EMPLOYMENT MATTERS COMMITTEE

17 APRIL 2014

PAY PROGRESSION SCHEME

Report from: Tricia Palmer, Assistant Director, Organisational
                      Services

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Summary

To update the Committee on the progress with the pay and grade review and to agree the proposed new pay progression scheme.

1.   Budget and Policy Framework

1.1   The staffing implications of pay progression are a matter for this committee, which can decide on the policies and processes supporting any changes in staffing.

2.   Background

2.1   On 20 February 2014 Full Council, as part of the budget setting process, agreed a new pay and grade scheme, which included a proposal to link pay progression to performance. At that time there had been no agreement with the trade unions on the detail of the pay progression scheme, so it was agreed that the implementation of the proposed progression scheme would be delayed to allow further discussion. This paper outlines the discussions with the trade unions and employees, and recommends a new pay progression scheme.

2.2   The staff affected by the new pay and grade scheme (c2,800) were all sent a letter on 24 February 2014 asking them if they wished to voluntarily accept new contracts. These new contracts provided for a new grading structure and outlined the principles of the pay progression scheme. In the event 2,660 employees signed the new contract and five employees have signed, but have indicated they wish to retain the right to make a claim. We are currently contacting 135 individuals who have not replied at all for responses. Four employees have appealed against the dismissal from their contract.

2.3   Employees on Soulbury and Local Negotiation Framework Agreement (LNFA), tutors in adult learning were included in the consultation. However, as yet they have not been sent new contracts, as it was reported to this

Committee on 6 February 2014 to delay the implementation to allow for further discussions. These discussions have not yet been completed, but so far there has been no convincing evidence why they should not be included in the pay progression scheme. Discussions will continue to ensure the proposed scheme is suitable for these types of posts.

3.   **Medpay Progression Award Scheme**

3.1   The proposed scheme is attached at Appendix 1 together with the Managers' Guidance and the associated competency frameworks (Appendices 1B and 1C). The principles of the scheme have not changed significantly since the last Employment Matters Committee, although following on from discussions with employees and trade unions a number of amendments have been made to the details. The main principles are as follows:

(i)   Progression within the grade (range) would be subject to performance and not automatic. The principles of the scheme would be:-

▪   the achievement of objectives and targets;
▪   demonstration of competencies for the role; and
▪   demonstration of wider contribution to the organisation.

(ii)   It is proposed that there are three assessment levels within the scheme:-

1. Excellent
2. Performance to the required standard
3. Performance improvement required

Note – the original proposal had four levels to include a level 4, unsatisfactory performance. However, as this is already covered by the capability procedure it is proposed to remove this from the pay progression scheme.

(iii)   MedPay Progression Award payments will be made in the April of each year for most employees following the PDR assessment in February. The amount of progression award would be set by Full Council as part of the budget setting process (February). Only those employees obtaining either performance to the required standard or an excellent rating would receive an award. It is proposed that an additional one-off payment be made to those individuals achieving an excellent rating.

(iv)   All managers undertaking the pay review assessment of another member of staff must have undertaken the specified mandatory training. Initial training will be delivered in two parts, the first will be undertaken prior to the commencement of the scheme and will address the setting of smart targets and development needs, the second part will take place in the autumn 2014 and will address the undertaking of assessments.

(iv)   A high level consistency exercise will be undertaken by HR Services prior to any Medpay Progression Award being made and the results will be reported to senior management for approval overall.

4. Consultation

4.1 Since the last Employment Matters Committee there have been further discussions with the trade unions, and 6 workshops have been held for staff with over 100 employees attending.

4.2 No formal response has been received from the trade unions but it is clear that they are generally opposed to pay progression being linked to performance. However they have engaged in some discussions on the issue and at the meetings they raised the following issues:

- How will we ensure consistency of targets and assessment?
  Management Response – There is mandatory training for managers and the assessments will be reviewed by HR and approved by senior management to ensure consistency.

- Is the review process sufficiently robust to assure staff they are protected?
  Management response – officers agreed to reconsider the proposed review process and we will continue discussions on this.

- Can the Council guarantee that there will be a funding for an award next April?
  Management response – this is matter for Full Council as part of the budget setting process.

- How will we ensure that all staff receive an effective PDR (appraisal)?
  Management response – all PDRs should be recorded on the HR self serve system, which will allow HR to undertaken spot checks and review the paperwork as required.

- Is it appropriate that 'top of the grade' employees do not receive a payment even if they are excellent?
  Management response – the proposed scheme has been amended to provide for a one-off payment for employees at the top of the grade, who are demonstrating excellence.

- How will the performance payment relate to the cost of living award?
  Management response – the cost of living negotiations are separate from the pay progression scheme and will be dependent on budget setting by Full Council.

- Is the definition of 'wider contribution' clear enough and why are trade union duties not included?
  Management response – there are further examples in the Managers guidance, which should provide better clarity. Trade union duties by branch officers would be regarded as part of their role and not regarded as wider contribution. Stewards are also given reasonable time off to undertake their trade union responsibilities.

4.3 Employees are generally not opposed to the concept of pay progression being linked to performance, but they have a number of concerns relating to the operation of the scheme. The overriding issues appear to relate to consistency and fairness, and the likelihood of an award next April. The employees' questions and comments are shown at Appendix 2 and can be grouped into five main areas, which are summarised below. The appendix also shows the management response to the issues raised.

    (i)   **Top of the grade** – Eligibility to receive the 'one-off' excellence payment.
Comment - This has now been reviewed and it is proposed that these employees will be treated the same as other staff who are demonstrating excellence.

    (ii)   **Financial award –** If there is no funding what is the incentive to perform?
Comment - Clearly target-setting is an important part of management and individuals should be performing against their targets regardless of proposed pay increases. However to reward excellence it will be important to ensure there is some funding available.

    (iii)   **PDR Process –** general concerns about the consistency of the process and what happens if there is no manager or managers change.
Comment – the consistency will be monitored by the 'grandparent' and HR. If managers change it will be vital to ensure that all the paperwork is up-to-date before the managers leave. Where there is no direct line manager then PDRs will need to be carried out by the line manager's manager.

    (iv)   **Target- setting –** some concerns expressed about issues beyond an employees control, and the possible need to renegotiate targets.
Comment – clearly if circumstances change then targets should be amended and this can be done at 1:1s. All targets need to jointly agreed between the line manager and the employee. .

    (v)   **Assessment Levels –** the main issue here is whether level 4 – unsatisfactory should be included in the pay progression scheme.
Comment – this has been removed and the capability procedure is referred to.

5. Risk management

Risk	Description	Action to avoid or mitigate risk
Funding of pay progression not available or sufficient	Pay progression funding will be agreed by Full Council in February each year and will be subject to the constraints of the budget.	Robust financial pay modelling prior to budget-setting.
Possible detrimental impact on the morale of the workforce.	The risks of implementing a new pay progression scheme is related to the morale and goodwill of employees, who may see this as a further attempt by the council at eroding their pay following the freezing of increments and the withdrawal from pay-related NJC terms.	Ongoing discussions and communications as well as robust training and briefings for managers and staff.
Resources issue in terms of implementation.	Implementation of a project of this scale will involve significant resources (predominantly from HR Services) in terms of: - Training and briefing of managers and staff - Responding to concerns - Monitoring and managing the scheme	Reallocation of HR resources and the appointment of a new project manager to support this initiative.

6. Diversity Impact Assessments

6.1 The Council will regularly monitor the effect of any new pay structure for all employees covered by the Protected Characteristics (Equality Act 2010), and we have extended the pay protection arrangements to support those adversely affected.

6.2 Assessments under the pay progression scheme will be monitored to ensure that no specific group of employees is disproportionately affected.

7. Financial and legal implications

7.1 The financial implications of implementing the pay progression scheme will be dependent on the budget-setting arrangements and the amount allocated to pay will be agreed by Full Council each year. It will be important to set aside any amount for progression if the scheme is to maintain its integrity.

7.2   The implementation of a new grading structure and the introduction of the MedPay Progression Award Scheme has necessitated a change to the current contractual terms and conditions of employment for council employees. In order to implement these changes the Council has individually agreed with the majority of employees. Of the remaining employees, 4 have lodged appeals against dismissal from their contracts and 5 have signed but retained their right to make a claim. The rest are still being contacted for responses.

7.3   Successful legal challenges have been minimised by ensuring that full and meaningful consultation have taken place and that employees receive continual communications on progress and have their opportunity to comment on the structure of the pay progression scheme.

7.4   The Council has ensured that the process for any changes to contracts of employment complies with the required statutory obligations to inform and consult employees both collectively and individually under Section 188 of the Trade Union and Labour Relations (Consolidation) Act 1992 and in addition complies with its re-organisation procedures.

8.   Recommendation

8.1   It is recommended that the Committee:-

(a) Notes the comments from the trade unions and employees and the amendments made to the original proposals

(b) Agrees the Medpay Policy Statement and Competency Schemes, as set out in Appendices 1 to 1C to the report to be implemented from 1 July 2014, once the training of managers has been undertaken

(c) Agrees the implementation of a pay progression scheme related to performance for Soulbury and Local Negotiation Framework Agreement (LNFA) staff and delegate authority for the discussion on the detailed arrangements to the Assistant Director, Organisational Services.

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Appendices
Medpay Policy Statement – Appendix 1
Assessment criteria – Appendix 1A
Competency Scheme – Appendix 1B
Leadership Competency Scheme – Appendix 1C
Medpay FAQ/comments – Appendix 2
Background papers
Employment Matters Committee Report 18 April 2013
Employment Matters Committee Report 4 July 2013
Employment Matters Committee Report 26 September 2013
Employment Matters Committee Report 20 November 2013
Employment Matters Committee Report 6 February 2014
Employment Matters Committee Report 18 February 2014

Medway Council

MedPay Policy Statement

April 2014

Table of contents

1.0 Introduction

1.1 This policy statement provides the principles within which the MedPay Progression Award Scheme will operate. Further detailed guidance is available in the Managers Guidance to MedPay.

1.2 This scheme provides a mechanism for employees performance to be measured and rewarded fairly and equitably based on their individual competence to do their job and the achievement of set individual targets and objectives. It also provides a mechanism for the council to reward those who make a wider organisation contribution.

