**Civil Service Competency Framework By Grade –** **Band C**

**Delivering Results**

Achieving Commercial Outcomes

Delivering Value for Money

Managing a Quality Service

Delivering at Pace

**Engaging People**

Leading and Communicating

Collaborating and Partnering

Building Capability for All

Civil Service

Values

**Setting Direction**

Seeing the Big Picture

Changing and Improving

Making Effective Decisions

**About this framework**  
We are introducing a new competency framework to support the Civil Service Reform Plan and the new performance management system. The competency framework sets out how we want people in the Civil Service to work. It puts the Civil Service values of honesty, integrity, impartiality and objectivity at the heart of everything we do and it aligns to the three high level leadership behaviours that every civil servant needs to model: Set Direction; Engage People and Deliver Results. Civil servants work in a huge range of jobs across the country and overseas but one thing we have in common is that we are here to support the elected Government, providing advice to help shape its policies and ensuring seamless and practical implementation in line with those policies.

Competencies are the skills, knowledge and behaviours that lead to successful performance. The framework outlines 10 competencies, which are grouped into 3 clusters as set out above. For each competency there is a description of what it means in practice and some examples of effective and ineffective behaviours at all levels. The competencies are intended to be discrete and cumulative, with each level building on the levels below i.e. a person demonstrating a competency at level 3 should be demonstrating levels 1 and 2 as a matter of course. These indicators of behaviour are not designed to be comprehensive, but provide a clear sense of and greater understanding and consistency about what is expected from individuals in the Civil Service.

**What does it mean for me?**

The framework will be used for recruitment, performance management and development discussions and for decisions about progression. Some Departments introduced it in April 2012 with the rest of Government doing so from April 2013. In these new arrangements your business objectives will set out “what” you need to achieve over the year and this competency framework will set out “how” you need to work to achieve those objectives.

Most of you will need to focus on a number of competencies, usually around six, identified with your manager as being essential to your role. You are encouraged to discuss the framework with your line manager to identify the competencies that apply most to your job role.

This framework has been developed in partnership with Civil Service professions. If you work as part of a profession with a separate framework this will complement your professional framework and should be used alongside it.

The framework is made up of ten competencies. Below is a list of all the competencies with a high-level summary of each one.

Strategic Cluster – Setting Direction

1. Seeing the Big Picture

Seeing the big picture is about having an in-depth understanding and knowledge of how your role fits with and supports organisational objectives and the wider public needs. For all staff, it is about focusing your contribution on the activities which will meet Civil Service goals and deliver the greatest value. At senior levels, it is about scanning the political context and taking account of wider impacts to develop long term implementation strategies that maximise opportunities to add value to the citizen and support economic, sustainable growth.

2. Changing and Improving

People who are effective in this area are responsive, innovative and seek out opportunities to create effective change. For all staff, it’s about being open to change, suggesting ideas for improvements to the way things are done, and working in ‘smarter’, more focused ways. At senior levels, this is about creating and contributing to a culture of innovation and allowing people to consider and take managed risks. Doing this well means continuously seeking out ways to improve policy implementation and build a leaner, more flexible and responsive Civil Service. It also means making use of alternative delivery models including digital and shared service approaches wherever possible.

3. Making Effective Decisions

Effectiveness in this area is about being objective; using sound judgement, evidence and knowledge to provide accurate, expert and professional advice. For all staff, it means showing clarity of thought, setting priorities, analysing and using evidence to evaluate options before arriving at well reasoned justifiable decisions. At senior levels, leaders will be creating evidence based strategies, evaluating options, impacts, risks and solutions. They will aim to maximise return while minimising risk and balancing social, political, financial, economic and environmental considerations to provide sustainable outcomes.

People Cluster - Engaging People

4. Leading and Communicating

At all levels, effectiveness in this area is about leading from the front and communicating with clarity, conviction and enthusiasm. It’s about supporting principles of fairness of opportunity for all and a dedication to a diverse range of citizens. At senior levels, it is about establishing a strong direction and a persuasive future vision; managing and engaging with people with honesty and integrity, and upholding the reputation of the Department and the Civil Service.

5. Collaborating and Partnering

People skilled in this area create and maintain positive, professional and trusting working relationships with a wide range of people within and outside the Civil Service to help get business done. At all levels, it requires working collaboratively, sharing information and building supportive, responsive relationships with colleagues and stakeholders, whilst having the confidence to challenge assumptions. At senior levels, it’s about delivering business objectives through creating an inclusive environment, encouraging collaboration and building effective partnerships including relationships with Ministers.

6. Building Capability for All

Effectiveness in this area is having a strong focus on continuous learning for oneself, others and the organisation. For all staff, it’s being open to learning, about keeping one’s own knowledge and skill set current and evolving. At senior levels, it’s about talent management and ensuring a diverse blend of capability and skills is identified and developed to meet current and future business needs. It’s also about creating a learning and knowledge culture across the organisation to inform future plans and transformational change.

Performance Cluster - Delivering Results

7. Achieving Commercial Outcomes

Being effective in this area is about maintaining an economic, long-term focus in all activities. For all, it’s about having a commercial, financial and sustainable mindset to ensure all activities and services are delivering added value and working to stimulate economic growth. At senior levels, it’s about identifying economic, market and customer issues and using these to promote innovative business models, commercial partnerships and agreements to deliver greatest value; and ensuring tight commercial controls of finances, resources and contracts to meet strategic priorities.

