CORE COMPETENCY MODEL

- Customer Focus
- Strategic Thinking & Managing Change
- Self Management
- Performance Management
- Planning & Use of Resources
- Leadership
- Working
- Team and Partnership
- Communication
This is the new core competency model for H&F. It has been developed via a series of focus groups and workshops involving staff at all levels and across all functions. As part of its development we have also compared our competencies with other high performing authorities and partners such as the NHS and drawn on best practice.

The core competency model is intended to provide staff and managers with clear examples of behaviours required at different levels in the organisation and will be used as part of the performance management process.

The model has eight core competencies. Subject to discussion with your OD Business Partner, departments may wish to develop some ‘functional’ or ‘technical’ specific competencies. This will further enable staff and managers to determine what the key focus is for a given role.

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<th>Clusters</th>
<th>Direction</th>
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<td>• Customer focus</td>
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<td>• Self management</td>
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The model is presented in three clusters; direction, people and performance. Each competency is presented as four levels representing differing levels of responsibility. It also includes a brief description of ‘what it is’ together with some ‘what its not’ examples.

### Levels showing example job titles

<table>
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<tr>
<th>Indicative level</th>
<th>Level description</th>
<th>Example job titles</th>
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<td>1</td>
<td>Individual</td>
<td>Administration assistant, information advisor, payments officer</td>
</tr>
<tr>
<td>2</td>
<td>Team leader supervisory</td>
<td>Social work practitioner, principal planning officer</td>
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<tr>
<td>3</td>
<td>Middle manager</td>
<td>Area manager</td>
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<tr>
<td>4</td>
<td>Senior manager</td>
<td>AD, planning &amp; performance director</td>
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</table>

The behavioural indicators for each level are not exhaustive but are designed to indicate what effective performance looks like. The levels are ‘cumulative’. That means that somebody achieving Level 4 is expected to also demonstrate the behaviours in the other levels.
What it is:

Providing future direction.
Identifying and overcoming problems and barriers.
Proactively identifying change issues and resistance to change.
Identifying the opportunities to do things differently including alternative forms of service delivery where this will add value.

What it is not:

Producing thick unread documents, ignoring external changes, reacting only to immediately presented problems.
Lacking commitment to visions beyond immediate area of responsibility.
Cynicism about the corporate vision and values.

Level 4

- Promotes and provides the thinking to help drive the vision.
- Identifies what needs to be done, (not necessarily how).
- Is willing to take decisions and calculated risks to help develop services.
- Establishes processes for ongoing information gathering and ensures information is continually made available to help evolve strategic thinking.
- Understands and addresses long-term underlying issues, opportunities or forces affecting Hammersmith & Fulham.
- Provides a corporate view to assist others in developing their strategy and strategic plans.
- Examines the long-term implications of policies in considering implementation, including revenue impact.
- Ensures processes and information are in place in own area and across the authority to enable others to handle complex change issues.
- Contributes to the effectiveness of CMT and DMT management teams.
- Makes large or long term adaptations in own organisation in response to the needs of stakeholders and issues identified.
- Encourages partner involvement in joint service delivery and problem solving.
- Identifies and manages the impact of change on diversity.

Level 3

- Implementing change to realise the vision.
- Identifying opportunities for effectively changing service delivery.
- Interpreting the changes and managing risk.
- Taking ownership of interpreting operational requirements to achieve corporate strategy.
- Identifying how things can be done differently at a departmental level.

Level 2

- Ensuring tasks and activities are monitored and changed to meet changed circumstances.
- Monitoring and reporting on service performance.
- Identifying potential areas for change.
- Adapting and improving service in own area.

Level 1

- Implementing new processes under manager direction.
- Demonstrating flexibility and adaptability.
- Recommending changes to improve customer experience.
- Demonstrating ownership of individual targets and service delivery.
- Recognising developmental needs and positively engaging with process to improve performance.
- Mainstreams diversity into service delivery.
### What it is:
- Exhibiting self control in difficult circumstances.
- Managing one’s own emotions to avoid negative on others. Manages own role and time.
- Effectively managing stress; both own and others.
- Confidence in presenting one’s own view and representing H&F.