2.0 Equalities Statement

2.1 Medway Council is committed to providing equal opportunities and access to all. This policy statement embraces the spirit of managing a diverse workforce and those responsible for making pay decisions must ensure that no employee or group of employees are discriminated against either directly or indirectly or victimised on the grounds of their race, disability, sex, sexual orientation, religion or belief, age, marital or civil partnership status or any stage of gender reassignment.

4.0 Scope

4.1 This policy applies to all employees except:

- school-based staff, and centrally employed teachers and classroom assistants;
- those employees who are at the top of their grade (range);
- those in receipt of salary protection;
- casual staff with less than six months accrued service during the assessment year (see paragraph 13.0)

5.0 Principles

5.1 All managers undertaking the pay review assessment of another member of staff must have undertaken the specified mandatory training (see paragraph 11.0).

5.2 All recommendations for a MedPay Progression Award will be authorised by the manager's manager (the grand parent).

5.3 A high level consistency exercise will be undertaken by HR Services prior to any Medpay Progression Award being made.

5.4 HR Services will be responsible for co-ordinating performance level recommendations, advising on the application of MedPay, monitoring consistency of application across the council and reporting overall recommendations to senior management prior to any MedPay Progression Awards being paid.

5.5 Should the employee disagree with their individual performance level awarded they may ask the grandparent to review the performance level. The decision of the grandparent is final.

5.6 Should the employee believe a procedural error has been made this should be addressed using the council's Grievance Procedure.

5.7   Where an Additional Duties payment is being paid, the additional duties cannot be measured as a 'wider contribution'.

5.8   MedPay Progression Award payments will be made in the April of each year following the PDR assessment in February.

5.9   Any required exceptions to the process outlined in this policy must be agreed by the Assistant Director, Organisational Services.

6.0   Medpay Progression Award provision

6.1   Pay progression will be based on the achievement of three factors, these are:

- the achievement of objectives and
- demonstration of competencies for the role
- demonstration of wider contribution to the organisation

Note: only the full achievement of all three factors will result in an Excellent rating.

6.2   There will be three levels of assessment, these are attached as appendix one:

7.0   Objective and target setting

7.1   The setting and measurement of performance objectives and targets will take place in consultation with the individual employee and their line manager at the annual PDR in February. The following PDR (ie a year later in most cases) will include an assessment of the individual performance level for MedPay purposes.

7.2   Targets and objectives may change during the assessment period and if so, this will be recorded formally.

7.3   PDR Review

7.3.1   The assessment period will run from March to Februay, except in year 1 (2014/15) where it will run from July to February. For employees with less than a full years' attendance or service the provisions of para 12.1 will apply.

7.3.2   The annual PDR will normally take place in February in order to review the past year's performance and set the targets and objectives for the following year.

7.3.3   Progress will be monitored during the assessment period through individual 1-2-1 meetings and at a six-monthly interim review.

7.3.3   When reviewing the past years performance it is the responsibility of the individual employee's line manager to identify whether:

-       the agreed objectives and targets have been achieved;
-       the individual has either met, exceeded or failed to reach the required competency levels; and
-       whether the individual has made a wider contribution to the organization as these deliberations will determine the level of any MedPay Progression Award.

7.3.4   Whilst it will not normally be necessary for the employee to gather physical evidence to prove they have met the targets and objectives, all MedPay recommendations will need to be

supported by fully completed PDR documentation which provides a comprehensive overview of performance across the year to underpin the recommended performance level assessment.

7.3.5   All employees will receive a PDR, with at least one review meeting during the year.

7.3.6   In the event of disagreements with the assessment level awarded, post holders may ask their line manager's manager (ie the 'grandparent') to review the level as outlined in Managers Guidance Notes.

8.0   The Competency Scheme

8.1   The Competency Scheme is attached as appendix two. The competency scheme is aligned to the relevant job evaluation factors that have been undertaken to evaluate the role.

8.2   Each employee will be provided by their line manager with a competency profile for their role together with a role profile.

8.3   Responsibility lies with the line manager to ensure that the role profile is kept up-to-date. Any significant changes required which may lead to both the role profile and the competency profile changing must be referred to HR Services for review and re-grading where appropriate.

9.0   Demonstrating a wider contribution to the organisation

9.1   The council wishes to formally recognise those employess who make a wider contribution to the organisation in addition to performing well within their individual role. There will not be a definitive list of what constitures a wider contribution as this will be flexible. Further information is available in the guidance pack. Examples may be:

- 'Going the extra mile' e.g. undertaking a piece of work outside of the scope of the role or team role in addition to carrying out their own role;
- Making an innovative suggestion (s) for improvement to work practices which has been adopted and has had a positive impact on the success of the service/team;
- Making an innovative suggestion (s) for income raising or cost savings which has been adopted and has had a positive impact on the success of the service/team;
- Actively partaking in a cross-cutting excellence group such as the Medway Maker engagement champions. The employee will need to provide tangible evidence as proof that they have actively made an exceptional positive difference to the organisation's benefit.

10.0   Other pay increases

10.1   Full Council may, on an annual basis, decide to award an additional across-the-board pay increase for all staff who meet performance levels one and two. This will follow negotiation with the trade unions and be ratified at the formal budget setting meeting.

11.0   Training

11.1   Any officer who is required to undertake a MedPay Progression Award Review will be required to undertake specific training before they proceed with the review. This training will cover i) objective and target setting, ii) making a Medpay Progression Award assessment and iii) how to combat perceptions of unfairness, discrimination and resentment among staff.

12.0 Other considerations

12.1 Assessments for those who have not completed a full year (excluding staff new to the role)

12.1.1 Where the individual has been prevented from completing a full years work activity due to one of the reasons below but has completed at least six months work activity the assessment will be made based on the individuals performance for those six months, upon their return to work i.e. as soon as it is possible for them to have a PDR.

    (i)   long term sickness
    (ii)   maternity leave
    (iii)   adoption leave
    (iv)   other authorised absence.

12.1.2 Where the individual has worked less than six months in the current assessment period they will be assessed automatically at level two and will not be able to be assessed any higher unless there are exceptional circumstances.

12.1.3 Where an individual is receiving a payment for Acting Up or is seconded to a role which is at a higher grade (range), the MedPay assessment and any resultant increase may be based on their substantive post or a combination of the two.

12.2 Assessment for those starting their role mid-year (including new starters)

12.3 Those employees who are either new starters or new in post must have a target setting meeting arranged within the first month of being in post.

12.4 For employees who start between 1 april and 30 September, a MedPay assessment will be made in February.

12.5 For employees who start between 1 October and 31 March, will have an individual MedPay assessment once they have been in post for six months and any increase awarded will be payable from their six month anniversary of being in the role.

13.0 Casual Staff

13.1 Casual staff are normally on a contract of employment of 13 weeks or less and are therefore not subject to MedPay assessment. Anyone holding a contract with zero hours working over the 13 week period will need to have worked for the number of hours or frequency agreed with their line manager in the current MedPay year. Normally, an individual will be required to have achieved a six month working aggregate to be assessed under MedPay progression.

14.0 Scheme review

13.1 The scheme will be monitored and reviewed on an annual basis by HR Services and the outcomes will be reported to Employment Matters Committee.

14.0 Diversity Impact Assessment

14.1 Any new or reviewed policy or procedure will be Diversity Impact Assessed.

Medpay Progression Award Scheme – assessment criteria

Level	Description	Individual assessment criteria	Medpay Progression Award	Equating to
1	Excellence	Achievement of all agreed objectives and targets, and Is assessed as competent in all areas of their individual competency profile, and has demonstrated an exceptional wider contribution this year.	Amount to be set by Full Council	100 per cent
2	Performance to the required standard	Achievement of all agreed objectives and targets, and is assessed as competent in relation to the majority of the competencies for the role (with minor development areas where competency could be improved).	Amount to be set by Full Council	90 per cent
3	Performance improvement required	One or more of the following: Limited achievement of individual action plan Development needs identified in relation to competency Limited evidence of a wider contribution across the year.	No progression	

Medway Council

Competency Scheme

Introduction and Guidance

The competency scheme has been designed to assist managers in assessing the performance of employees as part of the PDR process, and to help set individual objectives. It is also used for recruitment purposes.

The scheme outlines the level of competence required for each role based on its grade. Competencies are broken down into seven factors, these are:

Knowledge	**Mental Skills**	**Interpersonal and communications skills**	**Initiative and Independence**
Responsibility for People	**Responsibility for Supervision**	**Responsibility for Finance**	

These reflect some of the factors used to evaluate role profiles to arrive at grades, using the NJC job evaluation scheme.

Each role has a profile (entitled "Job/competency profile"), which contains a description of the competency required under each of the factors. Managers should use the competency framework during the PDR process, as follows:

- to assess the extent to which the individual being assessed has demonstrated the positive behaviours required

- To discuss with the employee any development needs which are areas where either improvement is required or where individuals need to start demonstrating clear evidence of competence. These development needs should be incorporated into his/her objectives.

The competency document should be used as the basis for discussion with the employee during the PDR process. Preparing in advance for the discussion will be important, to be able to discuss examples of positive behaviour and reasons for considering certain areas as development needs.

The Headings Explained:

This is the assessed level of the job, for this factor

Describes what the employee needs to be able to do within the role

NB – description is based on the NJC job evaluation factor

Describes the evidence that shows that the employee is performing to the level required in this area

Describes areas in which the employee needs to improve and develop

Level	Competency	Positive Behaviours	Development Needs
One	xxxxxxxxxxxxxxx	• Xxxxxxxxxxxxxxx • Xxxxxxxxxxxxxxx • xxxxxxxxxxxxxxx	• xxxxxxxxxxxxxxxx • xxxxxxxxxxxxxxxx • xxxxxxxxxxxxxxxx

Knowledge

Level	Competency	Positive Behaviours	Development Needs
One	Understands written and verbal instructions and follows procedures Can use equipment provided	• Understands and follows straightforward verbal and written instructions when given. • Uses a range of basic tools and equipment after receiving instruction. • Shows a willingness to learn. • Understands equal opportunities and treats others with dignity and respect. • Understands how his/her role fits in with the rest of the team or service	• Finds straightforward instructions difficult to follow • Needs to ask questions when unsure of what to do. • Needs to use tools and equipment more effectively. • Needs to develop a greater understanding of how his/her role fits into the service. • Needs to show greater awareness of the importance of treating others with dignity and respect.
Two	Understands the range of procedures required for the role and can use the tools and equipment provided Can use equipment provided and undertake simple written and numerical work, using technology, where required	• Understands procedures for the tasks required for the role. • Effectively operates equipment and tools required to undertake the duties of the role. • Shows a willingness to learn and develop new skills. • Can provide accurate, legible responses to basic questions and completes forms correctly, using technology where required. • Is aware of equal opportunities and the impact of actions on others. • Displays the council's Core Values in the way that they work. • Understands how his/her role fits in with the rest of the team or service.	• Needs to develop a better understanding of the procedures and the purpose of the role. • Struggles to absorb instruction resulting in repeated errors. • Needs to use tools and equipment more effectively. • Needs to develop a greater understanding of how his/her role fits into the service. • Needs to show greater awareness of the importance of treating others with dignity and respect.

