



EAST RIDING
OF YORKSHIRE COUNCIL

East Riding of Yorkshire Council Competency Framework



2014 – 2019

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The Council has had a Corporate Competency Framework, applicable to all employees, in place since July 2006. This built on the original management competencies which were developed and introduced in 2003.

The framework has now been revised following comprehensive research to reflect the new workforce and management behaviours required to move to the new model of working required for Transforming East Riding, research about the changing role of managers/leaders in times of change and the 7 employability skills highlighted in the Humber Employability Charter.

The number of competencies has been reduced from 14 to **8 core competencies applicable to all roles**. The new competencies reflect the need for all employees to embrace the forthcoming changes and to recognise the importance of effective change management. The management/leadership behaviours are specified within the competencies (shown in blue) to reflect the manager's role in adopting these behaviours for themselves and encouraging it in their teams.

The competencies are to be used in Recruitment, Induction, Probation, Employee Development Review, Training and Performance Management and are:

Understands customers

Communication

Delivers outcomes

Values collaboration

Maximises performance

Transformational change and innovation

Maximises use of technology

Skills development

COMPETENCY: Understands customers

Behaviours	Positive indicators	Negative indicators
1.1 Treats customers with respect	<ul style="list-style-type: none"> Seeks to understand how the customer feels before moving on to the solution 	<ul style="list-style-type: none"> Suggests options without fully listening to what the customer has to say
	<ul style="list-style-type: none"> Explains things fully 	<ul style="list-style-type: none"> Quotes policy without explaining it
	<ul style="list-style-type: none"> Keeps the customer informed of progress 	<ul style="list-style-type: none"> Does not check progress
	<ul style="list-style-type: none"> Works within agreed customer standards 	<ul style="list-style-type: none"> Sees customers as interruptions to their job
	<ul style="list-style-type: none"> Treats customers as individuals 	<ul style="list-style-type: none"> Does not put self in customers' shoes
1.2 Gives the customer confidence in what they have done/said.	<ul style="list-style-type: none"> Has the answers or knows where to get them 	<ul style="list-style-type: none"> Does not take ownership or know where to find out
	<ul style="list-style-type: none"> Agrees how they can help 	<ul style="list-style-type: none"> Treats all customers the same
	<ul style="list-style-type: none"> Checks the customer understands what has been said 	<ul style="list-style-type: none"> Assumes they have answered the customer's query
	<ul style="list-style-type: none"> Manages expectations 	<ul style="list-style-type: none"> Makes unrealistic promises
	<ul style="list-style-type: none"> Does what they promise in a timely manner 	<ul style="list-style-type: none"> Does not do what they said they would
1.3 Looks to improve efficiency/ effectiveness of services to eligible customers	<ul style="list-style-type: none"> Checks customer identity for accuracy 	<ul style="list-style-type: none"> Does not recognise importance of identity checks
	<ul style="list-style-type: none"> Asks for customer feedback about how they have been dealt with 	<ul style="list-style-type: none"> Waits for customers to tell them about the quality of service
	<ul style="list-style-type: none"> Tells someone who can act on it how to make improvements to service 	<ul style="list-style-type: none"> Does not support comments with examples
	<ul style="list-style-type: none"> Considers the needs of the customer and value for money 	<ul style="list-style-type: none"> Does not balance the customer needs with the need to make savings
	<ul style="list-style-type: none"> Signposts the customer to others who can help 	<ul style="list-style-type: none"> Does not know what other support mechanisms are available to customers

COMPETENCY: Understands customers (Additional Leadership Behaviours)

Behaviours	Positive indicators	Negative indicators
1.4 Looks to focus face to face service on complex issues and vulnerable customers	<ul style="list-style-type: none"> Makes good use of customer insight to understand local populations 	<ul style="list-style-type: none"> Provides a service based on own needs rather than customers
	<ul style="list-style-type: none"> Ensures systems are in place to identify complex queries and vulnerable customers 	<ul style="list-style-type: none"> Has a one size fits all approach
	<ul style="list-style-type: none"> Reduces dependency of customers 	<ul style="list-style-type: none"> Does not encourage customers to be independent
	<ul style="list-style-type: none"> Considers eligibility criteria for access and type of service 	<ul style="list-style-type: none"> Does not recognise that funding must be targeted
	<ul style="list-style-type: none"> Ensures resources are focused on complex issues and vulnerable customers 	<ul style="list-style-type: none"> Believes face to face contact is the preferred contact for all
1.5 Manages customer contact	<ul style="list-style-type: none"> Develops standards for dealing with customer which are understood and implemented by team members 	<ul style="list-style-type: none"> Does not check standards are being applied
	<ul style="list-style-type: none"> Identifies opportunities to prevent complaints 	<ul style="list-style-type: none"> Constantly deals with same queries and complaints without doing anything
	<ul style="list-style-type: none"> Considers restricting / incentivising different access channels to manage demand 	<ul style="list-style-type: none"> Just expects customers to change access channel
	<ul style="list-style-type: none"> Increases citizen's role and choice in the delivery of services 	<ul style="list-style-type: none"> Assumes Council is best placed to deliver all services, doesn't consider the place for voluntary and community services
	<ul style="list-style-type: none"> Ensures that services are tailored and personalised according to eligibility, ability and needs of customer 	<ul style="list-style-type: none"> Does not consider the differing needs of customers at different life stages
1.6 Redesigns processes based on customer outcomes	<ul style="list-style-type: none"> Reviews the need for and purpose of current processes before reviewing them 	<ul style="list-style-type: none"> Treats processes rather than outcomes as key
	<ul style="list-style-type: none"> Looks at processes end to end 	<ul style="list-style-type: none"> Dismisses whole practices when some are still useful
	<ul style="list-style-type: none"> Reduces duplication and waste based on customer value 	<ul style="list-style-type: none"> Has extensive checking mechanisms which duplicate work
	<ul style="list-style-type: none"> Considers mechanisms for involving customers or customer groups in designing services 	<ul style="list-style-type: none"> Thinks they know customer needs without consultation
	<ul style="list-style-type: none"> Considers ways of changing customer behaviour 	<ul style="list-style-type: none"> Considers customer behaviour is too hard to change

