



Transportation & Highway Infrastructure Services

**Core Competence Framework
Guidance booklet**

Core Competence Framework

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Foreword

By Jerry McConkey, Service Manager



I believe that success is made up not just by “what we do” but also “how we do it”. Having the skills, experience and behaviours (competence) to do our jobs well is an important part of being in Transportation & Highway Infrastructure Services (T&HI). I want us all to continue to build our confidence and competence in delivery and to be proud of what we have achieved and how we have accomplished our work. I expect us to be firmly focused on delivering our priorities whilst behaving in a way that defines us as a highly regarded deliverer of a public service.

The core competence framework is a tool to help you. It will enable you to identify the skills and behaviours you need to do your job to the highest standard and, if you are a manager, how you can support people in your teams to do this.

As an integral part of the performance management system, you and your manager will use the framework to help you do well in your current job, and to select the right development activities to assist you in planning your career.

Based on the principles of “what you do” – using your skills and experience and “how you do it” – the core competence framework applies to you whatever general or specialist skills your job requires.

I want you to become familiar with the framework. I want you to use it to help you deliver excellence in your job and get real satisfaction from your career with T&HI.

A handwritten signature in black ink that reads "McConkey." The signature is stylized with a large, looped 'M' and a trailing flourish.

Introduction to competencies

What are competencies?

*'A **competence** represents the **skills, knowledge** and **behaviours** required to perform effectively in a given job, role or situation'*

We use competencies to help define what an individual should be doing and how they should go about doing it, to meet the needs of their role. Competencies are based on how individuals carry out the tasks their job involves.

What are competencies for?

Competencies focus on factors that contribute to individuals' and organisations' success.

They provide a set of statements that can be used to show achievements and identify learning needs.

Competencies are vital part of many people-management processes, helping organisations perform better in the following important areas:

- **Recruitment** – by providing fair and unbiased criteria to enable applicants to know what is expected and managers to assess against.
- **Performance management** - by providing fair and unbiased statements to help managers and staff discuss and assess performance.
- **Learning and development** – by helping T&HI and individuals identify areas to prioritise their learning and development needs.
- **Career development** – by providing clear expectations of what skills, knowledge and behaviours are needed at each level and by showing individuals how they can develop their career by building on their current skills.

Benefits of using competencies

Competencies provide a useful tool for everyone.

Individuals:

- Know what is expected in their role

- Are recognised for the skills, knowledge and behaviours that are vital to every role
- Have a tool for discussing how to improve in their current job, or how to improve their chances of moving on to other jobs; and
- Can identify and adapt their skills and behaviours when moving into a new role

Managers:

- Have clear, fair and unbiased statements to use when discussing performance
- Have a common language to use when giving employees feedback on their performance
- Can identify individual learning or development needs as well as resources meaning they can better structure employees' development and training
- Have a tool to help define career paths, provide support for planning how to fill vacant jobs and help people move to different jobs.

T&HI:

- Can identify the divisions needs which help with targeting resources for staff learning and development
- Can be confident that we will be recruiting, developing and promoting the right people, who have the core skills and qualities we need to meet our outcomes
- Can contribute to and help shape the culture of T&HI
- Can make sure we are making the most of our staff's abilities and contributions

As an organisation we have identified four key areas we need to be good at:

- **Understand** our stakeholders
- **Develop** customer focused services
- **Plan** effectively and appropriately at a strategic and operational level
- **Deliver** effective and efficient services and programmes of work

We have also said that we need to:

- Reflect our values in our behaviours
- Ensure we know and attain the skills and knowledge required to deliver our outcomes
- Be an intelligence led service

- Have constructive and productive relationships
- Develop our own and others' skills

In order to deliver our outcomes, we will all need competencies focused around:

- The customer
- Developing our people
- Using evidence to make decisions
- Planning and managing resources
- Working as a team

We will also need some specific competencies relating to the role that we have, such as technical skills and qualifications.

Considering the competencies that we all need to share in more detail and what they should deliver:

Competence	
Focusing on the customer	Meeting customers' needs and being able to continually improve the service we provide to make sure our customers and stakeholders receive an excellent service.
Developing our people	Behaving ethically and professionally within your role, being aware of your and other people's strengths and weakness and taking steps to develop over the course of your career and achieve high levels of performance in yourself and others.
Using evidence to make decisions	Identifying and using various sources of evidence and interpreting it to understand how relevant and valid it is, to make sure your decision-making helps increase your performance and success.
Planning and managing resources	Making sure T&HI delivers its priorities, tasks and forecasts, managing relationships and risks and using resources appropriately to achieve success.
Working as a team	Working effectively with other people and using the diversity of the team to create a

	working environment which helps to achieve our outcomes.
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In the same way that with qualifications and skills there is a basic minimum that is expected and then different levels depending on your role, there will be different levels for these competencies. However, where a manager may not be expected to hold a technical qualification for the areas they manage, they will be expected to satisfy all the above competence levels up to and including the ones expected within their role.