Three	Carries out a range of tasks and understands the procedures associated with them. Uses equipment provided and has the written and numerical skills needed to compile straightforward reports, correspondence, calculations, carry out assessments	• Has a good understanding of the procedural knowledge and information relevant to the role and all tasks involved in it. • Produces accurate legible, written and numerical work and can complete forms and reports as required. • Can read and interpret information and compose straightforward correspondence. Uses necessary equipment, tools and technology effectively • Shows a willingness to learn and develop. • Follows procedures correctly. • Responds effectively to enquiries. • Understands equal opportunities and treats others with dignity and respect. • Displays the council's Core Values in the way that they work and understands service priorities.	• Needs to develop better technical and/or procedural knowledge to be able to carry out the tasks of the role to an acceptable standard. • written and numerical work not always as accurate as it should be • Needs to use technology, tools and equipment more effectively. • Finds it difficult to understand how the team and his/her individual role fits in with council's objectives. • Needs to develop a greater understanding of the importance of dignity and respect when dealing with colleagues and customers.
Four	Has technical/specialist/policy & procedural knowledge and applies it across a wide range of activities. Completes a range of complex tasks such as report writing, presentations, detailed assessments and calculations NB equates to a vocational qualification at technician level	• Shows a detailed knowledge of the technical/specialist or service specific practices and procedures required for the role. • Consistently produces accurate written and numerical work as required. • Shows a willingness towards and participating in learning and development. • Displays the knowledge to interpret technical, procedural or specialist information and compose correspondence and reports. • Responds effectively to queries.	• Does not currently possess all the technical, procedural or vocational qualification/experience/knowledge required for the role • Needs to be more confident in applying relevant knowledge and experience to the role Needs to improve accuracy in written and/or, numerical work • Needs to ensure that behaviour more closely reflects the Council's core values • Needs to develop a greater understanding

		• Follows procedures correctly and makes accurate assessments where required for the role. • Uses necessary equipment, tools and technology effectively • Understands equal opportunities concepts and theories and the relevant policies. • Translates the council's Core Values into practice at work, • Understands the organisation's priorities and how his/her role fits in and can explain this to others	of equalities concepts and the impact of his/her actions on colleagues and customers. • Needs to make a better use of technology to improve efficiency.
Five	Applies practical/procedural/organisational/policy knowledge in a specialist area and can turn theory into practical solutions. NB equates to graduate level or equivalent experience	• Demonstrates knowledge of the full range of procedures, policies and concepts involved in the role • Confidently and consistently provides good quality advice and guidance based on specialist/technical knowledge. • Can analyse and interpret technical, procedural, or specialist information and compose correspondence and reports, using technology as required • Shows a willingness to keep abreast of developments in his/her area of work • Translates the council's Core Values into practice at work. • Understands equal opportunities concepts and theories and the relevant policies.	• Does not currently possess all the technical or vocational qualification/experience/knowledge required for the role • Struggles with accurately applying concepts, and/or theories and or procedures (relating to the specific area of work). • Needs to keep abreast of up to date knowledge, learning and developments relevant to the role • Sometimes lacks confidence in giving advice • Needs to ensure that behaviour more closely reflects the Council's core values • Needs to develop a greater understanding of equalities concepts and the impact of

		• Understands the organisation's priorities and how his/her role fits in and can explain this to others	his/her actions on colleagues and customers • Needs to make a better use of technology to improve efficiency.
Six	Uses advanced theoretical/practical/procedural/organisational /policy knowledge across a specialist area	• Effectively undertakes work of a complex nature, which requires advanced/high level knowledge of policies, procedures and best practice in his/her own and related areas, as required. • Can analyse and interpret complex technical, procedural, or specialist information and compose correspondence and reports, using technology as required • Applies knowledge of equal opportunities concepts, policies and procedures and understands how these impact on the service area. • Is proactive in keeping abreast of developments in his/her area of work , sharing best practice and learning • Understands and complies with the council's Core Values and priorities and the impact of the role and/ team in enabling the council to effectively meet its priorities.	• Does not currently possess all the technical or vocational qualification/experience/knowledge required for the role • Struggles with accurately applying concepts, and/or theories and or procedures (relating to the specific area of work). • Needs to take a more active role in keeping abreast of up to date knowledge, learning and development relevant to the role • Sometimes requires a higher than expected level of approval and confirmation of decisions. • Needs to more thoroughly research information before providing professional advice, and learn from mistakes. • Needs to ensure that behaviour more closely reflects the council's core values • Needs to develop a greater understanding of equalities concepts and the impact of his/her actions on colleagues and customers.
Seven	Uses advanced theoretical / practical / procedural / organisational / policy knowledge across a specialist area and has detailed knowledge of organisational policies, practices	• Effectively undertakes work of a complex and diverse nature, which requires advanced/high level knowledge across a range of disciplines	• Does not currently possess all the technical or vocational qualification/experience/knowledge

	or procedures. NB requires formal training to professional/graduate level or equivalent plus relevant experience	OR in a specialist discipline. • Is proactive in undertaking and sharing professional development to keep up to date with all key changes in his/her field and develop themselves • Encourages others to develop (where appropriate). • Can analyse and interpret complex technical, procedural, or specialist information and compose correspondence and reports, using technology as required • Can provide advice and guidance relating to his/her field of work, on the implications of external and internal changes • Uses knowledge to contribute to the development of improved services/policies/procedures • Applies knowledge of equal opportunities concepts, policies and procedures and understands how these impact on the service area. • Understands the council's Core Values and priorities and the impact of the role and service in enabling the council to effectively meet its priorities.	required for the role • Needs to inspire greater confidence when giving professional advice to colleagues or Members. • Sometimes lacks confidence in making decisions or dealing with issues which are within his/her sphere of knowledge and authority. • Needs to research information and circumstances more thoroughly prior to giving advice. • Needs to inspire greater confidence when giving professional advice to colleagues or Members. • Needs to take a more active role in keeping abreast of up to date knowledge and developments relevant to the role. • Needs to ensure that behaviour more closely reflects the Council's core values • Does not always adequately take account of equality issues in carrying out the requirements of the role
Eight	Uses advanced theoretical / practical / procedural / organisational / policy knowledge across a specialist area and has detailed knowledge of organisational policies, practices or procedures in own and other related specialist areas NB requires formal training to professional/graduate level or equivalent plus extensive relevant experience	• Displays comprehensive, in depth knowledge of a complex and diverse nature at organisational/service/specialist level (as appropriate to the role) • Is widely respected as the council's expert in a particular specialist field (where relevant to the role) • Uses knowledge/experience/best practice to	• Needs to develop deeper knowledge in one or more areas of the role. • Where required to act as the council's expert, needs to improve the clarity or accuracy of advice provided • Needs to inspire greater confidence when giving professional advice to colleagues or Members.

	successfully contribute to service improvements and promotes excellence in service delivery • Can analyse and interpret complex technical, procedural, or specialist information and compose intricate correspondence and reports, using technology as required • Successfully provides advice and guidance as required at service or organisational level, on the implications of external and internal changes • Is proactive in undertaking and sharing professional development to expand knowledge and keep up to date with all key changes in his/her field and develop themselves • Encourages others to develop (where appropriate) • Applies knowledge of equal opportunities concepts, policies and procedures and understands how these impact on the service area. • Acts as a role model for the council's Core Values, and operates in a way that consistently reflects the council's priorities	• Needs to research information and circumstances more thoroughly prior to giving advice • Needs to acquire a stronger grasp of the and external developments that may affect the running of the service or particular service area. • Needs to draw more effectively on experience and/or best practice in carrying out the role/ improving services • Needs to consider the council's priorities and objectives are more fully when carrying out his/her role or planning changes in his/her area of work • Does not always adequately take account of equality issues in carrying out the requirements of the role • Needs to ensure that behaviour more closely reflects the council's core values