COMPETENCY: Communication

Behaviours	Positive indicators	Negative indicators
2.1 Listens to understand	<ul style="list-style-type: none"> Listens 	<ul style="list-style-type: none"> Rather than listening is thinking about what to say next
	<ul style="list-style-type: none"> Listens actively 	<ul style="list-style-type: none"> Listens but does not show it
	<ul style="list-style-type: none"> Questions, clarifies and summarises to help understanding 	<ul style="list-style-type: none"> Takes over, does all the talking
	<ul style="list-style-type: none"> Adapts own thinking in light of the views of others 	<ul style="list-style-type: none"> Does not take into account others' views
2.2 Builds rapport	<ul style="list-style-type: none"> Communicates sensitive information with tact and diplomacy 	<ul style="list-style-type: none"> Is oblivious to impact of sharing sensitive information bluntly
	<ul style="list-style-type: none"> Puts others at ease 	<ul style="list-style-type: none"> Doesn't recognise signals from body language and tone
	<ul style="list-style-type: none"> Alters approach to suit others 	<ul style="list-style-type: none"> Believes everyone likes to receive information in the same way i.e. theirs
2.3 Delivers information clearly	<ul style="list-style-type: none"> What they say is consistent with how they say it 	<ul style="list-style-type: none"> Presents mixed messages
	<ul style="list-style-type: none"> Presents difficult and complex ideas and information/problems in a way that promotes understanding 	<ul style="list-style-type: none"> Over complicates things or does not explain fully
	<ul style="list-style-type: none"> Shares what they know with others 	<ul style="list-style-type: none"> Keeps information to themselves
	<ul style="list-style-type: none"> Is aware of confidentiality and data protection issues 	<ul style="list-style-type: none"> Doesn't recognise sensitivity associated with data
	<ul style="list-style-type: none"> Uses appropriate method/media 	<ul style="list-style-type: none"> Hides behind email or does not share information electronically

COMPETENCY: Communication (Additional Leadership Behaviours)

Behaviours	Positive indicators	Negative indicators
2.4 Enthuses others	<ul style="list-style-type: none"> • Has high expectations 	<ul style="list-style-type: none"> • Accepts less than is possible
	<ul style="list-style-type: none"> • Communicates positive expectations of what can be achieved 	<ul style="list-style-type: none"> • Expects perfection
	<ul style="list-style-type: none"> • Praises others 	<ul style="list-style-type: none"> • Only praises success not effort
	<ul style="list-style-type: none"> • Celebrates success large and small 	<ul style="list-style-type: none"> • Does not recognise the importance of celebrating success
	<ul style="list-style-type: none"> • Makes work fun 	<ul style="list-style-type: none"> • Does not value the importance of social interaction in the work environment
	<ul style="list-style-type: none"> • Uses humour constructively 	<ul style="list-style-type: none"> • Rarely smiles or uses sarcasm detrimentally
2.5 Demonstrates genuine concern	<ul style="list-style-type: none"> • Is visible 	<ul style="list-style-type: none"> • Stays in own office
	<ul style="list-style-type: none"> • Is accessible 	<ul style="list-style-type: none"> • Cannot be reached or is too busy
	<ul style="list-style-type: none"> • Takes time out to speak to others 	<ul style="list-style-type: none"> • Does not prioritise making sure others understand what is going on and how they feel
	<ul style="list-style-type: none"> • Seeks to understand wellbeing issues 	<ul style="list-style-type: none"> • ‘Ticks the boxes’ of wellbeing
	<ul style="list-style-type: none"> • Is approachable 	<ul style="list-style-type: none"> • Makes others feel uncomfortable
	<ul style="list-style-type: none"> • Is sensitive to needs of others 	<ul style="list-style-type: none"> • Puts own needs over other people’s
	<ul style="list-style-type: none"> • Ensures others are aware of the decision made 	<ul style="list-style-type: none"> • Keeps others in the dark
	<ul style="list-style-type: none"> • Creates dialogue eg in two way team meetings 	<ul style="list-style-type: none"> • Regularly cancels team meetings
2.6 Provides clear direction	<ul style="list-style-type: none"> • Shares the vision, priorities and values with others 	<ul style="list-style-type: none"> • Does not have or live the vision
	<ul style="list-style-type: none"> • Acts as a role model for the vision, priorities and values 	<ul style="list-style-type: none"> • Does not link own behaviour with corporate priorities/ values
	<ul style="list-style-type: none"> • Positively communicates strategic direction to others 	<ul style="list-style-type: none"> • Considers strategic direction to be irrelevant