Glossary

The following words are used either in this guidance or within the core competence framework itself.

Bands is our term for what were previously spans, grades, pay ranges or spine points.

Behaviour is showing some capability, skill or characteristic. The behavioural statements outline a set of actions that can be taught, learned and measured.

Competence is a statement describing the behaviour needed to perform a task to a set standard. It describes the skills, knowledge and behaviours involved in performing the task.

Core skills are the general skills and behaviours that apply across our organisation. They are independent for specific roles and can be transferred across teams, offices and levels.

Customers are the individuals or groups that receive and use, or are directly affected by, our products and services.

Deliverables are what you need to achieve or produce as the outcome to a project or piece of work.

Diversity is about recognising the different skills, knowledge, experience and views that each person brings to the organisation and valuing those differences.

Evidence is collecting relevant testimonials, records, documents, objects or other proof to help show competence.

External customers are people or organisations who receive our products or services direct.

Goals are broad aims, generally more wide-ranging than objectives. They apply to the whole organisation and direct our work for the future.

Internal customers use services or products produced by other parts of our organisation.

Objectives are tasks which can clearly be measured, and which are set within a specific timescale that relate to your role at work.

<p>Stakeholders are people or organisations that have an interest, or 'stake', in our organisation. These include ministers, employees, managers, the community and the Government.</p>
<p>Targets are used to describe the specific outputs or outcomes for a work team. They will be adapted over time depending on our organisation's needs.</p>
<p>Testimonials are written or spoken statements, from a colleague or customer, confirming the competence of an individual in a specific task or activity.</p>
<p>Transferable skills are the abilities, knowledge and skills that can be used in a variety of work situations or roles (such as communication skills).</p>

Annex A – the Core Competence Framework

Focusing on the customer			
Meeting customers' needs and being able to continually improve the services we provide to make sure our customers receive an excellent service.			
Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. I listen to and respect all customers. 2. I ask questions of customers to understand their needs. 3. I take responsibility for and respond to customers' requests quickly and politely. 4. I can identify both my internal and external customers. 5. I know when to get help with customers' concerns. 6. I work with my colleagues to help deal with customers' questions. 7. I explain processes and timescale to the customers. 	<ol style="list-style-type: none"> 1. I act as a positive role model by setting clear standards of customer service. 2. I monitor the levels of customer service. 3. I manage systems so customers can give feedback and use their comments to improve the service. 4. I handle requests for service and complaints quickly and fairly, explaining the outcome to the customer. 5. I work with customers to find solutions to their needs. 6. I communicate difficult messages to customers in a sensitive and professional manner. 	<ol style="list-style-type: none"> 1. I manage, monitor and communicate the appropriate standards of behaviour for customer service. 2. I communicate clear, achievable standards for excellent customer service. 3. I create opportunities for the team to be involved in continuous improvement of our services. 4. I understand value and champion the needs and expectations of customers. 5. I develop and maintain effective relationships with stakeholders. 	<ol style="list-style-type: none"> 1. I create strategies and set achievable targets for excellent customer service. 2. I review service provision in the light of changes in customers' needs and expectations. 3. I create and build relationships with stakeholders to help deliver an excellent service. 4. I review customer service performance (customer focused, effective and efficient) and initiate change to achieve continuous improvement.

Value, develop and support our people			
Behaving ethically and professionally within your role, being aware of your and other people's strengths and weaknesses and taking steps to learn and develop over the course of your career and achieve high levels of performance in yourself and others.			
Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. I keep my area of expertise up to date and identify developmental needs. 2. I behave in line with the Council code of conduct and Constitution. 3. I ask for and respond to feedback and learn from the work I have done. 4. I contribute to defining and agreeing my job objectives and ask questions when I do not understand expectations. 5. I am aware of my individual strengths and weaknesses and take responsibility for my continuous personal development. 6. I am responsible for achieving my work life balance. 	<ol style="list-style-type: none"> 1. I lead by example by keeping my own area of expertise up to date. 2. I give and receive feedback in a helpful way. 3. I set clear standards of performance through short-term objectives and make sure they are in line with achieving T&HI's outcomes and Council aspirations. 4. I coach individuals to improve their performance and development. 5. I make sure I learn from my own and other people's successes and mistakes by recognising good performance and tackling poor performance. 	<ol style="list-style-type: none"> 1. I take responsibility for my own professional development. 2. I coach and mentor individuals to improve their performance and development. 3. I communicate expectations and make sure people's objectives are in line with achieving T&HI's outcomes and Council aspirations. 4. I take responsibility for what happens within my service area and for my contribution to the service objectives. 5. I use a range of appropriate techniques to promote equal opportunities and diversity (valuing people's differences). 	<ol style="list-style-type: none"> 1. I actively promote continuous professional development. 2. I create a supportive environment where people feel safe to take responsibility. 3. I understand and communicate T&HI's outcomes and Council aspirations. 4. I promote coaching and flexible learning. 5. I set clear standards for performance management and strategies for addressing under performance. 6. I celebrate the success of individuals' and teams' where their contribution has improved how T&HI delivers its services.