Mental Skills

Level	Competency	Positive Behaviours	Development Needs
One	Can solve simple problems and take action accordingly	• Understands everyday problems that arise in the course of his/her work • When dealing with a straightforward problem, gathers the relevant facts and information. • Asks for advice if unable to find a solution. • Acts to solve straightforward problems that arise in the course of his/her work	• Struggles to find the correct answer to simple problems. • Finds it difficult to work out what the problem really is. • Needs to be able to deal with straightforward problems which arise in the course of his/her work.
Two	Uses judgement and creativity to assess situations, solve straightforward problems and adapts to new ways of working	• Understands everyday problems that arise in the course of his/her work • Works within laid down procedures but uses creative/judgemental skills when required, to resolve routine problems. • Is able to get to the root of straightforward problems and resolve them in an logical way. • Weighs up the options & information available to identify and decide on the best solution. • Asks for advice if unable to find a solution • Adapts well to new ways of working.	• Finds it difficult to work out what the problem really is • Struggles with understanding the component parts of a straightforward problem. • When similar problems reoccur, does not always learn from experience. • Needs to be able to deal with straightforward problems which arise in the course of his/her work • Finds it difficult to adapt to new ways of working and/or to embrace change.
Three	Uses judgement and creativity to assess situations and solve varied problems and/or develop short term plans	• Analyses situations and information to solve varied, straightforward problems. • Is confident in dealing with non-complex technical issues. • Can correctly and quickly identify the right decision to make, when some clear options	• Struggles with understanding the component parts of a problem • When similar problems reoccur, does not always learn from past experience • Needs to be more confident in his/her own abilities when dealing with

		are given/known.	problem situations.
		• Is able to get to the root of straightforward problems and resolve them in an logical way.	• Needs to be able to formulate and carry out plans
		• Uses imagination and ideas to find solutions and identifies where more efficient working could make savings.	• Finds it difficult to adapt to new ways of working and /or to embrace change,
		• Can develop plans for the short term (up to several weeks) to ensure that work is completed to the standard and timescales required.	
		• Takes into account risks when making decisions and monitors the impact of those decisions.	
		• Adapts well to new ways of working.	
Four	Can analyse and interpret complex information and situations. Develops solutions and plans for the medium term Adopts an imaginative and innovative approach	• Can interpret and analyse detailed, comprehensive information and use it to develop options and/or present new or creative solutions	• Struggles with finding creative solutions to problems.
		• Is able to 'think on his/her feet' and respond effectively when asked direct technical questions requiring an immediate response.	• Finds it difficult to 'think-on-his/her-feet' when assessing situations or options and there is a need for an immediate response
		Offers solutions for improvements to working practices and identifies where more efficient working could make savings.	• Needs to be able to offer new solutions for improvement to working practices.
		• Can develop plans for the medium term (several months up to a year) to ensure that work is completed to the standard and timescales required.	• Needs to be able to plan his/her work and carry out plans satisfactorily once started.
		• Thinks creatively to find solutions and provide responses	• Finds it difficult to adapt to new ways of working and/or to embrace change
		• Plans are clear and well thought out taking	• Needs to develop greater confidence in his/her ability to make decisions and solve problems that are within the

		into account risks, resources and stakeholder expectations. • Adapts well to new ways of working	boundaries of the role. • Finds it difficult to identify and evaluate different options for dealing with a situation.
Five	Can analyse and interpret varied and complex information Develops strategies and solutions for the medium and long term	• Can interpret and analyse detailed, comprehensive information and use it to develop options and/or present innovative solutions • Able to successfully undertake work which requires creative and innovative input across a number of diverse subjects. • Displays a range of expertise where the opportunity and need for imaginative thinking is not limited to defined policies. • Regularly offers fresh ideas and innovative solutions to problems. • Is able to think strategically, and assess the "bigger picture". • Effectively undertakes long term planning. • Adapts well to new ways of working • Manages all stakeholder expectations and communicates effectively when making plans or dealing with organisational change.	• Needs to develop greater confidence in his/her ability to make decisions and solve problems that are within the boundaries of the role. • Needs to plan more effectively • In situations requiring a creative approach or fresh thinking, tends to defer to the use of known techniques, rather than developing imaginative solutions . • Tends not to offer new solutions for improvement to working practices and service delivery. • Finds it difficult to think strategically, not always taking into account the 'bigger picture' • Finds it difficult to adapt to new ways of working and/or to embrace change,.
Six	Can analyst and interpret very varied and highly complex information Develops strategies and solutions for long term plans	• Is able to comprehend and deal effectively with difficult, multi faceted problems and issues • Successfully undertakes work which is carried out in new and challenging situations	• Struggles to recommend/deliver effective solutions to service related issues. • Struggles to look beyond the current issues or to assess "the bigger picture" when a strategic approach is

		• Develops innovative responses relating to diverse subjects with extensive policy or service implications. • Effectively undertakes long term strategic planning. • Demonstrates a high level of skill in managing all stakeholder expectations and communicates effectively when making plans or dealing with organisational change. • Adapts well to new ways of working • Can "think on his/her feet" to provide an immediate response, when required	called for. • Needs to display innovative thinking when developing responses and plans to tackle complex issues. • Finds it difficult to adapt to new ways of working and/or embrace change. • Needs to plan more effectively.

Communication Skills

Level	Competency	Positive Behaviours	Development Needs
One	Talks to colleagues and others in an understandable way	• Speaks clearly and politely when addressing colleagues and others. • Liaises successfully with routine contacts in the course of his/her work • Is able to provide answers or explanations which others can understand, when required to do so • Listens and does not interrupt when others are talking.	• Does not always listen or pay attention. • Tends to interrupt when someone is speaking. • Tends to speak using slang or colloquialisms. • Finds it difficult to make himself/herself understood when communicating with others
Two	Communicates with people at different levels inside and outside of the organisation in an understandable way, using tact where required	• Uses the most appropriate style and method of communications. • Is able to provide answers or explanations which others can understand, when required to do so • Can communicate information both orally and in writing to inform staff and/or customers. • Actively listens to understand people's needs and talks to people in a positive way. • Is tactful when the situation calls for it.	• Lacks confidence in communicating with people. • Finds it difficult to make himself/herself understood when communicating with others (verbally and/or in writing) • Is not always tactful when dealing with others. • Tends to interrupt when someone is speaking.

Three	Uses written and oral communication skills to present varied information in an understandable way to a range of audiences	• Successfully exchanges varied information orally and in writing with a range of audiences. • Can guide, advise and encourage people to take a certain action, in the course of his/her work. • Comes across as tactful, and , where appropriate, supportive and caring. • Can instruct and motivate others (where appropriate). • Tailors communication according to the needs of the audience • Uses a language other than English to exchange greetings and/or straightforward information (where appropriate). • Gives clear, concise explanations. • Written communication is accurate and well presented • Checks people understand what has been communicated.	• Needs to come across more confidently when speaking. • Finds it difficult to encourage people to follow a particular course of action • Does not always approach situations in a tactful, supportive, caring way (where appropriate) • Needs to improve accuracy and/or presentation of written work. • Needs to be able to guide and motivate others where necessary • Tends to use jargon or technical language inappropriately. • Tends to interrupt when someone is speaking • Needs to contribute more at meetings. • Finds it difficult to make himself/herself understood when communicating with others (orally and/or in writing) • Needs to be able to use a language other than English (including sign language) for basic greetings and for sharing straightforward information
Four	Uses well developed communication skills to present complex/sensitive information in an understandable way, to a range of audiences Can use a different language where required	• Communicates effectively when dealing with matters that are likely to be contentious or complex requiring support, tact, persuasion and sensitivity. • Displays well developed communication	• Needs to be able to write clear and concise reports. • Tends to overload the audience with information and detail

		skills when dealing with any of the following: caring, training, leadership, motivating, advising, guiding, presenting. • Can effectively communicate about complicated or sensitive information with a range of audiences. • Where appropriate is able to convey complicated information effectively in another language. • Written and numerical communication is accurate and well presented. • Checks to ensure that the audience have understood the message.	• Needs to be more effective when delivering presentations. • Can lack sensitivity when seeking to persuade/influence or when tact and diplomacy is needed • Needs to improve accuracy and/or presentation of written and/or numerical work • Finds it difficult to convince people to follow a particular course of action. • Needs to contribute more effectively at meetings. • Finds it difficult to communicate effectively about complex matters • Needs to be able to use a language other than English (including sign language) for basic greetings and for sharing information
Five	Uses highly developed communication skills to confidently present complex/sensitive information in an understandable way, adapting the style to a range of audiences Communicates adeptly in a different language where required	• Communicates successfully on a regular basis regarding a range of complex and contentious matters requiring support, persuasion/ advocacy/ sensitivity where the outcome has significant implications for the customer or service. • Can communicate orally or in writing adapting his/her message to meet the needs of a range of audiences, including non-specialists. • Displays highly developed communication skills when dealing with any of the following: caring, training, leadership, motivating,	• Does not always liaise effectively with key stakeholders. • Needs to improve ability to write clear and concise reports. • Needs to improve effectiveness when delivering presentations. • Needs to be able to deal more effectively with challenging audiences or negative reactions • Can lack sensitivity when tact and diplomacy is needed

		advising, guiding, presenting	• Needs to improve accuracy and/or presentation of written or numerical work.
		• Produced accurate and well presented written and numerical communication.	
		• Is able to present information to large audiences clear and concisely.	• Can sometimes use an irritable, or aggressive or dismissive tone when under pressure.
		• Is able to produce detailed reports on a range of issues, including those of a strategic and complex nature, for a variety purposes and audiences.	• Needs to contribute more effectively meetings.
			• Finds it difficult to convince people to follow a particular course of action
		• Can negotiate, influence or persuade others, at all levels to adopt course of action that they might not otherwise wish to take (where required).	• Needs to be able to communicate more effectively orally/in writing on complex issues (using a different language where appropriate)
		• Can communicate orally and in writing with groups and individuals on a range of issues involving complicated or complex information	
		• Where appropriate, is able to convey complicated information effectively in another language.	
		• Goes out of his/her way to ensure that all stakeholders are fully briefed and involved.	
Six	Uses highly developed communication, negotiation, consultation and influencing skills to address a range of wide ranging, complex and contentious issues, tailoring content to audience needs	• Communicates successfully on a regular basis regarding a wide range of complex and contentious matters requiring support, persuasion/ advocacy/sensitivity on iauwawhere the outcome has significant implications for the customer or service.	• Does not always correctly guage the required levels of tact diplomacy and sensitivity needed for situations..
		• Successfully communicates, influences consults and negotiates as the council's representative.	• Needs to contribute more effectively to meetings and/or presentations
			• Needs to come across more effectively as an ambassador for the

		- Regularly presents highly complex information and is able to successfully pitch the content to meet the needs of a range of different audiences - Exercises very highly developed influencing, counselling, negotiating and persuasive skills, or advocacy, to convince others to adopt policies, strategies and courses of action they might not otherwise wish to take. - Produces concise, clear reports with the required level of detail for a range of purposes including member, senior management and external stakeholder decision making.	council. - Needs to be able to write clear and concise reports, on a range of topics for a variety of audiences - Finds it difficult to convince people to follow a particular course of action - Can sometimes use an irritable, or aggressive or dismissive tone when under pressure. - Needs to be able to communicate more effectively orally/in writing on complex issues (using a different language where appropriate