COMPETENCY: Delivers outcomes

Behaviours	Positive indicators	Negative indicators
3.1 Is clear thorough and accurate	<ul style="list-style-type: none"> • Tries different ways to achieve success 	<ul style="list-style-type: none"> • Too willing to give up
	<ul style="list-style-type: none"> • Has high personal standards 	<ul style="list-style-type: none"> • Appears not to care
	<ul style="list-style-type: none"> • Manages risks 	<ul style="list-style-type: none"> • Exceeds authority; takes unnecessary risks
	<ul style="list-style-type: none"> • Delivers positive results 	<ul style="list-style-type: none"> • Does the bare minimum
	<ul style="list-style-type: none"> • Takes ownership of objectives 	<ul style="list-style-type: none"> • Relies on others
3.2 Solves problems	<ul style="list-style-type: none"> • Recognises when a situation needs addressing 	<ul style="list-style-type: none"> • Fails to recognise problems; waits until problems are brought to their attention
	<ul style="list-style-type: none"> • Is able to identify the underlying core issues 	<ul style="list-style-type: none"> • Is distracted by the obvious, rather than the fundamental; does not consider external factors
	<ul style="list-style-type: none"> • Recognises trends 	<ul style="list-style-type: none"> • Does not spot or record recurring issues
	<ul style="list-style-type: none"> • Constructively challenges own and others' assumptions 	<ul style="list-style-type: none"> • Deals with problems at a superficial level
	<ul style="list-style-type: none"> • Pulls together robust information from a variety of sources 	<ul style="list-style-type: none"> • Does not value information based on emotional intelligence
3.3 Works on own initiative	<ul style="list-style-type: none"> • Focuses on the most appropriate approach to meet current and future objectives 	<ul style="list-style-type: none"> • Bases decisions on own biases
	<ul style="list-style-type: none"> • Is not reliant on instruction 	<ul style="list-style-type: none"> • Is unable to take instruction
	<ul style="list-style-type: none"> • Makes timely and considered decisions within the boundaries of the role 	<ul style="list-style-type: none"> • Makes sweeping decisions in order to give a quick response or knee jerk reactions
	<ul style="list-style-type: none"> • Recognises the wider implications of a problem (including impact on other services) 	<ul style="list-style-type: none"> • Considers only own needs in making decisions keeps decisions to themselves
	<ul style="list-style-type: none"> • Analyses risk involved in different courses of action 	<ul style="list-style-type: none"> • Does not identify or weigh up potential risks

COMPETENCY: Delivers outcomes (Additional Leadership Behaviours)

