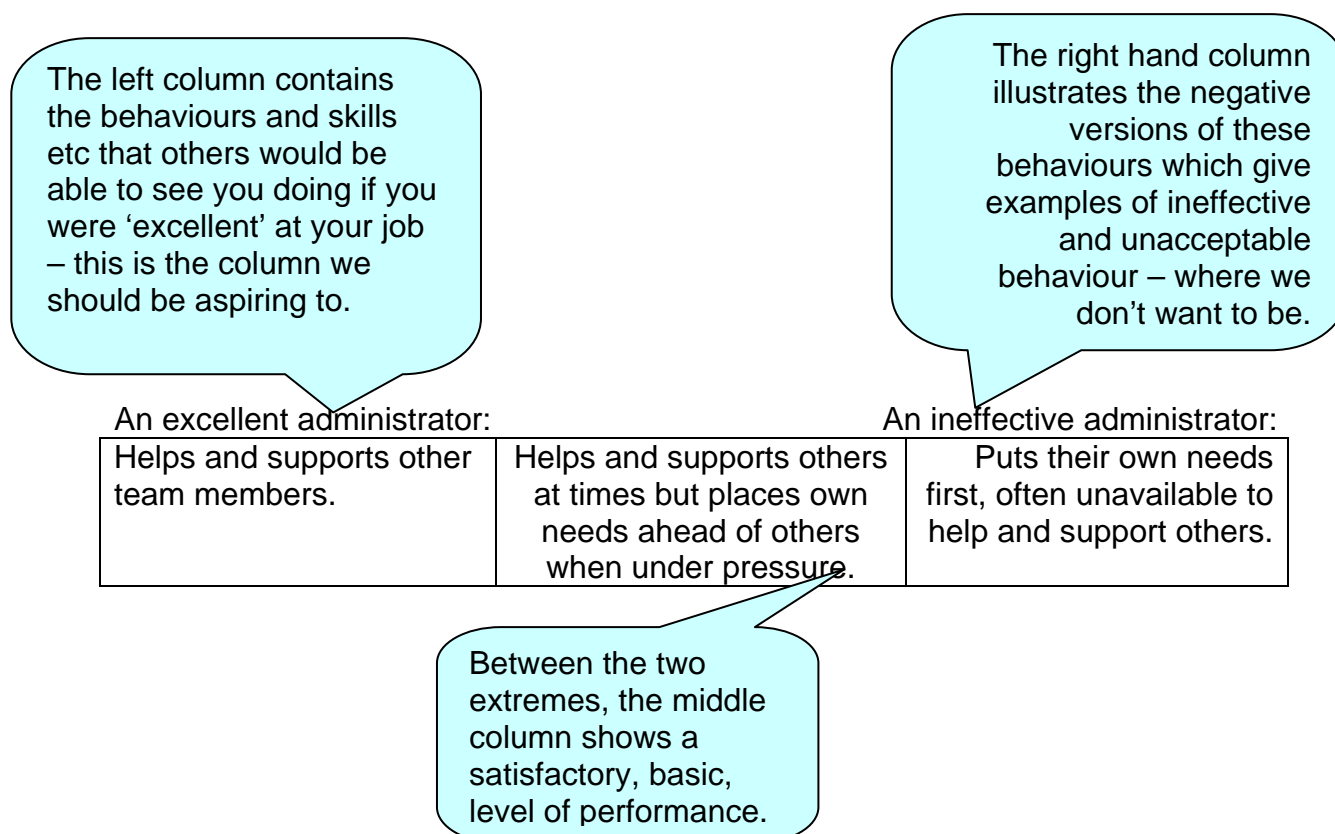
The remaining competency areas have been identified as being relevant depending upon your role and job family within the Council. These areas include:

- **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)