Initiative and Independence

	Competency	Positive Behaviours	Development Needs
One	Follows instructions related to the tasks required; work is closely supervised	• Works well within clearly defined rules or procedures. • Produces work to agreed standards. • Asks line manager for help if unsure. • Takes notes when given instructions. • Manages own workload effectively.	• Needs to follow instructions and processes more carefully. • Needs to take notes or find a way to remember instructions • Asks the same question repetitively. • Finds it difficult to do tasks in a logical order.
Two	Follows instructions and uses initiative to deal with minor issues, referring to supervisor/line manager where necessary	• Works well within clearly defined rules and procedures. • Successfully makes decisions chosen from a range of established alternatives. • Manages time and priorities of own work effectively and productively by setting appropriate objectives and deadlines. • Takes ownership of work and fulfils agreed commitments. • Takes notes when given instructions • Knows when to ask for help in dealing with decisions that are out of the ordinary.	• Needs to follow instructions more carefully. • Asks the same question repetitively. • Struggles to manage and prioritise work effectively. • Asks for guidance on straightforward situations. • Needs to take notes or find a way to remember instructions • Is unsure of what to do when facing situations that require a slight deviation from the normal way of working.
Three	Works within defined procedures and can work independently, using initiative to deal with straightforward situations, referring to supervisor/line manager for unusual or difficult problems	• Works effectively within programmes/guidelines/ objectives where there is a limited range of choices and where advice is generally available.	• Struggles to prioritise work effectively. • Needs to be able to work unsupervised • Needs to be able to prioritise work

		• Deals successfully with unexpected problems or situations • Brings forward useful ideas and suggestions to help own role/the team/customers or service. • Works unsupervised whilst carrying out the day-to-day duties of the role, prioritising as necessary, • Knows when it is necessary to refer to supervisor/manager. • Takes notes when given instructions.	• Is not confident when dealing with unexpected problems. • Needs a higher level of supervision than expected for the role. • Needs more re-assurance than expected, prior to giving advice on matters where there are recognised procedures. • Asks for advice before trying to solve straightforward issues independently. • Needs to take notes or find a way to remember instructions • Finds it difficult to recognise when to use own initiative and circumstances where it is appropriate to refer to a supervisor/manager.
Four	Works independently within defined procedures, and can work outside of procedures, making decisions without referring to a supervisor/line manager, where necessary.	• Works effectively within programmes/procedures/ objectives where there is a wide range of choices within general guidelines but without supervision • Can select the most appropriate course of action when there are a range of options available • Effectively prioritises and plans own and team's (if appropriate) work to achieve successful completion of project/programme. • Manages problems as they arise, acts decisively and within limits of authority. • Refers to a supervisor/manager when it is appropriate to do so	• Needs to be more confident in making choices from a wide range of options, • Tends to change mind frequently, or can be indecisive • Needs to be more confident in giving advice. • Needs to prioritise and plan more effectively • Does not always think through the consequences of advice given. • Seeks reassurance before giving advice in situations where it would not normally be necessary to refer to a higher level.

		• Successfully makes decisions which may have an effect on customers or employees other than immediate colleagues. • Undertakes any lone-working effectively and in line with policy guidance, where appropriate. • Able to work independently and deal with unexpected problems and situations with confidence. • Confident in dealing with unusual situations where there are no recognised procedures in place. • Contributes to the decisions of others by providing ideas and making recommendations on practices that may affect service delivery. • Monitors the effects of own decisions and prepared to take ownership for own actions.	• Finds it difficult to deviate from normal procedures when dealing with situations which are out of the ordinary • Finds it difficult to think of ideas that can help to bring improvements. • Finds it difficult to recognise when to use own initiative and circumstances where it is appropriate to refer to a supervisor/manager
Five	Can work independently within clear guidelines and regularly uses initiative to make decisions, referring to more senior officers for advice on policy/resource issues.	• Shows confidence in decision making and stands by his/her decisions and actions. • Able to work independently and deal with unexpected problems and situations with confidence. • Effectively prioritises own and team work. • Makes recommendations on changes to service practice and provides reasoning behind the recommendation. • Is able to select a logical path to follow, having evaluated a range of different options	• Tends to make decisions without thinking through consequences on service. • Finds it difficult to make recommendations or decisions outside of standard practices/guidance. • Struggles to work effectively in situations where improvisation is necessary • Finds it difficult to recognise when to use own initiative and circumstances where it is appropriate to refer to a supervisor/manager.

		• Is able to work effectively in ambiguous situations • Refers to a supervisor/manager when it is appropriate to do so • Contributes to the decisions of others by providing ideas and making recommendations on practices that may affect service delivery. • Successfully makes decisions which may have an effect on customers or employees other than immediate colleagues. • Undertakes any lone-working effectively and in line with policy guidance, (where appropriate).	
Six	Works within broad practice or guidelines, using discretion and initiative over a broad area of activity, with limited access to more senior officers	• Makes decisions that lead to the setting of working standards and/or changes in important procedure relating to the provision of operating services. • Makes well thought through and evidence-based decisions and recommendations for change and effectively manages the implementation of the change. • Manages the implementation and follow-up of change and deals with the implications of that change. • Knows when it is important to refer decisions to others and/or obtain advice before making a decision. • Undertakes) any lone-working effectively and in line with policy guidance (where	• Tends to lack confidence in making recommendations relating to the setting of working standards. • Sometimes shows a lack of good judgement in decision making • Finds it difficult to logically evaluate options to decide on the best course of action • Finds it difficult to understand the boundaries of his/her discretion • Needs to manage change more effectively

		appropriate).	
Seven	Works within council policies and general managerial direction, with very wide discretion and initiative over a very broad area with very little input from more senior officers	• Is able to effectively monitor and evaluate important policy, service practice and provision affecting a service. • Interprets organisational and service specific policy and strategy in order to establish goals and standards for a service. • Maximises the freedom to take action based on own interpretation of policy. • Successfully delivers work programmes covering a wide and complex area of activity • Works independently for the majority of working time, seeking managerial direction for the purposes of obtaining a steer on key issues. • Undertakes (where appropriate) any lone-working effectively and in line with policy guidance.	• Needs to be more confident in making decisions or recommendations relating to policy and service practice. • Finds it difficult to translate policy/ strategy into a practical courses of action • Requires more frequent/more detailed guidance and support than is normally expected at this level • Does not always back up decisions with logical, well researched argument
Eight	Works with minimal managerial direction within the overall policy framework of the council, using very wide discretion and initiative over a very broad area of activity	• Takes ownership for reviewing important policy, whole service practice and provision affecting the whole service. • Continuously acts with minimal guidance and sets goals and standards for others. • Develops and manages the delivery of work plans for wide ranging/cross cutting changes which are pivotal to service delivery • Engages all internal and external stakeholders effectively, to ensure	• Lacks confidence in making recommendations relating to policy and practice affecting the whole service. • Needs to ensure decisions are based on well researched options/evidence • Needs to ensure that decisions do not expose the council to unnecessary (uncalculated) risks • Does not always adequately recognise the importance of stakeholder management in managing

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		ownership and underpin successful delivery of work plans.	service improvement/delivering work plans
		• Conducts thorough research to identify viable solutions so that decisions can be based on all available options.	• Tends to refers decisions that are within the scope of authority of the role, to others.
		• Uses discretion effectively and appropriately to develop effective, pragmatic solutions which balance the needs of the service with legal/policy requirements, and where action involving a calculated risk is justifiable	• Is uncomfortable in situations requiring discretion and/or where, in the interests of the service, a calculated risk needs to be taken
			• Needs to understand more fully the limits of his/her authority

Responsibility for People

This competency measures the responsibility of the post holder for individual, or groups of, people (members of the public, service users and recipients), rather than employees supervised or managed by the post holder as there is a separate competency covering supervision of employees.

The emphasis of the competency levels are based on the nature and extent of the direct impact the job holder has on the well-being of individuals or groups. The factor covers responsibilities, including any confidentiality requirements, for the physical, mental, social, economic and environmental well-being of people, including their health and safety.

These responsibilities could be exercised through, for example, providing personal services, advice and guidance, or other forms of assistance; implementing or enforcing regulations; or developing and implementing services.

Level	Competency	Positive Behaviours	Development Needs
One	Is polite and courteous when dealing with members of the public	• Makes the well-being and satisfaction of the customer/service user priority. • Shows courtesy and consideration when dealing with other people. • Shows dignity and respect in all dealings with others	• On occasions, fails to show courtesy to others.
Two	Can carry out tasks and/or advise on internal procedures, which impact on the health and well being of people	• Makes the well-being and satisfaction of the customer a priority. • Listens and responds to people in a helpful and polite manner. • Shows dignity and respect in all dealings with others. • Undertakes straightforward health and safety duties (where appropriate) e.g. simple risk assessments, efficiently. • Goes out of his/her way to help customers.	• Does not always show courtesy to others. • Sometimes provides incorrect advice relation to the well-being of people. • Does not always carry out the correct processes for undertaking risk assessments. • Does not always show dignity and respect to others.
Three	Carries out tasks which impact on the well being of people, including assessing needs, implementing care/welfare, implementing regulations, providing guidance on internal procedures and interpreting policies and procedures to meet specific circumstances or problems.	• Makes the well-being and satisfaction of the customer a priority. • Always listens and responds to people in a helpful and polite manner.	• Can be condescending or unclear when dealing with customers and service users. • Does not always implement health and safety regulations when required.