Behaviours	Positive indicators	Negative indicators
3.4 Analyses the future to identify options for service delivery	<ul style="list-style-type: none"> Is sensitive to changes in environment and how this impacts service delivery 	<ul style="list-style-type: none"> Does not attempts to predict future requirements; goes with the flow
	<ul style="list-style-type: none"> Sees the big picture and how things link 	<ul style="list-style-type: none"> Concentrates only on the detail
	<ul style="list-style-type: none"> Carries out effective market research and environmental analysis 	<ul style="list-style-type: none"> Is not aware of the whole internal and external picture.
	<ul style="list-style-type: none"> Is able to envision different future scenarios 	<ul style="list-style-type: none"> Only relies on existing management information to inform options
	<ul style="list-style-type: none"> Models options and understands the financial implications of decisions 	<ul style="list-style-type: none"> Does not factor in hidden or opportunity costs
	<ul style="list-style-type: none"> Considers commissioning and commercial opportunities and threats 	<ul style="list-style-type: none"> Is not aware how commissioning / commercialisation fits with service delivery
3.5 Plans future approaches	<ul style="list-style-type: none"> Is aware of how future plans impact organisation/ others/ society 	<ul style="list-style-type: none"> Reacts rather than plans responses to changes in environment
	<ul style="list-style-type: none"> Looks for opportunities to support the local economy 	<ul style="list-style-type: none"> Considers the local economy to be someone else's responsibility
	<ul style="list-style-type: none"> Customers are part of the strategic consideration 	<ul style="list-style-type: none"> Focuses on internal needs only
	<ul style="list-style-type: none"> Aligns strategies and plans to vision, priorities and values 	<ul style="list-style-type: none"> Strategies and plans are in silo
	<ul style="list-style-type: none"> Translate strategy into measurable actions 	<ul style="list-style-type: none"> Strategies are written but then not used
3.6 Allocates and uses resources effectively	<ul style="list-style-type: none"> Manages budgets effectively, avoiding waste/duplication 	<ul style="list-style-type: none"> Does not consider individual productivity; does not manage travel costs
	<ul style="list-style-type: none"> Understands costs and drivers within their budget 	<ul style="list-style-type: none"> Has no real budgetary understanding
	<ul style="list-style-type: none"> Encourages agile working 	<ul style="list-style-type: none"> Only considers time and place flexibility not working differently
	<ul style="list-style-type: none"> Considers appropriate staffing type/level 	<ul style="list-style-type: none"> Does not consider succession planning arrangements within the team
	<ul style="list-style-type: none"> Recognises how to utilise effectively people's expertise and physical resources 	<ul style="list-style-type: none"> Is constrained by perceived boundaries eg structures, rules, grade and current use
	<ul style="list-style-type: none"> Considers investment to reduce costs of service delivery 	<ul style="list-style-type: none"> Does not look for funding or 'spend to save' opportunities

COMPETENCY: Values collaboration

Behaviours	Positive indicators	Negative indicators
4.1 Acts with integrity and honesty	<ul style="list-style-type: none"> • Is open and honest 	<ul style="list-style-type: none"> • Prefers to keep things secret
	<ul style="list-style-type: none"> • Can be trusted 	<ul style="list-style-type: none"> • Breaks confidentiality
	<ul style="list-style-type: none"> • Shows humility 	<ul style="list-style-type: none"> • Is arrogant
	<ul style="list-style-type: none"> • Recognises the need for privacy 	<ul style="list-style-type: none"> • Expects to discuss issues in front of others
	<ul style="list-style-type: none"> • Places the good of organisation before personal gain 	<ul style="list-style-type: none"> • Is self-orientated
	<ul style="list-style-type: none"> • Behaves ethically 	<ul style="list-style-type: none"> • Turns a blind eye to unethical behaviour
4.2 Is a team player	<ul style="list-style-type: none"> • Volunteers to be involved 	<ul style="list-style-type: none"> • Waits for people to fail
	<ul style="list-style-type: none"> • Builds on the ideas of others 	<ul style="list-style-type: none"> • Dismisses ideas other than own
	<ul style="list-style-type: none"> • Supports others 	<ul style="list-style-type: none"> • Undermines colleagues
	<ul style="list-style-type: none"> • Actively seeks support from others 	<ul style="list-style-type: none"> • Assumes others have nothing valuable to add
	<ul style="list-style-type: none"> • Builds positive relationships within/outside the team 	<ul style="list-style-type: none"> • Creates factions and cliques
	<ul style="list-style-type: none"> • Engenders healthy competition 	<ul style="list-style-type: none"> • Uses competition to divide
4.3 Is non- judgemental	<ul style="list-style-type: none"> • Recognises the added value that working with a range of different people brings 	<ul style="list-style-type: none"> • Only involves their “friends”; does not like to work with others outside the immediate team
	<ul style="list-style-type: none"> • Trusts others 	<ul style="list-style-type: none"> • Expects the worst of others
	<ul style="list-style-type: none"> • Encourages everyone to put forward ideas 	<ul style="list-style-type: none"> • Imposes solutions
	<ul style="list-style-type: none"> • Values difference 	<ul style="list-style-type: none"> • Thinks less of the contribution of people who work differently to them

COMPETENCY: Values collaboration (Additional Leadership Behaviours)