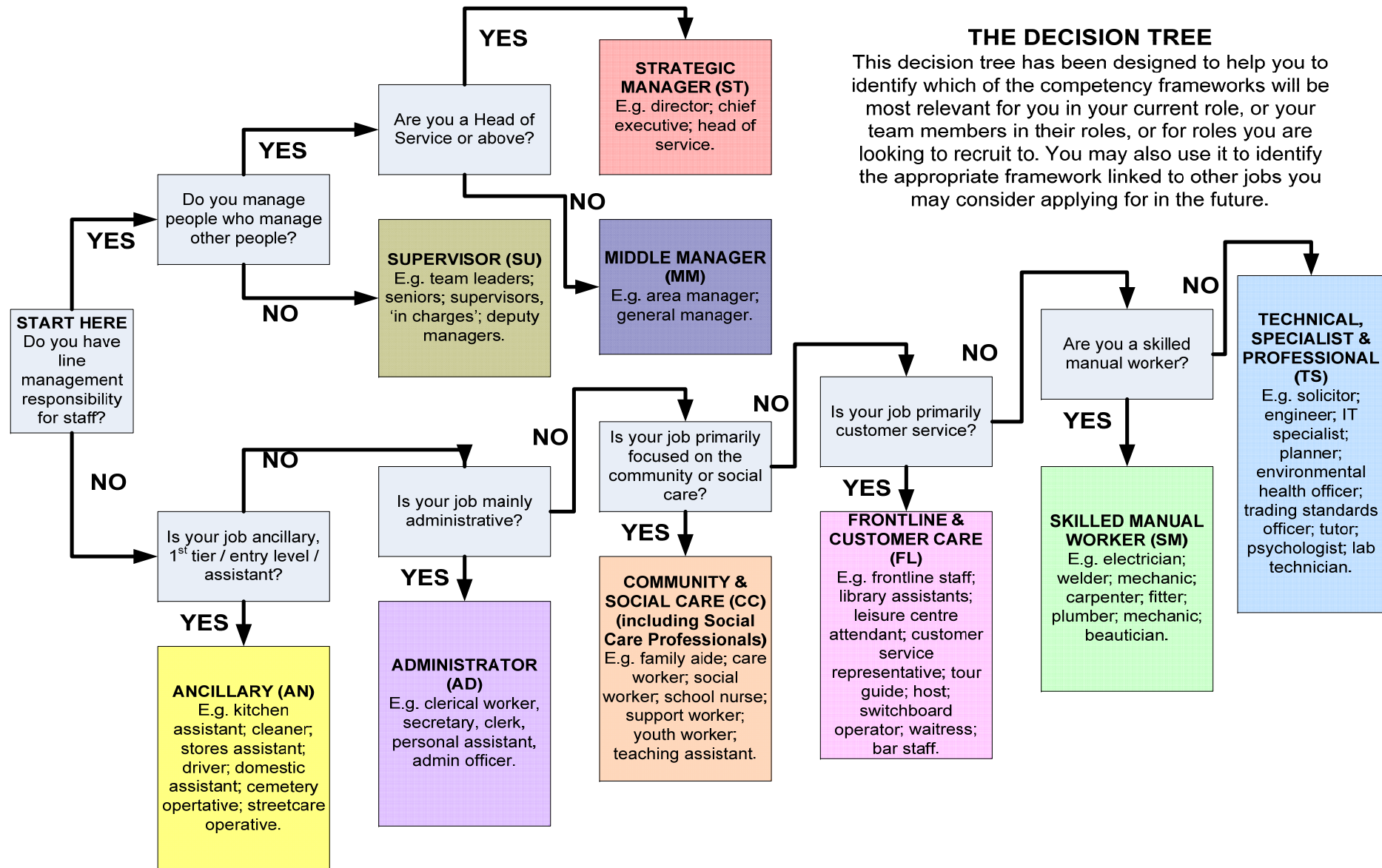
2 – Moderate Development Need - met some, but not all role requirements in this area

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 18

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 Technical, Specialist and Professional Competency Framework (TS)



RCT Council Technical, Specialist and Professional Competency Framework (Overview)

People

Working in Partnerships and Teams (TS1)

Works positively and effectively with members of their own team as well as partners within the Council and from external organisations as appropriate for their role.

- Respect, trust, constructive relationships
- Contributes, shares
- Interested, motivates, team-focused

Communicating Effectively (TS3)

Communicates clearly and comprehensively using a wide range of communication tools; adapts communication style to suit different audiences.

- Informs, explains, openly shares
- Listens, receptive
- Clear and effective
- Accurate, shares

Tasks

Professional Expertise and Development (TS9)

Keeps technical knowledge and expertise up to date, shares it willingly, and provides a great technical service.