### What it isn’t:
- Ignoring others’ input.
- Blaming others when things go wrong.
- Resisting constructive feedback.
- Behaving in an aggressive manner towards others.
- Behaving disrespectfully towards others.
- Working with a hidden agenda.

### Level 4
- Acts as an enthusiastic role model for others.
- Is suitably assertive in confronting situations with employees, elected members, the public and the media.
- Responds constructively to criticism or feedback and manages own and others, stress positively.
- Displays drive and energy in tackling issues.
- Encourages and acts on constructive feedback.
- Acknowledges and learns from their own mistakes.
- Recognises their own personality traits and their impact on others.
- Makes decisions, takes actions, and chooses options being mindful of the potential impact on the organization, the customer or the department.

### Level 2
- Encourages and facilitates cooperation, pride and trust.
- Fosters commitment and team spirit.
- Works effectively and cooperatively with others to achieve goals.
- Treats all people with respect, courtesy and consideration.
- Remains open to new ideas and approaches.
- Avoids unnecessary conflicts of interest.
- Promotes cooperation and teamwork.
- Learns from those mistakes.

### Level 3
- Seeks challenging assignments and is excited by a challenge.
- Looks for and takes on new responsibilities.
- Speaks up when disagrees with management, clients or others in power but disagrees politely, stating own view clearly and confidently, even in a conflict.
- Displays empathy and avoids being judgemental.
- Effectively manages their own and others time.
- Behaves in an assertive manner when needed.
- Maintains professional and ethical behaviour.
- Treat others with courtesy, dignity and respect.
- Can influence and gain the commitment of others.

### Level 1
- Influences others to model these behaviours.
- Demonstrates desired values of H&F.
- Treats others with respect and dignity.
- Maintains confidentiality.
- Participates effectively and constructively in team meetings.
- Demonstrates effective time management.
- Is professional in contact with internal and external customers.
- Challenges inappropriate behaviour.
What it is:
Putting the customer at the heart of what H&F do.
Understanding, seeking out and delivering to the customer’s needs.
Shaping our services to better deliver more effectively to residents.

What it isn’t:
Failing to provide the customer with essential and appropriate information in a timely fashion.
Using existing (or absence of specific) rules or procedures to justify avoiding service to customer groups.
Inflexibility or unwillingness to take appropriate risks to meet the needs of the customer.
Not understanding or demonstrating to others the H&F value of customer focus.

Level 4
• Adapts council procedures and policies appropriately to ensure a focus on customer needs.
• Considers the customer’s needs, both external and internal, as a first priority when approaching all work situations.
• Champions customer service and rewards/acknowledges those who deliver.
• Striving to eliminate barriers that interfere with providing excellent customer service.
• Fosters a customer-focused climate by constantly challenging peers and direct reports to “think like a customer” and provide internal and external customers with the highest levels of service.
• Takes action to ensure services are developed and adapted to meet diverse needs.
• Ensures customer consultation is timely and provides input into service development.
• Ensures processes and monitoring are in place to ‘flag up’ failing services and/or performance.
• Demonstrates an awareness that customers’ needs and expectations may change and acts accordingly.

Level 2
• Promotes H&F customer service standards.
• Ensures the team understands the importance of customer service and deliver in accordance with H&F customer service standards.
• Encourages and monitors standards of behavior e.g. dress code, communication and complaints and takes action to address issues.
• Addresses customer’s requests, ensures concerns are recorded accurately and action is initiated appropriately.
• Uses customer feedback to improve customer service and feed into business planning.
• Explains difficult information in a manner focused on the customer’s perspective and level of knowledge.
• Establishes positive relationships with internal and external customers.
• Effectively manages customers when deadlines can not be met; provides alternatives to help them meet their needs.

Level 3
• Communicates, implements and monitors H&F customer service standards.
• Anticipates customer needs and proactively makes recommendations.
• Has clear and timely customer satisfaction monitoring processes in place and takes action to address and then identify problems.
• Establishes constructive internal and external relationships to foster needed two-way communication channels.
• Takes ownership and is accountable for customer and stakeholder relationships.
• Seeks to maintain and develop long-term stakeholder relationships.
• Demonstrates H&F customer service standards.
• Provides polite, accurate and timely information in response to customer requests. Informs and educates customer regarding available alternatives where they exist.
• Treats customers with courtesy, sensitivity and fairness.
• Builds positive rapport.
• Applies basic problem solving skills.
• Makes extra effort to satisfy customers’ differing needs and meets commitments.