Behaviours	Positive indicators	Negative indicators
4.4 Creates a culture of collaboration	<ul style="list-style-type: none"> Ensures fairness of opportunity and expectation 	<ul style="list-style-type: none"> Has favourites
	<ul style="list-style-type: none"> Encourages collaboration in others 	<ul style="list-style-type: none"> Creates barriers to cross team working
	<ul style="list-style-type: none"> Encourages open and constructive critique, within and across teams 	<ul style="list-style-type: none"> See challenge as a threat
	<ul style="list-style-type: none"> Demonstrates sensitivity and tolerance 	<ul style="list-style-type: none"> Will not discuss areas of disagreement openly; thinks they always know best
	<ul style="list-style-type: none"> Addresses conflict constructively 	<ul style="list-style-type: none"> Ignores conflict or imposes arbitrary solutions
4.5 Builds networks and partnerships	<ul style="list-style-type: none"> Proactively makes effective use of informal and formal networks 	<ul style="list-style-type: none"> Does not see the value in sharing information across networks
	<ul style="list-style-type: none"> Works with others to find cross organisational solutions to problems 	<ul style="list-style-type: none"> Works in isolation
	<ul style="list-style-type: none"> Seeks first to understand and then be understood 	<ul style="list-style-type: none"> Seeks to impose own agenda
	<ul style="list-style-type: none"> Builds relationships with key players 	<ul style="list-style-type: none"> Does not recognise the importance of key players
4.6 Builds a shared understanding of the way forward	<ul style="list-style-type: none"> Engages others in considering different scenarios 	<ul style="list-style-type: none"> Only considers 'comfortable' scenarios
	<ul style="list-style-type: none"> Is clear about the way forward 	<ul style="list-style-type: none"> Does not share clear view of the future
	<ul style="list-style-type: none"> Understands how achievement of vision will impact others 	<ul style="list-style-type: none"> Sells the vision without helping others come to terms with the impact
	<ul style="list-style-type: none"> Engages others in identifying what needs to happen 	<ul style="list-style-type: none"> Tell others what they need to do

COMPETENCY: Maximises performance

Behaviours	Positive indicators	Negative indicators
5.1 Has self knowledge	<ul style="list-style-type: none"> Is aware of how own motivations affect performance 	<ul style="list-style-type: none"> Does not recognise that there is a link between motivation and performance
	<ul style="list-style-type: none"> Is aware of own personal strengths and development needs 	<ul style="list-style-type: none"> Focuses only on strengths or development needs
	<ul style="list-style-type: none"> Is aware of impact of self on others 	<ul style="list-style-type: none"> Always expects others to understand and accommodate them
	<ul style="list-style-type: none"> Reflects on and learns from experiences 	<ul style="list-style-type: none"> Thinks that spending time considering own action is time wasted
	<ul style="list-style-type: none"> Seeks constructive feedback 	<ul style="list-style-type: none"> Will not openly admit mistakes or faults; reacts badly to criticism
5.2 Is resilient	<ul style="list-style-type: none"> Identifies own pressures 	<ul style="list-style-type: none"> Does not recognise what stresses them
	<ul style="list-style-type: none"> Manages own pressures 	<ul style="list-style-type: none"> Transfers own pressure to others or is unpredictable
	<ul style="list-style-type: none"> Has confidence 	<ul style="list-style-type: none"> Lacks self-belief
	<ul style="list-style-type: none"> Has a positive outlook 	<ul style="list-style-type: none"> Creates negativity in self and others
	<ul style="list-style-type: none"> Keeps things in perspective 	<ul style="list-style-type: none"> Overreacts
	<ul style="list-style-type: none"> Is assertive and can express own ideas positively 	<ul style="list-style-type: none"> Says yes when means no
	<ul style="list-style-type: none"> Is able to respond to ambiguity 	<ul style="list-style-type: none"> Struggles with uncertainty
5.3 Is Organised	<ul style="list-style-type: none"> Manages own time effectively 	<ul style="list-style-type: none"> Wastes time, procrastinates
	<ul style="list-style-type: none"> Uses resources efficiently 	<ul style="list-style-type: none"> Can't find things or wastes resources
	<ul style="list-style-type: none"> Prioritises workload effectively 	<ul style="list-style-type: none"> Ignores tasks that they don't like, does not focus on what is important
	<ul style="list-style-type: none"> Meets agreed targets 	<ul style="list-style-type: none"> Gets side-tracked easily or misses deadlines

COMPETENCY: Maximises performance (Additional Leadership Behaviours)

Behaviours	Positive indicators	Negative indicators
5.4 Takes appropriate action to improve others' performance	<ul style="list-style-type: none"> Monitors individual and team performance 	<ul style="list-style-type: none"> Has no performance measures or monitoring mechanisms
	<ul style="list-style-type: none"> Has meaningful discussions about goals and performance 	<ul style="list-style-type: none"> Does not seek to understand the factors affecting performance
	<ul style="list-style-type: none"> Gives positive and constructive feedback that develops relationships and builds confidence 	<ul style="list-style-type: none"> Ignores poor performance; is not specific when providing feedback
	<ul style="list-style-type: none"> Ensures expectations for improvement are clear, realistic and agreed 	<ul style="list-style-type: none"> Does not set clear goals or agree required improvements
5.5 Creates a development culture	<ul style="list-style-type: none"> Has a coaching style 	<ul style="list-style-type: none"> Imposes own solutions to development rather than agreeing the best way forward
	<ul style="list-style-type: none"> Understands what motivates others 	<ul style="list-style-type: none"> Acts as if all people are motivated by the same things
	<ul style="list-style-type: none"> Delegates stretching work with a clear scope 	<ul style="list-style-type: none"> Delegates work without responsibility; does not consider ability, capacity or willingness when delegating
	<ul style="list-style-type: none"> Encourages others to take responsibility for delivering objectives 	<ul style="list-style-type: none"> Does not give appropriate support
	<ul style="list-style-type: none"> Identifies and agrees actions to address development needs 	<ul style="list-style-type: none"> Views the need for training as a sign of weakness; regularly cancels EDRs
	<ul style="list-style-type: none"> Encourages reflection and learning in others 	<ul style="list-style-type: none"> EDRs are a one way process; does not encourage lessons learned to be shared
	<ul style="list-style-type: none"> Recognises that when doing things differently learning from not getting it quite right is important 	<ul style="list-style-type: none"> Ridicules others when they make mistakes; apports blame
5.6 Empowers others	<ul style="list-style-type: none"> Identifies opportunities for others to act independently 	<ul style="list-style-type: none"> Does not allow others to grow within their role; is afraid of competition
	<ul style="list-style-type: none"> Provides appropriate tools and support 	<ul style="list-style-type: none"> Focuses on task rather than people development
	<ul style="list-style-type: none"> Allows others to deliver outcomes 	<ul style="list-style-type: none"> Micro manages; needs to see people to know they are working