- Good understanding, knowledge
- Up-to-date, personal development
- Analysing, evaluating
- Supports others

Managing Resources (TS13)

Aims to provide best value and quality services by utilising available resources efficiently and effectively.

- Best solutions
- Anticipates, plans, evaluates

Achieving Results (TS4)

Manages own projects and tasks effectively to achieve organisational targets; is aware of own targets, prioritises tasks well and meets deadlines.

- Planned, organised, prioritises
- Flexible
- Decisive

Culture and Values – The RCT Council Context

Focusing on Service Users (TS7)

Uses their technical and professional knowledge to provide the best possible solutions for both internal and external customers.

- Approachable, non-judgemental
- Confidentiality
- Responds to needs

Creating and responding to change (TS10)

Is open to new ways of working; uses technical expertise to introduce and review changes.

- Responsive, engaged
- Innovative, creative, receptive
- Continuous improvements, focus

Being accountable (TS6)

Taking personal accountability for their role in the effectiveness of Council.

- Positive
- Open, honest, transparent
- Takes responsibility

TS1. Working in Partnerships and Teams

Works positively and effectively with members of their own team, as well as partners within the Council and from external organisations as appropriate for their role.

An excellent Council technician, specialist or professional

An ineffective Council technician, specialist or professional

TS1.1	Builds lasting, positive & supportive relationships with a wide variety of people.	Has some good relationships with team members, but others that are more formal or distant.	Prefers to remain detached from others. Is unapproachable.
TS1.2	Draws upon the best ideas of the team to provide the best service.	Prefers to use their own ideas in preference to others'.	Is openly dismissive of others' ideas and opinions.
TS1.3	Is proactive and positive about giving support, advice, guidance and sharing best practice with colleagues.	Helps and supports others at times but places own needs ahead of others when under pressure.	Always puts their own needs first; sets people up to fail by not supporting them.
TS1.4	Prevents or overcomes conflict.	Can allow conflict to continue more than it should.	Exacerbates or produces conflict.
TS1.5	Demonstrates respect for colleagues at all levels.	Can be inappropriately informal or unguarded at times.	Is overbearing and doesn't treat people with respect.
TS1.6	Knows when it will be most effective to work as a team and when to work alone; works well in both.	Is willing to work alone or as part of a team but lets others make the decisions.	Only works effectively alone.
TS1.7	Praises other team members and helps to motivate people and maintain morale.	Will give some praise to others, does not particularly focus on motivating others.	Is negative about other people's successes; lowers morale.
TS1.8	Will go 'over and above' what's normal to contribute to the team's effectiveness.	Adequately pulls their weight in the team.	Does the minimum of work.

TS3. Communicating Effectively

Communicates clearly and comprehensively using a range of communication tools; adapts communication style to suit different audiences.

An excellent Council technician, specialist or professional

An ineffective Council technician, specialist or professional

TS3.1	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 or overly relies on one format e.g. email.
TS3.2	Has a pleasant and friendly communication style.	Is polite but may be a bit distant at times.	Has an inappropriate (e.g. aggressive or patronising) communication style.
TS3.3	Communicates clearly and concisely.	Uses communication that is not always clear to others.	Is unfocused and unclear and leaves others unsure of what was said or meant.
TS3.4	Adapts their style of communication to suit their audience including 'translating' technical language.	Adapts style and language to suit some but not all groups.	Expects everyone to understand their own preferred style and language; uses technical jargon.
TS3.5	Listens to others, is receptive and actively checks they've understood the message.	Sometimes listens and/or checks understanding and sometimes assumes others have understood.	Doesn't listen to others or check their own understanding of what's been said.
TS3.6	Produces excellent and accessible written information.	Produces written documents that are sometimes inaccurate or unclear.	Produces poorly structured, inaccessible written information with weak spelling and grammar.
TS3.7	Cascades and shares information appropriately – on time and to the right people.	Does not always fully share information; may withhold information unintentionally.	Does not share information appropriately e.g. keeps information and resources to themselves or shares confidential information.
TS3.8	Has excellent presentation skills.	Has moderately good presentation skills.	Has weak or poor presentation skills.

TS9. Professional Expertise and Development

Keeps technical knowledge and expertise up to date, shares it willingly, and provides a great technical service.