		• Effectively assesses needs and provides appropriate levels of basic care and/or welfare for those who are reliant on the postholder. • Shows dignity and respect in all dealings with others. • Implements regulations relating to health and safety (where appropriate) efficiently. • Can provide information to help others understand policies and procedures		• Does not always provide correct information on policies and procedures • Does not always follow policy correctly when required to do so • Does not always show dignity and respect to others
Four	Carries out work which has a high impact on the wellbeing of people, including assessing needs, implementing care/welfare, enforcing regulations that have a high impact on people, adapting guidance on internal procedures and contributing to the development of policies and procedures which impact on the service.	• Makes the well-being and satisfaction of the customers a priority. • Efficiently assesses and implements appropriate programmes of care and/or welfare for those who are reliant on the post holder. • Enforces regulations relating to health and safety (where appropriate) efficiently. • Successfully makes recommendations and advises on the formulation of policy that will have a direct impact on the care and well-being of individuals or groups of people. • Shows dignity and respect in all dealings with others		• Does not always prioritise the well-being of the customer a priority. • Does not always make the correct decisions when assessing programmes of care for those who are reliant on the post holder. • Needs to more consistently enforce regulations relating to health and safety when required. • Has not been able to evidence the development of policies or procedures when this is a fundamental part of the job role. • Does not always recognise and respect the dignity of others
Five	Carries out work which has a major impact on the wellbeing of people, including assessing and deciding on complex needs, implementing care/welfare programmes, making decisions that have a high impact on people, developing policies and procedures which have a significant impact on the service	▪ Makes the well-being and satisfaction of the customer priority. ▪ Effectively takes decisions which may affect the future well-being and circumstances of individual clients. ▪ Efficiently assesses clients with complex needs who are reliant on the post holder and arranges appropriate programmes of		▪ Makes decisions about clients or customers welfare which have sometimes resulted in a negative impact on those clients/customers. ▪ When assessing customers with complex needs does not always take into account all necessary implications.

		care and/or welfare for those.	
		▪ Formulates policy and procedures that have a direct impact on the future care and well-being of individuals or groups (where appropriate).	▪ Needs to become more effective in formulating policy and procedure that has a direct impact on the future care and well-being of individuals or groups
		▪ Showing dignity and respect in all dealings with others.	▪ Does not always recognise and respect the dignity of others
Six	Carries out work and makes decisions relating to issues which have a very major direct impact on the current and/or future well being of substantial numbers of people, including assessment of needs of groups of people, determining how programmes of care should be delivered. Or Has very major responsibility for the development of policy relating to the well being of people, which has a major impact on strategy or operational delivery.	▪ Successfully assesses the needs of groups of people and determines how appropriate programmes of care or welfare are delivered. ▪ Successfully takes decisions that affect the future well-being of individual and groups of clients. • Successfully develops and implements policy and procedures that will have a direct impact on future care and well-being of individuals or groups of people (where appropriate). • Shows dignity and respect in all dealings with others.	• Does not always effectively assess the needs of groups of people and determines how appropriate programmes of care or welfare is delivered. ▪ Struggles with taking decisions that affect the future well-being of individual and groups of clients. • Fails to develop and implement policy and procedures that will have a direct impact on future care and well-being of individuals or groups of people (where appropriate). • Does not always recognise and respect the dignity of others

Responsibility for Supervision

This competency measures the direct responsibility of the jobholder for the supervision, co-ordination or management of employees
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It measures the job holder's competency levels in work planning and allocation; checking and evaluating the work of others; and training, development and providing guidance. It also includes responsibility for HR related functions for those for whom the jobholder has a formal supervisory responsibility, such as recruitment, discipline, appraisal; and planning, organising and long term development of human resources.

This competency measures the nature of the responsibility for supervision, rather than the precise numbers of employees supervised, co-ordinated or managed.

Level	Competency	Positive Behaviours	Development Needs
One	Can explain straightforward tasks to others, where required	• Allocates simple tasks to others. • Can provide straightforward instructions to others about how to complete a task. • Treats colleagues with dignity and respect.	• Tends to lack the confidence or ability to show other people how to undertake tasks. •
Two	Can supervise, co-ordinate or train other employees where required And/or can provide information and advice on internal procedures related to employees.	• Advises, instructs and checks work of others efficiently. • Allocates work effectively • Provides on-the-job training to other employees (if appropriate). • Reports issues of concern relating to staffing matters to the line manager without delay. • Shows dignity and respect in all dealings with others • Follows the correct HR/employment procedures in dealings with employees, where required • Listens to ideas from others for improving working practices.	• Needs to allocate work more effectively. • Does not always take a supportive approach when dealing with team members. • Is not always seen as unbiased when supervising others. • Does not always provide adequate guidance to enable employees to carry out his/her roles effectively. • Does not always feed back concerns relating to staffing issues to the line manager. • Does not always follow the specified HR/employment procedures if and when required to deal with employees.

Three	Takes responsibility for line managing others, providing direction, monitoring progress and empowering them to achieve objectives. And/or Can provide guidance on internal policies and procedures relating to employees, and interpret them based on the needs of individual situations.	• Successfully allocates work to a small group or team. • Directs, co-ordinates and trains others effectively. • Encourages team members to give his/her ideas as to how things should be done and acts on these ideas whenever possible. • Gives regular support when needed. • Provides advice, guidance and information and constructive feedback, to enable employees to carry out his/her roles effectively • Recognises employees' contribution providing praise and recognition, for his/her work • Challenges and deals with poor performance appropriately. • Deals with inappropriate behaviour in accordance with council policy/process. • Deals effectively with employee concerns at an early stage in order to prevent problems escalating. • Shows dignity and respect to all team members. • Builds team spirit and involves employees in setting team objectives in line with corporate objectives and values. • Holds regular team meetings, 1-2-1's and PDR's.	• Is sometimes uncomfortable handling sensitive situations with staff and can tends to avoid dealing with these. • Struggles with delegating work to team members. • Needs to provide sufficient praise and/or recognition. • Does not always deal promptly with employee concerns or complaints. • Needs to cascade corporate messages to the team more effectively. • Needs to involve staff more in setting team objectives. • Needs to provide greater direction/advice/guidance • Does not always follow the Council's HR/employment policies when dealing with staffing resources

			• Makes sure the Councils human resource policies are followed.	
Four	Sets clear direction for, develops, manages and coaches productive, high performing teams covering more than one area of activity/in more than one work place. And/or Interprets and provides guidance on external regulations relating to employees, adapts and interprets internal policies and procedures based on the needs of the service And/or Has a shared responsibility for developing policies and procedures relating of employees, which have a significant impact on the organisation.	• Successfully carries out all elements of the line management role for all teams managed • Consistently treats others with dignity and respect • Encourages staff to put forward ideas of how work should be done and acts on those ideas whenever possible. • Successfully communicates corporate message to the teams and, ensures all teams are aware of how his/her roles fits in with the council's objectives and values. • Provides advice, guidance and information and constructive feedback, to enable employees to carry out his/her roles effectively • Deals with poor performance/conduct/attendance issues and employee grievances and concerns, appropriately. • Ensure that development plans are in place for all teams and individuals and promotes development in self and others. • Builds effective teams, identifying opportunities for teams and employees to work together • Involves teams in the development and achievement of service objectives • Manages the employee aspects of change	• Struggles to co-ordinate the role(s) of the team(s). • Needs to hold regular 1-2-1, supervision and team meetings with teams and team leaders. • Does not always deal promptly with performance, attendance, capability, employee concern/grievance issues in accordance with the council's procedures. • Needs to become more effective in developing workforce plans • Needs to manage the employee aspects of change more effectively • Needs to take a more active role in developing teams and individuals • Does not always follow the council's employment policies when dealing with staffing resources	

			effectively	
			• Contributes to the development of workforce plans and procedures	
			• Successfully implements the council's employment policies and procedures whilst maintaining service standards.	
			• Adapts and develops management style to suit remote working where appropriate.	
			• Makes sure the councils human resource policies are followed	
Five	Sets clear direction for significant numbers of employees; with direct responsibility for developing, managing and coaching productive, high performing teams covering several different areas of activity/in geographically dispersed workplaces And/or Has a major responsibility for developing policies and procedures relating of employees, which have a significant impact on the operation of the organisation.		• Successfully carries out all elements of the line management role for all teams managed, deploying teams effectively.	• Needs to more regularly cascade information and/or vision and/or service objectives effectively to teams.
			• Sets ambitious achievable performance targets and prioritises for self and others.	• Needs to deploy staffing resources more effectively.
			• Gives regular constructive feedback on team and individual performance, to motivate and ensure productivity.	• Tends not to delegate work.
			• Recognises and celebrates success.	• Does not regularly involve teams and/or individuals in developing and achieving key team objectives.
			• Encourages staff to put forward ideas of how work should be done and acts on those ideas whenever possible.	• Sometimes avoids, delays tackling or fails to deal effectively with performance/conduct/attendance/grievance issues.
			• Challenges poor performance and conduct issues appropriately.	
			• Develops long term objectives and strategies for own area of control to achieve the council's vision.	• Does not always recognise or celebrate employee/team achievements
			• Proactively promotes the council's vision to others so people under his/her span of control understand how his/her role	• Does not take a sufficiently active interest in the learning and development of teams and individuals

		contributes to this.	• Does not consistently act as a role model in carrying out 1-2-1 meetings, team meetings and PDRs.
		• Develops high performing, motivated teams, encouraging the development of skills, experience, and ambition of others at all levels to enhance flexibility of services.	• Needs to become more effective in developing workforce plans.
		• Always shows dignity and respect to all staff.	• Needs to manage the employee aspects of change more effectively.
		• Manages change programmes affecting employees effectively.	• Needs to take a more active role in developing teams and individuals.
		• Contributes to the development of workforce plans and procedures	• Does not adopt the Councils employment policies when dealing with staffing resources
		• Successfully implements the Council's employment policies and procedures whilst maintaining service standards.	
Six	Sets clear direction for substantial numbers of employees; with direct responsibility for developing, managing and coaching productive, high performing teams covering several different areas of activity/in geographically dispersed workplaces And/or Has a major responsibility for developing policies and procedures relating of employees, which have a significant impact on the organisation's strategy and/or operations.	• Effectively instigates and leads change and is able to develop service objectives from strategy.	• Does not take clear responsibility for inspiring employees within the service.
		• Communicates openly and effectively to teams, ensuring that messages are clear and concise.	• Needs to more t effectively translate strategic vision/service objectives into team and individual objectives
		• Encourages staff and teams to put forward ideas for improvements to ways of working and acts on these were possible.	• Needs to inspire and/or direct the service more effectively.
		• Is approachable, supportive, and demonstrates integrity, fairness, and high personal and professional standards.	• Does not consistently act as a role model in terms of involving employees or communication, regular 1-2-1 meetings, team meetings, PDRs
		• Ensures the principles of equality and diversity are embedded in the service.	• Needs to take a more active interest in the learning, development or career progression of employees.
		• Develops high performing, motivated teams	

		capable of meeting key service objectives. • Actively supports and provides opportunities for career development within teams and ensures that development plans and objectives are in place across teams. • Translates the council's vision into operational objectives. • Consistently treats others with dignity and respect. • Plays a key role in the development of workforce plans and procedures.	• Needs to become more effective in developing workforce plans. • Needs to manage the employee aspects of change more effectively. • Needs to take a more active role in developing teams and individuals. • Does not adopt the Councils employment policies when dealing with staffing resources.