Level 1
• Demonstrates H&F customer service standards.
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Performance

Performance management

What it is:

Having clear processes and systems for monitoring and evaluating services and staff performance.

Knowing how your service compares to others.

Understanding the priorities and demands on your service.

What it isn’t:

Failing to appraise staff.

Failing to address poor performance.

Ignoring the development needs of staff.

Complacency about performance.

Failing to monitor performance and take action.

Level 4

- Ensures timely production of business plans and sets clear priorities and workplans to deliver objectives.
- Determines resource requirements.
- Uses performance management data (e.g. Corvu and Balanced Scorecard) to plan, manage and monitor service performance and takes action on that data.
- Demonstrates understanding of business and service planning, performance management frameworks and ensures the links are made clear to their colleagues.
- Effectively sets short- and/or long-term goals and effective strategies to achieve them.
- Proactively and consistently monitors progress and evaluates outcomes of all operational plans.
- Revises plans where necessary to meet desired goals.
- Advises and coaches staff.
- Is a role model.

Level 2

- Evaluates, provides feedback and develops employees to their next level of performance.
- Listens to problems and resolves appropriately.
- Continually challenges people to improve performance and/or system quality.
- Champions diversity in the workplace.
- Maintains and seeks out data to manage poor performance (e.g. sickness) and proactively manages under-performance.
- Sets and agrees SMART objectives and performance standards for team members.
- Celebrates and rewards good performance across the team.
- Holds team members accountable for achieving results.
- Ensures that individuals have the proper training for the task at hand.
- Monitors performance and provides regular feedback through regular one-to-ones in addition to the annual performance review.
- Takes appropriate action to resolve performance issues.
- Identifies priorities and key activities to develop the team service delivery.

Level 3

- Manages work by delegating and adapting systems (including ICT) or work methods to improve performance.
- Sets clear team objectives and priorities and monitors their achievement.
- Monitors and reviews delivery of the service in accordance with service standards and performance indicators.
- Challenges current working practices where they could be run more effectively.
- Looks to continuously improve service delivery.
- Consults with and encourages the opinions of others.
- Works with staff to generate SMART performance goals and monitors progress.
- Provides the necessary tools for staff to accomplish work objectives. Helps to eliminate obstacles or problems.
- Coaches and mentors staff and other managers.

Level 1

- Delivers against agreed targets.
- Prepares appropriately for one-to-ones and appraisals.
- Identifies opportunities to improve own role and activities.
- Gets on with the job.
- Asks for help and support when needed.
- Identifies own skill gaps and asks for support in skill development.
- Produces documentation on time and to required quality.
Performance

Planning & use of resources

What it is:
Planning and managing all resources to deliver efficient and effective services.
Managing finances and budgets.
Spotting opportunities to do things better.

What it isn’t:
Failing to follow the H&F project management process.
Not prioritizing actions. Needing a great deal of direction around what to do and when.
Not managing time well on everyday tasks; may focus on one activity at the exclusion of others.
Advises and coaches staff.

Level 4
• Ensures processes are in place to effectively manage resources both within own area and across the authority.
• Works with external bodies to maximise resources for the residents of Hammersmith.
• Leads and gives guidance to others in managing resources.
• Understands and monitors budgets to ensure accurate reporting.
• Continually reviews use of resources to maximise effectiveness.
• Is prepared to radically review the provision and delivery vehicle for services.
• Identifies and encourages the development of creative ways of delivering and enabling services.
• Prioritises the resources of the service to meet its long-term objectives.
• Makes judgements on the basis of consultation about priorities, the best means of service delivery and the choice of provider.
• Actively manages the interface between the authority and other agencies.
• Uses information and communications technology in order to improve access and effectiveness.
• Balances service improvements with current work loads.
• Makes tough or unpopular decisions when necessary.
• Prepares clear plans with statements of outcomes to be achieved within a timescale and resources employed.
• Rigorously reviews progress against objectives and takes corrective action when needed.