An excellent Council technician, specialist or professional

An ineffective Council technician, specialist or professional

TS9.1	Demonstrates excellent practice and an extensive knowledge base in their own professional area.	Has adequate level of professional knowledge.	Demonstrates inadequate skills and knowledge to function properly and meet expectations.
TS9.2	Proactively keeps up-to-date with changes to legislation, policy, procedure and best practice within Council and in other organisations.	Keeps up-to-date with a narrow range of information.	Relies on existing knowledge without checking current relevance.
TS9.3	Understands and complies with external requirements, standards and benchmarks.	Meets limited technical or professional standards.	Does not understand or meet external quality standards and benchmarks.
TS9.4	Analyses and evaluates information and data accurately.	Analyses and evaluates information reasonably well, but makes some important errors.	Makes errors or misunderstands information and data.
TS9.5	Is always up-to-date with new IT and technology, promotes use of IT to support their work.	Updates IT and technology knowledge when prompted by others.	Refuses to, or avoids progress with new IT / technology.
TS9.6	Is positive about continuous professional development (CPD) and seeks opportunities to improve own knowledge.	Attends continuous professional development (CPD) activities to 'tick the boxes'.	Is negative about continuous professional development (CPD) or thinks they 'know it all'.
TS9.7	Coaches and mentors less experienced staff, passing knowledge on willingly.	Passes on some knowledge to other staff.	Does not support other staff.
TS9.8	Takes feedback positively and uses it to develop; learns from mistakes.	Is sometimes receptive to feedback.	Is defensive about feedback.

TS13. Managing Resources

Provides best value and quality services by utilising available resources efficiently and effectively.

An excellent Council technician, specialist or professional

An ineffective Council technician, specialist or professional

TS13.1	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.
TS13.2	Plans well in advance to meet deadlines.	Can leave things to the last minute; risks missing deadlines.	Leaves things to the last minute; misses deadlines.
TS13.3	Prioritises workloads according to needs and risk; uses the business plan as reference point.	Prioritises according to sometimes informed, sometimes inaccurate, feelings about what seems to be important.	Cannot rank importance of tasks. Gives priority to non-core work and can be influenced by pressures from interested parties.
TS13.4	Reviews resources regularly to meet changing demands. Looks at the bigger picture in terms of resources.	Only looks at the immediate impact of resources on their own work.	Doesn't review resources. Sticks to original plans regardless of changes.
TS13.5	Seeks out alternative solutions to achieve outcomes within available budgets.	Makes efficiency savings but allows them to impact on quality of outcomes.	Disregards budgetary constraints.
TS13.6	Demonstrates a good understanding of financial issues and procedures.	Demonstrates an adequate understanding of financial issues and procedures, but can make some important errors.	Demonstrates a poor financial understanding and/or doesn't follow correct financial procedures.
TS13.7	Ensures that resources are managed with consideration to the environment and strives to reduce wastage.	Shows some consideration to reducing wastage and damage to the environment.	Does not manage resources with sufficient consideration to the environment or wastage.

TS4. Achieving Results

Manages own projects and tasks effectively to achieve organisational targets; is aware of own targets, prioritises tasks well and meets deadlines.

An excellent Council technician, specialist or professional

An ineffective Council technician, specialist or professional

TS4.1	Takes pride in delivering high quality work for the benefit of Service Users. Meets or exceeds targets.	Delivers work of an adequate standard.	Cuts corners and delivers poor quality work. Does not meet targets or standards.
TS4.2	Sets objectives and targets based on team, division and Council's strategy and business plans.	Sets objectives and targets based on own sense of what needs to be achieved.	Doesn't have clear aims and objectives.
TS4.3	Makes the best possible use of time.	Makes adequate use of time.	Doesn't make the best use of time e.g. by prioritising poorly or wasting time.
TS4.4	Is proactive and flexible to changing demands and knows when to compromise.	Responds reactively rather than proactively to changing demands.	Works to a plan or process and ignores changing demands.
TS4.5	Creates effective action plans identifying the relevant stages required to complete a project.	Creates basic action plans.	Does not develop action plans. Completes one task at a time rather than looking at the project as a whole.
TS4.6	Consistently meets deadlines.	Usually meets deadlines but may compromise the quality of delivery.	Consistently misses deadlines.
TS4.7	Anticipates potential problems and resolves them early.	Tackles problems as soon as they arise.	Avoids issues until they reach crisis stage.
TS4.8	Makes decisions based on a wide range of information.	Makes decisions based on information that they already have or is easily available.	Avoids making decisions or uses incorrect information.