Using information to make decisions			
Identifying, interpreting and using various sources of information, to inform, challenge and validate your decision making.			
Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. I base my decisions on as much information as is realistically available. 2. I understand where to go and who to involve when making decisions to achieve my goals. 3. I use various sources of information. 4. I interpret information to inform, challenge and validate my decisions and then present a workable solution. 5. I take responsibility for my decisions. 	<ol style="list-style-type: none"> 1. I identify the issue and choose the types of information I need to inform, challenge and validate my decisions. 2. I make decisions using relevant information and methods, and promptly inform others of the outcome. 3. I anticipate problems, use information to identify the causes and then present a workable solution. 4. I look at issues in detail to decide whether the information is relevant. 	<ol style="list-style-type: none"> 1. I inform the relevant people about decisions on policies and strategies. 2. I understand the decision-making process and how to influence decisions. 3. I communicate the risks and limitations associated with using and rejecting information when making decisions. 4. I act decisively and practically in the interest of T&HI. 5. I work confidently with financial information when making decisions. 	<ol style="list-style-type: none"> 1. I am prepared to make difficult decisions when necessary and communicate them. 2. I present complex information and decisions in a meaningful way to a range of audiences. 3. I take personal responsibility for presenting recommendations to elected members.

Planning and managing resources			
Making sure that T&HI delivers its priorities, managing relationships and risks and using resources effectively and efficiently to achieve its outcomes.			
Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. I prioritise tasks to achieve my goals. 2. I manage my time through effective planning. 3. I consistently complete my tasks on time. 4. I use resources appropriately and am aware of how these affect the organisation's costs. 5. I understand the business plan and how my tasks contribute towards it. 6. I follow the relevant policies and procedures. 	<ol style="list-style-type: none"> 1. I take responsibility for achieving results using available resources (people, budgets and assets). 2. I understand how my team contributes to achieving T&HI's service and business plan. 3. I actively manage risks through effective contingency planning. 4. I contribute to managing my team's tasks to make sure they achieve the service and business plans. 	<ol style="list-style-type: none"> 1. I take responsibility for making sure my team has the appropriate skills and resources. 2. I contribute to developing and achieving the service and business plans and their outcomes. 3. I make sure public money and assets are secured and used appropriately. 4. I identify and manage deliverables using Programme and Project Management (PPM) techniques. 5. I contribute to the definition and delivery of programme benefits and developing the business case. 6. I manage how we consult and communicate with stakeholders and understand the risks of not doing so. 	<ol style="list-style-type: none"> 1. I set and influence stretching targets for continuous improvement of our performance. 2. I take personal responsibility for delivering and reviewing services in accordance with the service and business plans and accurately forecast our work. 3. I lead by example when incurring expenditure and managing business relationships and risks. 4. I make sure business cases are developed (when needed) and that I give my final approval before they are put forward. 5. I plan and deliver strong relationships with stakeholders, making sure that the organisation is a respected customer and provider of choice.

Working as a team			
Working effectively with other people and using the diversity of the team to create a positive working environment which helps achieve T&HI outcomes.			
Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> 1. I act with integrity, responsibility and respect and support different ways of working. 2. I am customer focused, I take pride in my work and strive for relentless continuous improvement. 3. I trust and enable others to conduct our business, take responsibility for my own actions and deliver my commitments to the team and others. 4. I promote a positive working environment and I deal with negative or hostile views in a helpful way and acknowledge the other person's view. 5. I am innovative, flexible and adaptable, open to new ideas and welcome different opinions and value other people's contribution to achieving results. 6. I value my colleagues and I will share information, knowledge and ideas on best practice with them. 	<ol style="list-style-type: none"> 1. I listen to and build on the team's contributions and respect other people's opinions. 2. I share credit and recognition with the whole team where appropriate and celebrate successes. 3. I contribute to managing the team and take steps to create a positive working environment. 4. I am open and approachable. 5. I communicate effectively to make sure information is shared. 6. I adapt how I communicate depending on the audience. 7. I adopt a coaching approach with colleagues. 	<ol style="list-style-type: none"> 1. I champion our values. 2. I meet regularly with colleagues from other service areas to share information and best practice and build constructive and productive relationships. 3. I know how and when to consult experts and value their advice to make sure the team is supported. 4. I build trust by doing the right thing in the right way. 5. I use a variety of methods to gain support for ideas. 6. I champion a coaching style of management. 	<ol style="list-style-type: none"> 1. I inspire the team through my leadership style and acting as a role model for the values of T&HI. 2. I promote our teams and their abilities as the provider of choice. 3. I create opportunities to make sure the team reaches its potential and to get the best from everyone. 4. I am an exemplar for the coaching style of management.