Level 3
• Plans projects effectively using tools such as Prince2 and the H&F project management methodology.
• Encourages cooperation and working together within the team and with teams across the council.
• Identifies and effectively uses the diverse skills and knowledge of team members.
• Implements HR and other council policies.

Level 2
• Plans specific activities and available resources to ensure timely completion of tasks.
• Prioritises tasks based on their importance and time requirements.
• Monitors progress of work activities and modifies plans to address changing priorities and needs.
• Delivers results on time and within budget; does not over-promise or under-deliver.
• Uses a structured approach to project planning and management to meet objectives with available resources.
• Effectively implements project plans with team to achieve results; monitors staff progress while retaining overall project responsibility.

Level 1
• Spots opportunities to do things more efficiently.
• Does not waste resources when completing jobs.
• Carefully considers what resources are required for the job.
• Identifies what development is needed and takes ownership of work with manager.
• Identifies what development is needed and takes ownership of work with manager.
• Ensures they are up to date in use of relevant tools and techniques for the job.
What it is:
Providing inspiration and guidance to others. Looking to the future and supporting others in understanding vision and direction.

What it isn’t:
Failing to listen, support and involve staff. Undervaluing the importance of staff morale. Showing inconsistency and unfairness. Ignoring the importance of “work / life balance”.

Level 4
• Inspires, motivates and guides others toward goals.
• Leads the development and implementation of corporate policy at a strategic level.
• Consider the implications of decisions across the council and act in the overall interests of council’s performance.
• Continuously develop the political leadership and managerial interface.
• Operate with others as a cohesive senior managerial team.
• Coaches, mentors and challenges staff.
• Demonstrates decisiveness in day-to-day actions.
• Takes unpopular positions when necessary.
• Is looked to for direction in a crisis and faces adversity head on.
• Encourages development and growth.
• Has a considerable influence in developing and applying values.
• Recognises and manages own impact on the style and culture of the authority.
• Manages performance problems openly and directly.
• Adapts leadership style according to the needs of the situation.
• Promotes leadership and gives public credit where it’s due and rewards excellence.
• Recognises and develops potential senior managerial successors.
• Provides leadership in promoting diversity.

Level 3
• Provide direction and energy to achieve objectives.
• Build a sense of being valued and being part of a service which is exciting and worthwhile.
• Demonstrates the organisation’s values in own behaviour.
• Confidently challenges the way things are done and offers constructive suggestions for how things should be done better.
• Considers impact of own demands on others’ workloads and prioritises accordingly.
• Is aware of how to adjust own leadership style to suit different needs and circumstances.
• Is open, approachable and willing to provide support, advice and guidance to others.

Level 2
• Takes responsibility for own actions and those of the team.
• Open to learning new techniques and methods and encourages others to do the same.
• Organises, supports and motivates others to get the best from them.
• Recognises and delivers talented individuals.
• Builds the team’s collective skills and knowledge by sharing information and ideas.
• Makes decisions confidently to help the team achieve its objectives.
• Seeking and being open-minded to ideas to improve delivery and quality.
• Sensitive to the views and diverse needs of the team and prepared to adjust position accordingly.

Level 1
• Taking responsibility for, and pride in, the delivery of your own work, without close supervision.
• Seizing opportunities to do things better.
• Takes personal responsibility for own development in order to improve personal performance, with support from team managers.
• Regularly use “thank you” and “well done” in a genuine and sincere way.
• Acts promptly and positively to challenge inappropriate behaviour and treats people with respect.
• Promotes diversity internally and externally.
### What it is:

- Working effectively with others.
- Fostering cooperation.
- Building trust and mutual respect.
- Working across different parts of the council internally and externally.
- Building partnerships with other public and private sector organisations.

### What it isn’t:

- Overlooking the benefits of cross directorate working.
- Viewing partners as competition.
- Expecting the team to solve problems but not give enough guidance or support.
- Discouraging full team participation; allows one or more team members to unduly influence others.
- Overlooking the diversity of skills and perspectives in assembling and developing team.