TS7. Focusing on Service Users

Uses technical and professional knowledge to provide the best possible solutions for both internal and external customers.

An excellent Council technician, specialist or professional

An ineffective Council technician, specialist or professional

TS7.1	Acts in order to understand the needs of internal customers and Service Users.	Makes some attempt to understand Service User needs.	Makes poor assumptions about the needs of internal customers and Service Users.
TS7.2	Identifies and responds to all needs, not just those presented to them.	Only solves immediate problems without looking at broader issues.	Doesn't identify or respond to customer needs. Works to their own agenda.
TS7.3	Uses professional knowledge and expertise to raise standards of service for customers.	Provides competent service, but does not use skills to improve performance.	Provides inaccurate advice or guidance to customers.
TS7.4	Understands and actively addresses diversity issues and treats all customers according to individual needs.	Tries to be fair in their allocation of time or resources.	Does not treat customers equally or fairly or take diversity needs into consideration.
TS7.5	Treats customers in a non-judgemental, polite and respectful way.	Is reasonably polite and considerate, but can let this slip on occasion.	Treats customers disrespectfully and with a lack of tolerance and understanding.
TS7.6	Is very approachable and encouraging to customers, whilst remaining professional and unbiased.	Is reasonably accessible and approachable, but can be overly 'professional' or distant with some customers.	Is unapproachable and dismissive of customers.
TS7.7	Maintains appropriate customer confidentiality.	Is generally discreet.	Doesn't keep customer information confidential.
TS7.8	Sets clear and realistic expectations for customers.	Tries to moderate unrealistic customer expectations.	Sets expectations for customers that will not be met.

TS10. Creating and Responding to Change

Is open to new ways of working; uses technical expertise to introduce and review changes.

An excellent Council technician, specialist or professional

An ineffective Council technician, specialist or professional

TS10.1	Engages with new ideas and looks for ways to make them work.	Is willing to consider new ideas that are introduced by others.	Keeps to old working practices.
TS10.2	Responds quickly and effectively to both internal and external changes.	May take time to respond positively to internal and external changes.	Responds poorly and negatively to changing work environment.
TS10.3	Contributes ideas to better manage systems, processes or practices.	Occasionally contributes ideas to improve systems, processes and practices.	Never contributes ways to improve current systems, processes or practices.
TS10.4	Revisits changes to see what is working and makes appropriate changes.	Accepts feedback on changes and sometimes makes appropriate changes.	Doesn't review or adjust changes.
TS10.5	Uses own creative and innovative skills to achieve best results.	Uses best practice to achieve results.	Applies 'off the shelf' ideas that do not achieve the best results.
TS10.6	Finds ways to use new learning.	Sometimes uses new learning.	Does not use new learning, always reverts to type.

TS6. Being Accountable

Taking personal accountability for their role in the effectiveness of Council.

An excellent Council technician, specialist or professional

An ineffective Council technician, specialist or professional

TS6.1	Demonstrates good knowledge and understanding of how their role fits in to the bigger Council picture.	Understands how their role fits into their team or department.	Only looks at their role from a narrow or individual perspective.
TS6.2	Takes a positive attitude towards delivering work.	Is usually positive and enthusiastic about delivering work, but can show reluctance about certain tasks.	Is continually negative regarding work and practice; offers excuses and sees barriers for not delivering.
TS6.3	Makes decisions that align positively with delivering for Council e.g. public sector ethos, political implications, Council structure and hierarchy.	Understands the impact of the issues related to delivering for Council but doesn't always act on them.	Demonstrates lack of understanding of the context of delivery of the Council.
TS6.4	Takes full responsibility for delivery of tasks.	Prefers to share responsibility for the delivery of important tasks.	Avoids taking responsibility. Relies on others to take primary responsibility.
TS6.5	Is always open, honest and transparent.	Usually honest but occasionally hides the complete truth.	Says one thing but really means another.
TS6.6	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.