COMPETENCY: Transformational change and innovation

Behaviours	Positive indicators	Negative indicators
6.1 Understands the need for change	<ul style="list-style-type: none"> Is open to change 	<ul style="list-style-type: none"> Expects that changes will be for the worst
	<ul style="list-style-type: none"> Proactively keeps abreast of changes affecting their job/team/service 	<ul style="list-style-type: none"> Does not seek information about change
	<ul style="list-style-type: none"> Recognises and clarifies the rationale for change and its benefits 	<ul style="list-style-type: none"> Is not aware of the need to deliver their services differently
	<ul style="list-style-type: none"> Is comfortable to raise concerns and suggestions 	<ul style="list-style-type: none"> Does not feel able to ask questions about changes
	<ul style="list-style-type: none"> Helps self and others accept the need for change 	<ul style="list-style-type: none"> Does not acknowledge that others may feel vulnerable and need support.
6.2 Embraces changes and adopts a can do attitude	<ul style="list-style-type: none"> Understands the process and timing of change, and what will be different 	<ul style="list-style-type: none"> Does engage in the detail and criticises what is put forward
	<ul style="list-style-type: none"> Recognises that timescales and processes may need to be flexible 	<ul style="list-style-type: none"> Is inflexible; Expects everything to be set in stone
	<ul style="list-style-type: none"> Is happy to develop own and others' skills 	<ul style="list-style-type: none"> Is afraid that previous skills are obsolete
	<ul style="list-style-type: none"> Is positive about changes 	<ul style="list-style-type: none"> Shares the 'doom and gloom' view with colleagues and customers
6.3 Thinks ahead and takes responsibility for improvement	<ul style="list-style-type: none"> Uses creative thinking techniques 	<ul style="list-style-type: none"> Cannot see out of the box
	<ul style="list-style-type: none"> Suggests ideas 	<ul style="list-style-type: none"> Does not want to be part of the solution
	<ul style="list-style-type: none"> Considers best practice 	<ul style="list-style-type: none"> Stops looking for options once first idea has formed
	<ul style="list-style-type: none"> Creates and seizes opportunities 	<ul style="list-style-type: none"> Is reluctant to get involved
	<ul style="list-style-type: none"> Is not constrained by current practice 	<ul style="list-style-type: none"> Believes current way is always best

COMPETENCY: Transformational change and innovation (Additional Leadership Behaviours)

Behaviours	Positive indicators	Negative indicators
6.4 Prepares others for change	<ul style="list-style-type: none"> Understands the relevance of change 	<ul style="list-style-type: none"> Thinks change won't touch their service
	<ul style="list-style-type: none"> Provides information to stakeholders regularly and consistently 	<ul style="list-style-type: none"> Thinks if it is communicated once that's enough
	<ul style="list-style-type: none"> Explains the benefits 	<ul style="list-style-type: none"> Does not share benefits for the individual, the customer or the Council
	<ul style="list-style-type: none"> Recognises that people may have concerns about change 	<ul style="list-style-type: none"> Does not consider feelings
	<ul style="list-style-type: none"> Encourages discussion of any perceived issues 	<ul style="list-style-type: none"> Dismisses others' concerns as irrelevant; thinks they are lucky to have a job
6.5 Positively manages the change process	<ul style="list-style-type: none"> Recognise that change can be complex and needs sustained focus 	<ul style="list-style-type: none"> Does not recognise or accept complexity
	<ul style="list-style-type: none"> Updates regularly about progress 	<ul style="list-style-type: none"> Does not monitor and communicate progress
	<ul style="list-style-type: none"> Works to overcome individuals' barriers to change 	<ul style="list-style-type: none"> Pushes change through ; does not provide appropriate support mechanisms
	<ul style="list-style-type: none"> Is flexible where possible on points of great value to others 	<ul style="list-style-type: none"> Underestimates the value of accommodating where possible
	<ul style="list-style-type: none"> Ensures momentum is maintained 	<ul style="list-style-type: none"> Loses interest
	<ul style="list-style-type: none"> Plans for and provides upskilling and confidence building 	<ul style="list-style-type: none"> Does not consider training needs (eg IT)
6.6 Encourages innovation	<ul style="list-style-type: none"> Provides the impetus and recognition for innovation 	<ul style="list-style-type: none"> Discourages opportunities for creativity and innovation
	<ul style="list-style-type: none"> Encourages questioning and challenge to the status quo 	<ul style="list-style-type: none"> Is not prepared to challenge rules
	<ul style="list-style-type: none"> Allows time and space to innovate 	<ul style="list-style-type: none"> Does not allocate resources to enable innovation
	<ul style="list-style-type: none"> Is willing to accept risk and manages it in a measured way 	<ul style="list-style-type: none"> Uses formal risk management arrangements to avoid innovation