## Level 4

- Builds strong relationships with staff, members and partners.
- Influences and understands national and regional partners roles in H&F.
- Clarifies expectations, objectives and working arrangements of partnerships.
- Identifies key partners and opportunities for joint working.
- Proactively engages partners in developing services and joint delivery mechanisms.
- Consults widely, engaging with stakeholders.
- Encourages cross team working, including with external partners.

## Level 3

- Leads teams that are recognized within the organization for their ability to deliver results.
- Creates high performing teams.
- Involves internal and external partners in service delivery.
- Understands the role of partnerships in improving customer service and encourages partnership working.
- Develops and sustains high levels of team member commitment and “ownership” for decisions and results by team members.
- Conveys strong confidence in self and team. Builds pride in the team and inspires team members to perform to their fullest.
- Manages the diversity within the team to ensure that everyone can contribute equally, e.g. takes account of disabled colleagues’ additional access needs.

## Level 2

- Actively involves the team in decision making. Gives the team credit for successes as well as sharing responsibility for failures.
- Creates an environment where team members accept differences in approaches.
- Celebrates and rewards good individual performance and addresses poor performance promptly.
- Encourages the whole team to act promptly and constructively to deal with inappropriate behaviour.
- Encourages cooperation and working together within the team and with teams across the organisation.
- Delegates responsibility and authority to individuals within the team.
- Takes positive action to resolve conflicts/disputes in the team and between teams.

## Level 1

- Accepts responsibility for own actions and behaviour and is aware of own impact on others.
- Works flexibly and willingly contributes to the team’s work.
- Values diversity and treats others with respect.
- Takes responsibility for own development.
**What it is:**
- Getting the message across and adapting it to the audience need.
- Understanding the needs of different people and sensitivities.
- Ensuring transparency in communication.

**What it isn’t:**
- Failing to listen and communicate.
- Just agreeing for the sake of it.
- Using jargon rather than plain English.
- Demonstrating a lack of sensitivity when communicating with others.

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**Level 4**
- Articulate and effective in expressing ideas and information both verbally and in writing.
- Demonstrates good listening, questioning and interpersonal skills.
- Shows the highest level of understanding, courtesy, tact, empathy and concern with all interactions.
- Informs others of relevant information on a timely basis.
- Ensures communication strategy is developed in parallel with service and organisational changes.
- Takes action to reduce barriers between departments and ensure arrangements are in place for effective communication across and within the organisation.
- Conducts end of project reviews to learn from the experience.
- Conducts effective one to one and team discussions with staff.

**Level 3**
- Maintains communication with all staff and stakeholders.
- Explains technical concepts and complex issues clearly and accurately.
- Presents a positive, professional image of the council both within and outside of the organisation.
- Presents the facts and information in a way that influences others to accept the key conclusions.
- Can deliver an effective presentation.
- Facilitates and / or chairs meetings and formal discussion forums effectively to achieve clear agreed outcomes.

**Level 2**
- Highly persuasive in communications; presents ideas in a manner which actively engages people.
- Chooses language and communication method to suit the audience.
- Plans future communications and includes communications activity in work plans from the outset.
- Promotes the use of ICT as a communication tool where appropriate.
- Represents and promotes the image of the team and organisation in internal and/or external forums.
- Produces written information which clearly sets out the key issues, options and actions.

**Level 1**
- Uses appropriate non verbal behaviour.
- Adapts communication style to suit the recipient.
- Clear and easy to understand.
- Writes in an accurate, clear and concise way, avoiding jargon.
- Uses ICT to communicate effectively and appropriately, e.g. email.
- Understands and follows H&F standards for accessing, storing and distributing data.
- Communicates sensitively according to the situation and listens to others, taking account of their views and diverse backgrounds.
- Actively listens and acts accordingly.
- Makes relevant contributions to discussions and meetings, giving clear and concise explanations and sticking to the point.
- Asks questions to check understanding
- Good use of English.

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**People**

**Communication**
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Albanian
Nëse e dëshironi cilëndë pjesë të kështjet dokumentit të përkthyer në gjëhën tuaj, ju lutemi telefononi në numrin 020 8753 4040.

Amharic
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Arabic
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