Responsibility for Finance

Level	Competency	Positive Behaviours	Development Needs
One	Can handle and process cash/documentation relating to small financial amounts (ie up to £250 per day)	• Has basic numerical skills. • Follows basic operational and procedural requirements accurately. • Handles cash and equivalent with care and accuracy.	• Needs to be able to learn from simple instructions. • Needs to fully understand all relevant procedures at the level of the post. • Does not always use systems with confidence and accuracy. • Sometimes makes mistakes that could easily be avoided.
Two	Can handle and process cash/documentation relating to considerable financial amounts accurately (ie up to £1000 per day) Or Is accountable for small expenditures of up to £10000 from an agreed budget or income, with supervision Or Provides general information, advice and guidance on internal procedures relating to finance	• Has knowledge of and understands internal finance processes and/or basic budgeting. • Operates accurately the systems for processing and handling cash, processing cheques, invoices or equivalent. • Takes part in available finance training and other chances to develop knowledge, skills and understanding. • Is systematic in the way that tasks are undertaken in a positive way. • Interprets correctly basic budget monitoring information.	• Does not always learn from mistakes. • Does not always take due care and attention when using financial systems. • Struggles with understanding process. • Does not always appear interested in developing or learning new tasks.
Three	Can carry out accounting for considerable financial amounts accurately and with due care and attention (ie up to £100000 per day) Or Is accountable for large expenditures of up to £50000 from an agreed budget or income, with supervision, and including setting, monitoring and ensuring effective spend of budget Or Provides general information, advice and guidance	• Understands well the concepts of finance and budgeting. • Successfully ensures that information is provided in line with time scales and deadlines. • Understands that resource allocation can affect outcomes and effectively focuses on	• Does not always meet deadlines relating to finance matters. • Sometimes makes mistakes not expected at the level of the post. • Does not always give the best advice when advising on resource allocation.

	on internal policies and procedures relating to finance and interpretation of these in relation to specific circumstances	this rather than just looking at inputs. • Interprets budget monitoring information in a useful way. • Successfully anticipates stakeholder questions and gets answers. • Seeks appropriate professional support and development. • Follows good financial practice in accordance with local requirements, as set out in financial regulations and procedures.	• Can be perceived as a hindrance by stake holders as opposed to helpful.
Four	Accounts for very large sums of money, with accuracy, due care and attention and security or Is accountable for large expenditures of £50000+ from an agreed budget or income, with supervision, and including setting, monitoring and ensuring effective spend of budget Or Provides general information, advice and guidance on the interpretation of external regulations and statutory requirements which may require the adaptation of internal policies and procedures to meet service demands Or Shared responsibility for developing policies and procedures relating to finance that have a significant impact on the organisation.	• Accurately monitors finances to avoid wastage and keep within agreed budgets. • Is pro-active in identifying ways to improve efficiency and effectiveness. • Ensures expenditure is properly authorised and controlled highlighting any budget difficulties to line manager.	• Tends to over allocates resources to lower priority areas. • Tends to be irregular in monitoring the use of resources. • Can be over ambitious ability to deliver within available resources. • Is not always able to balance resources needs with service plans. • Tends to plan resources in relation to past experiences rather than future demand. • Needs to make better use of IT and data systems. Does not always validate information. • Tends to lack foresight when anticipating resource needs in relation to future service plans. • Tends to rely heavily on intuition rather than information and overlooks important details.

Five	Accounts for very large expenditures of £100000+ from an agreed budget or income, and contributes to the setting, monitoring and ensuring effective spend of budgets Or Has a major responsibility for developing policies and procedures relating to finance that have a significant impact on the organisation.	• Manages resources creatively, without increasing costs. • Draws up and monitors realistic workforce plans based on anticipated service needs. • Develops effective contingency plans. • Draws up realistic budgets in line with the service plan and monitors using the council's finance system. • Develops creative ways of using and sharing information more effectively by optimising the use of IT.	• Tends to over allocate resources to lower priority areas. • Needs to more regularly monitor the use of resources. • Tends to use short cuts when commissioning contracts. • Can be over ambitious in terms of ability to deliver within available resources. • Is not always able to balance resource needs with service plans. • Tends to plan resources in relation to past experiences rather than future demand. • Needs to make better use of IT and data systems. • Does not always validate information. • Sometimes lacks foresight when anticipating resource needs in relation to future service plans. • Tends to rely heavily on intuition rather than information and overlooks important details. • Can become overloaded with information. • Not always willing to share information with other services or with stakeholders who have a legitimate need for the information.

| **Six** | Accounts for very large expenditures of £100000+ from an agreed budget or income, contributes to the setting, monitoring and ensuring effective spend of budgets, and contributes to long term financial planning and changing the nature, level and composition of expenditure to meet organisational requirements
Or
Has a very major responsibility for developing policies and procedures to meet the organisation's financial needs and which have a very major impact on the organisation's operations or strategy. | • Accurately anticipates resourcing requirements with reference to national, regional and council strategic plans.

• Identifies high spending capital and revenue areas in advance.

• Identifies alternative funding schemes and draws up financial plans that support long term strategic objectives.

• Seeks new and best sources of information to effectively support actions and decisions for service improvement. | • Tends to over allocate resources to lower priority areas.

• Needs to more regularly monitor the use of resources.

• Not always willing to share information with other services or with stakeholders who have a legitimate need for the information

• Can be over ambitious in terms of ability to deliver within available resources.

• Is not always able to balance resource needs with service plans.

• Tends to plan resources in relation to past experiences rather than future demand.

• Needs to make better use of IT and data systems.

• Does not always validate information.

• Sometimes lacks foresight when anticipating resource needs in relation to future service plans.

• Does not always effectively monitor changes in national service patterns and his/her resource implications.

• Tends to rely heavily on intuition rather than information and overlooks important details.

• Can become overloaded with information. |

Medway Council

Leadership Competency Scheme

Service Managers & Assistant Directors

The Leadership Competency Framework is designed to measure behavioural competencies for Service Managers and Assistant Directors as part of the annual PDR process, and to help set individual objectives. The leadership competencies represent the key behaviours that the Council requires from senior management roles. The Framework is also used for recruitment purposes.

The scheme contains competencies for both Service Manager and Assistant Director roles. There are nine competencies, as follows:

- **Strategic Vision**

- **Organisational Insight**

- **Inspirational Leadership**

- **Stakeholder Engagement**

- **Service Effectiveness**

- **Leading Change**

- **Team Engagement**

Each role has a profile (entitled "Job/competency profile"), which contains a description of the competency required under these headings. The Leadership Competency Framework should be used as a basis for discussion during the PDR process, as follows:

- to assess the extent to which the individual being assessed has demonstrated the positive behaviours required
- To discuss with the employee any development needs which are areas where either improvement is required or where individuals need to start demonstrating clear evidence of competence. These development needs should be incorporated into his/her objectives.

Preparing in advance for the discussion will be important, to be able to discuss examples of positive behaviour and reasons for considering certain areas as development needs

In addition to the competencies, performance reviews will also take into account achievement of targets and technical competencies that relate to the role.

STRATEGIC VISION

Developing a vision, sharing it, forward planning, turning strategies into plans, setting targets and objectives linked to vision

	Competency	Positive Behaviours	Development Needs
Service Manager	**Contributes to the ongoing development and achievement of the strategic vision for the service**	• Sets targets and objectives linked to the vision • Shares and communicates the vision across own and related teams • Ensures that strategies are developed within the overall directorate plan	• Tends to focus on operational, rather than strategic, issues • Is not able to clearly articulate a vision/strategy for the service • Does not take into account future service needs as well as current issues
Assistant Director	**Leads the development of strategic vision(s) for service(s) involving key stakeholders and taking into account future trends, national/wider organisational priorities and future service needs** **Contributes to the development of the strategic vision and objectives of the Council as a whole?**	• Ensures that robust, challenging objectives are developed to drive achievement of the vision • Promotes the vision across the Council • Ensure that vision/strategies are developed within the overall context of the directorate plan and organisational priorities	• Vision/strategy is not clearly articulated and understood • Vision/strategies need to take greater account of future, as well as current issues • Vision/Strategies are based on assumptions and/ or are not sufficiently robust • Vision/strategies do not sufficiently take into account the wider organisation or external priorities and issues

ORGANISATIONAL INSIGHT

Knowledge and understanding of service and context, best practice in field, awareness of external environment, political awareness

	Competency	Positive Behaviours	Development Needs
Service Manager	**Has an extensive understanding of the service , its activities and policies and the market/external comparators for it** **Informs and engages with elected members**	• Keeps abreast of developments, comparator performance and best practice within the service area, sets high standards&performance indicators • Uses knowledge and expertise to recommend sound courses of action • Ensures that activities and policies for the service are consistent with organisational needs and priorities • Understands how to balance and integrate both political and management objectives • Produces well written, comprehensive, succinct reports	• Does not always look beyond organisational boundaries to develop knowledge • Needs to aspire towards best practice in the service area/field • Needs to be more visible to elected members • Needs to improve credibility with elected members • Presentations/reports can lack necessary detail, or be verbose or lack clarity
Assistant Director	**Has a broad grasp of the internal and external context for services managed, their associated policies/procedures and operational issues** **Understands and promotes best practice in terms of policy and activity within the relevant field(s)**	• Develops links with comparator organisations to enable the sharing of information and promotes best practice and sharing of relevant information • Uses key performance indicators to monitor service performance • Discusses national and local priorities with elected members, to enable decision making and anticipate change • Develops and presents robust, relevant proposals for Member approval, ensuring options and impacts are well articulated	• Needs to improve the sharing and promotion of best practice • Needs to generate opportunities for building knowledge, expertise and information sharing • Does not always use benchmarking/best practice to set performance indicators and monitor performance in service areas • Needs to develop greater awareness of and take account of the external context • Needs to improve own profile with elected Members

		• Shows sound judgement in decision making, resolving problems and providing direction	• Needs to improve the standard of reports

INSPIRATIONAL LEADERSHIP

Leading from the front, role modelling, creativity and innovation, influencing, personal impact, integrity, leads to make a difference