COMPETENCY: Maximises use of technology

Behaviours	Positive indicators	Negative indicators
7.1 Uses technology effectively	<ul style="list-style-type: none"> Is able to use appropriate software to full effect 	<ul style="list-style-type: none"> Has a limited knowledge of software packages
	<ul style="list-style-type: none"> Is able to use appropriate corporate and service specific systems 	<ul style="list-style-type: none"> Requires a lot of system support
	<ul style="list-style-type: none"> Is able to extract information from systems/internet 	<ul style="list-style-type: none"> Asks others to extract information
	<ul style="list-style-type: none"> Is able to undertake online transactions 	<ul style="list-style-type: none"> Does not use technology to book, apply, inform, pay
	<ul style="list-style-type: none"> Is able to use digital communication channels (eg email, webchat) effectively 	<ul style="list-style-type: none"> Is unclear how and when to use different digital channels
	<ul style="list-style-type: none"> Is able to manage multiple communication channels simultaneously 	<ul style="list-style-type: none"> Is unable to switch between channels without feeling pressured
7.2 Encourages others to use technology	<ul style="list-style-type: none"> Is aware of the benefits of using technology 	<ul style="list-style-type: none"> Does not value technology
	<ul style="list-style-type: none"> Proactively promotes self-service 	<ul style="list-style-type: none"> Thinks that self-service is unnecessary
	<ul style="list-style-type: none"> Helps others to use technology 	<ul style="list-style-type: none"> Continues to do things for people rather than help them to help themselves
	<ul style="list-style-type: none"> Points others to mechanisms to support the uptake of self-service 	<ul style="list-style-type: none"> Is not aware of support available
7.3 Uses technology to manage information	<ul style="list-style-type: none"> Maximises technology to share information 	<ul style="list-style-type: none"> Does not use or value information generated by management systems; insists on using manual systems
	<ul style="list-style-type: none"> Avoids unnecessary duplication when creating and managing information electronically 	<ul style="list-style-type: none"> Stores information on multiple systems
	<ul style="list-style-type: none"> Ensures outputs are user friendly 	<ul style="list-style-type: none"> Produces data rather than useful management information
	<ul style="list-style-type: none"> Keeps electronic information up-to-date and secure 	<ul style="list-style-type: none"> Fails to update information; does not manage data in line with policy

COMPETENCY: Maximises use of technology (Additional Leadership Behaviours)

Behaviours	Positive indicators	Negative indicators
7.4 Applies technology to support service redesign and digital service delivery	<ul style="list-style-type: none"> Considers the opportunities of using of technology when simplifying processes and reducing duplication 	<ul style="list-style-type: none"> Underestimates what technology can deliver; does not consider the future needs regarding technological solutions
	<ul style="list-style-type: none"> Recognises how technology may prevent or reduce demand 	<ul style="list-style-type: none"> Uses technology to automate inefficient systems rather than reduce demand
	<ul style="list-style-type: none"> Recognises where and for whom technology is the most appropriate communication channel/delivery method 	<ul style="list-style-type: none"> Does not keep in mind that technology is not the only solution
7.5 Manages technological development	<ul style="list-style-type: none"> Identifies opportunities to use technology to realise efficiencies 	<ul style="list-style-type: none"> Focusses on cutting services rather than exploiting technology
	<ul style="list-style-type: none"> Understands the value of assessing and presenting a sound business case 	<ul style="list-style-type: none"> Fails to see the link between technological development and planned service objectives; does not recognise the need to seek approval
	<ul style="list-style-type: none"> Is able to quantify business benefits 	<ul style="list-style-type: none"> Requests technology without defining specific benefits and savings
	<ul style="list-style-type: none"> Recognises the need to plan and scope technological developments effectively 	<ul style="list-style-type: none"> Does not plan technological developments; does not recognise when a phased approach should be taken
7.6 Understands the corporate approach to technology application, development and support	<ul style="list-style-type: none"> Understands and promotes the corporate technology governance and procurement arrangements 	<ul style="list-style-type: none"> Ignores approval mechanisms for the implementation and purchase of technology
	<ul style="list-style-type: none"> Ensure that self and others engage with ICT professionals 	<ul style="list-style-type: none"> Believes they know best; does not use of promote the assistance available from ICT professionals
	<ul style="list-style-type: none"> Establishes alternative methods of operational practice in the event of technological failure 	<ul style="list-style-type: none"> Does not understand their responsibility for contingency planning in the event of technological failure

COMPETENCY: Skills development

Behaviours	Positive indicators	Negative indicators
8.1 Has relevant experience and qualifications to do the job	<ul style="list-style-type: none"> • Possesses the necessary experience 	<ul style="list-style-type: none"> • Experience is lacking, irrelevant or dated
	<ul style="list-style-type: none"> • Is actively gaining further experience in a planned way 	<ul style="list-style-type: none"> • Has no plan in place to gain experience; is not willing or prepared to be developed
	<ul style="list-style-type: none"> • Possesses qualifications relevant to the job 	<ul style="list-style-type: none"> • Does not have the relevant level or type of qualification
	<ul style="list-style-type: none"> • Is studying for additional relevant qualifications 	<ul style="list-style-type: none"> • Feels that they know it all so has nothing further to learn
8.2 Has specialist Knowledge	<ul style="list-style-type: none"> • Maintains currency of knowledge 	<ul style="list-style-type: none"> • Does not have a continuous professional development approach
	<ul style="list-style-type: none"> • Proactively responds to development in own area of expertise 	<ul style="list-style-type: none"> • Does not monitor developments in own profession, organisation or sector
8.3 Has the technical skills for the job	<ul style="list-style-type: none"> • Keeps technical skills up to date 	<ul style="list-style-type: none"> • Does not have the right technical skills
	<ul style="list-style-type: none"> • Uses equipment appropriately 	<ul style="list-style-type: none"> • Does not use equipment safely or appropriately
	<ul style="list-style-type: none"> • Is able to apply numeracy 	<ul style="list-style-type: none"> • Avoids certain tasks as result of numeracy issues
	<ul style="list-style-type: none"> • Has level of literacy that is appropriate to the role 	<ul style="list-style-type: none"> • Struggles with literacy issues
8.4 Demonstrates organisational awareness	<ul style="list-style-type: none"> • Is aware of ERYC vision, values and corporate priorities and how they personally contribute to them 	<ul style="list-style-type: none"> • Does not understand role of ERYC in local community; is not clear of own objectives
	<ul style="list-style-type: none"> • Is aware of the Council Plan and the implications for the Council and the Council's strategy 	<ul style="list-style-type: none"> • Is unaware of the content or purpose of the Council Plan
	<ul style="list-style-type: none"> • Is aware of functions of ERYC and how their own role fits within structures 	<ul style="list-style-type: none"> • Sees self as only working for section or directorate- not organisation as a whole
	<ul style="list-style-type: none"> • Understands and follows ERYC policies 	<ul style="list-style-type: none"> • Does not recognise legislative, political or equality issues; thinks themselves outside the policies
	<ul style="list-style-type: none"> • Understand the challenges and opportunities affecting the Council 	<ul style="list-style-type: none"> • Has no understanding of the wider context and its impact on the Council
8.5 Political awareness	<ul style="list-style-type: none"> • Is aware of the political environment 	<ul style="list-style-type: none"> • Does not take into account the political element of the organisation
	<ul style="list-style-type: none"> • Understands the difference between officer and councillors roles 	<ul style="list-style-type: none"> • Is unclear about how to interact with councillors
	<ul style="list-style-type: none"> • Is politically sensitive 	<ul style="list-style-type: none"> • Does not consider the implications of political processes and views

COMPETENCY: Skills development
(Additional Leadership Behaviours)

Behaviours	Positive indicators	Negative indicators
<p>8.6 Understands corporate role of being a manager/supervisor</p>	<ul style="list-style-type: none"> Keeps abreast of strategic developments 	<ul style="list-style-type: none"> Does not understand the corporate direction or service objectives
	<ul style="list-style-type: none"> Promotes and applies Council policies and strategy 	<ul style="list-style-type: none"> Does not see the application of policy and strategy as their job
	<ul style="list-style-type: none"> Explains the Council Plan, the implications for the Council and its link to the Council's strategy 	<ul style="list-style-type: none"> Is unwilling or unable to explain the implications of the Council Plan to others
	<ul style="list-style-type: none"> Understands and promotes corporate decision making processes 	<ul style="list-style-type: none"> Does not understand the role of SMT, CMT and other strategic boards/committees
	<ul style="list-style-type: none"> Understands and promotes governance requirements 	<ul style="list-style-type: none"> Does not know what needs to be approved and monitored or the processes for these