	Competency	Positive Behaviours	Development Needs
Service Manager	**Shows strong leadership, promoting equality and integrity** **Encourages creativity , innovation and improvement** **Influences decision makers to facilitate progress and achievement of objectives**	• Acts as a positive role model and leader • Shows courage and determination, staying on course to deliver outcomes • Acts with integrity, good ethics and respect for others • Implements ideas and innovations which impact positively on the service • Presents powerful, well thought out arguments to persuade others • Negotiates to achieve a 'win-win'outcome • Sets clear boundaries for responsibility and action within team • Tackles bullying/harassment issues • Understands equality and diversity and promotes this across the service • Carries out equality impact assessments	• Does not always model the behaviours that s/he expects of others • Does not listen to ideas from others • Needs to improve own profile to be seen as the leader of the service • Sometimes fails to honour commitments/promises • Does not always encourage feedback • Does not always ensure that equality issues are taken into account • Sometimes lack enthusiasm for innovation • Does not always incorporate the diverse needs of specific groups when planning/delivering services • Does not respond promptly to, or avoids dealing with, harassment and bullying issues
Assistant Director	**Strongly advocates equality, ethics and integrity in all areas** **Creates and inspires a culture of innovation and improvement** **Develops and implements**	• Leads by example in promoting respect, integrity and ethics • Sets challenging, stretching goals, working outside of own 'comfort zone' as needed • Involves teams in generating innovating ideas and champions initiatives for long term benefits • Proactive in promoting equality & diversity striving to ensure that service plans deliver	• Doesn't set aside sufficient time to listed to ideas, talk to colleagues and employees • Does not always deliver what has been agreed • Does not take a proactive enough approach to promoting equality and diversity • Sometimes fails to ensure that equality and diversity issues feature in plans and initiatives • Needs to develop clearer, robust strategies

		fair, equitable services for users	for influencing
	effective influencing strategies with key stakeholders	• Influences effectively, building commitment to action	

STAKEHOLDER MANAGEMENT

Working with key stakeholders, internal and external relationships, communicating effectively, collaboration, adapting to different audiences

	Competency	Positive Behaviours	Development Needs
Service Managers	**Builds sound, productive working relationships with colleagues, partners and employees** **Seeks opportunities for partnership working that will benefit the service area** **Communicates clearly both orally and in writing, adapting style to suit different needs**	• Is perceptive to the needs of others • Proactively develops good, key relationships internally and externally • Gives honest and constructive feedback • Work towards mutually acceptable outcomes • Puts points across assertively • Engages in partnerships with mutual benefits and evaluates outcomes • Shows flexibility in the spirit of working collaboratively with others • Produces clear, concise written reports • Uses plain speaking and avoids jargon • Provides regular briefings/updates • Structures communication logically using document templates. • Presents confidently and enthusiastically • Accurately reads body language and adjusts style to meet different audience needs. • Adopts the best means of communication/media considering the audience and equality/language issues	• Needs to identify and build more key relationships • Needs to listen actively & answer questions • Can make inappropriate/insensitive remarks • Avoids difficult relationships • Sometimes reaches an impasse or allows conflict to hamper relationships • Needs to be more assertive in approach • Can be inflexible or defensive when consensus/team work is needed • Is not sufficiently well informed about council wide initiatives • Needs to evaluate the benefits of particular partnerships • Needs to write clearer, more concise reports • Can be wordy, or appears uninterested • Uses jargon, or complicated language • Does not back up message with facts • Needs to adapt communications to suit the needs of the situation/audience • Doesn't always read body language
Assistant Directors	**Builds effective, productive relationships using perception and intuition**	• Identifies and nurtures mutually beneficial relationships with key internal and external stakeholders	• Can lack respect for others • Is not always perceptive and intuitive towards the needs of the situation

	Promotes a culture that encourages collaboration within and beyond organisational boundaries **Can communicate complex information and communicate effectively to large and different audiences**	• Is perceptive and intuitive to the needs of particular relationships • Coaches others in the best approaches to manage particular relationships • Overcomes barriers to working relationships • Acts as an ambassador and advocate for the importance of respect, trust, objectivity and honesty in working relationships • Develops relevant partnerships with defined roles and outputs • Puts aside personal agendas where necessary • Can present complex information logically and simply, in a way that is easy to read and captures the audience's attention • Delivers interesting and effective presentations confidently, handling questions and hostility well.	• Struggles to manage all key relationships, sometimes leading to avoidance or conflict • Needs to develop greater tact and diplomacy • Needs to build greater trust • Struggles to maintain objectivity • Needs to explore opportunities for partnership working beyond own service • Allows partnership roles to be vague • Can take a parochial approach • Needs to more critically evaluate the merits and successes of particular partnerships • ssumes to high a degree of prior knowledge • eeds to project self better in presentations • eeds to present complex information more clearly • eeds to write clearer, more concise reports • Does not always deal satisfactorily with hostile audiences

SERVICE EFFECTIVENESS

Drive for results, quality, managing resources, operational excellence, customer perspective/focus, service planning, efficiency, improvement

	Competency	Positive Behaviours	Development Needs
Service Managers	**Develops resource plans to meet service requirements drawing up realistic budgets and using information effectively** **Manages programmes and projects, assessing and dealing with risks** **Develops a strong service culture, developing, managing and measuring service plans and objectives**	• Involves key stakeholders in producing service plans • Identifies risks and makes contingency plans • Develops comprehensive project plans • Prepares realistic estimates of resources • Agrees clear accountabilities within the team for service delivery • Makes service user needs a priority and incorporates feedback in service plans • Regularly monitors service delivery against key performance indicators • Develops &implements improvement plans • Prioritises own and team's work effectively • Improves service performance & quality	• Service plans are unclear or incomplete • Responsibilities for service delivery are not always clearly defined • Does not sufficiently account for service user needs and feedback • Service plans do not adequately reflect future (as well as current) service needs • Project plans are not used effectively • Needs to improve accuracy in estimating resource requirements • Needs to set higher expectations for quality and service performance • Tends to focus on immediate priorities at the expense of future planning
Assistant Directors	**Takes a proactive approach to long term resourcing issues and financial plans, using information effectively, and managing risk** **Develop strategic business plans for all service areas,**	• Converts strategy into service goals aligned to current and future priorities • Plans and directs resources effectively to support service delivery • Continually reviews/adjusts service plans • Identifies efficiency savings and opportunities for cost reduction • Reviews and interprets user feedback and	• Does not regularly revisit and refresh service plans • Needs to balance current and future priorites more effectively • Focuses on current operational problems at the expense of planning to meet future service needs • Does not place sufficient importance on the

		needs and ensure service plans are user focused	needs and feedback of service users
	develop capability, review achievement **Ensure business strategy is aligned to user needs**	• needs and ensure service plans are user focused • Manages risk effectively • Promotes a culture of continuous improvement	• needs and feedback of service users • Does not take adequate steps to manage risk • Does not effectively drive continuous improvement

LEADING CHANGE

Supporting initiatives, risk management, clearing blocks, problems, decisions

	Competency	Positive Behaviours	Development Needs
Service Managers	**Is proactive in instigating change** **Makes decisions and solves problems within limits of authority, to enable progress** **Embeds change, supporting wider council initiaives**	• Acts as a 'change champion' • Encourages and coaches others to overcome scepticism about change • Shows support for changes that have been agreed corporately, irrespective of own views • Plays an effective role in leading and managing change programmes • Responds positively and flexibly to changing needs and priorities • Seeks opportunities for self development and sets challenging personal goals • Identifies resources required for change and provides opportunities for developing individuals by involving them in change • Identifies risks involved in change programmes and manages them	• Can be negative about change • Change programmes need to be more effectively managed • Needs to promote a more corporate approach to agreed changes/proposals, setting aside own views • Finds it difficult to adapt to changing priorities • Needs to take a more proactive approach to self-development and learning • Needs to more accurately identify resource implications of change • Does not always identify/manage the risks involved in change
Assistant Directors	**Develops a culture which supports and encourages change** **Implements effective**	• Inspires confidence in change plans • Puts aside personal views in order to adopt a corporate line to change, in the interests of supporting wider organisational goals • Promotes positive attitudes and gains	• Needs to be able to promote and support agreed changes even when they are unpopular or where proposals contradict own views • Can find it difficult to overcome barriers and

	problem solving strategies to clear blocks to progress **Contributes to organisational change at a service, directorate and organisational level (where required)**	commitment and motivation for change • Develops and implements strategies for managing risks associated with change • Is personally energised by change • Creates and follows opportunities for self-development and learning across own and broader fields • Champions trail blazing initiatives • Drives change, successfully clearing blocks to progress • Ensures good programme/project management disciplines are followed	resistance to change • Does not ensure good project/programme plans are in place • Needs to take the a more active role in championing change • Needs to seek greater opportunities to expand learning and development.

TEAM ENGAGEMENT

Sets individual and team objectives/targets, involves and develops teams, motivation

	Competency	Positive Behaviours	Development Needs
Service Manager	**Builds a motivated, engaged team** **Ensure that individuals and teams have targets/objectives and development plans, linked to service goals**	• Keeps teams updated on all key service and organisational information • Recognises and credits achievements of team members • Ensures that all employees have up to date targets and development plans • Ensures that all employees receive regular feedback on their performance, and 1:1s • Strives to be as inclusive as possible in working with teams and individuals • Involves employees as much as possible in service issues and decision making • Builds morale in difficult/changing times • Plays an active role in developing individuals and teams and creating opportunities for learning	• Does not always pass on key information to teams • Does not always acknowledge the achievements and contribution of team members • Needs to improve the performance management disciplines (PDR, 1:1s) within the team • Needs to be more inclusive with teams to ensure that they have greater involvement
Assistant Director	**Develop a culture of employee engagement and involvement to maximise productivity and motivation**	• Identifies and harnesses talent, creating opportunities to maximise individual and team contribution • Ensures that mechanisms are in place to hear employee views • Creates a climate which encourages the giving and receiving of feedback • Actively promotes learning & development	• Needs to actively seek opportunities to maximise the contribution and development of employees • Needs to obtain views and feedback from employee groups • Needs to improve performance management disciplines (PDR,1:1s) in area(s) managed