8**.** Delivering Value for Money

Delivering value for money involves the efficient, effective and economic use of taxpayers’ money in the delivery of public services. For all staff, it means seeking out and implementing solutions which achieve the best mix of quality and effectiveness for the least outlay. People who do this well base their decisions on evidenced information and follow agreed processes and policies, challenging these appropriately where they appear to prevent good value for money. At senior levels, effective people embed a culture of value for money within their area/function. They work collaboratively across boundaries to ensure that the Civil Service maximises its strategic outcomes within the resources available.

9.Managing a Quality Service

Effectiveness in this area is about being organised to deliver service objectives and striving to improve the quality of service, taking account of diverse customer needs and requirements. People who are effective plan, organise and manage their time and activities to deliver a high quality and efficient service, applying programme and project management approaches to support service delivery. At senior levels, it is about creating an environment to deliver operational excellence and creating the most appropriate and cost effective delivery models for public services.

10.Delivering at Pace

Effectiveness in this area means focusing on delivering timely performance with energy and taking responsibility and accountability for quality outcomes. For all staff, it’s about working to agreed goals and activities and dealing with challenges in a responsive and constructive way. At senior levels, it is about building a performance culture to deliver outcomes with a firm focus on prioritisation and addressing performance issues resolutely, fairly and promptly. It is also about leaders providing the focus and energy to drive activities forward through others and encourage staff to perform effectively during challenging and changing times.

1. Seeing the Big Picture

| *Effective Behaviour*  *People who are effective are likely to…* | *Ineffective Behaviour*  *People who are less effective are likely to…* |
| --- | --- |
| Be alert to emerging issues and trends which might impact or benefit own and team’s work | Ignore changes in the external environment that have implications for Departmental policy and considerations |
| Develop an understanding of own area’s strategy and how this contributes to Departmental priorities | Shows limited interest in or understanding of Departmental priorities and what they mean for activities in their area |
| Ensure own area/team activities are aligned to Departmental priorities | Be overly focused on team and individual activities without due regard for how they meet the demands of the Department as a whole |
| Actively seek out and share experience to develop understanding and knowledge of own work and of team’s business area | Take actions which conflict with or mis-align to other activities |
| Seek to understand how the services, activities and strategies in the area work together to create value for the customer/end user | Commit to actions without consideration of the impact on the diverse needs of customers/end users – apply a ‘one size fits all’ approach |

| 2. Changing and Improving |  |
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| Find ways to improve systems and structures to deliver with more streamlined resources | Retain resource intensive systems and structures that are considered too difficult to change |
| Regularly review procedures or systems with teams to identify improvements and simplify processes and decision making | Repeat mistakes and overlook lessons learned from changes that have been less effective in the past |
| Be prepared to take managed risks, ensuring these are planned and their impact assessed | Have ideas that are unfocused and have little connection to the realities of the business or customer needs |
| Actively encourage ideas from a wide range of sources and stakeholders and use these to inform own thinking | Not listen to suggested changes and not give reasons as to why the suggestion is not feasible |
| Be willing to meet the challenges of difficult or complex changes, encouraging and supporting others to do the same | Resist changing own approach in response to the new demands - adopting a position of ‘always done things like this’ |
| Prepare for and respond appropriately to the range of possible effects that change may have on own role/team | Take little responsibility for suggesting or progressing changes due to perceived lack of control of processes |

| 3. Making Effective Decisions |  |
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| Make decisions when they are needed, even if they prove difficult or unpopular | Miss opportunities or deadlines by delaying decisions |
| Identify a range of relevant and credible information sources and recognise the need to collect new data when necessary from internal and external sources | Only use evidence sources that support arguments or are easily accessible |
| Recognise patterns and trends in a wide range of evidence/data and draw key conclusions | Come to conclusions that are not supported by evidence |
| Explore different options outlining costs, benefits, risks and potential responses to each | Give little consideration to the people and resources impacted by decisions |
| Recognise scope of own authority for decision making and empower team members to make decisions | Create confusion by omitting to inform relevant people of amendments or decisions causing delays in implementation |
| Invite challenge and where appropriate involve others in decision making to help build engagement and present robust recommendations | Consistently make decisions in isolation or with a select group |

| 4. Leading and Communicating |  |
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| Take opportunities to regularly communicate and interact with staff, helping to clarify goals and activities and the links between these and Departmental strategy | Be rarely available to staff and others, communicate infrequently |
| Recognise, respect and reward the contribution and achievements of others | Take the credit for others’ achievements |
| Communicate in a succinct, engaging manner and stand ground when needed | Give in readily when challenged |
| Communicate using appropriate styles, methods and timing, including digital channels, to maximise understanding and impact | Communicate in a set way with little variation, without tailoring messages, style and timing to the needs of the target audience |
| Promote the work of the Department and play an active part in supporting the Civil Service values and culture | Be ignorant of and/or dismissive of broader organisational values and goals, such as equality and diversity |
| Convey enthusiasm and energy about their work and encourage others to do the same | Communicate information without consideration for the audience or with limited/low levels of enthusiasm and effort |

| 5. Collaborating and Partnering |  |
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| Establish relationships with a range of stakeholders to support delivery of business outcomes | Devote little or no time to networking or engaging with immediate stakeholders, preferring to work in isolation |
| Invest time to generate a common focus and genuine team spirit | Demonstrate limited capability to get the best from people and create barriers or negative feelings between and within teams |
| Actively seek input from a diverse range of people | Display little appreciation of the value of different contributions and perspectives |
| Readily share resources to support higher priority work, showing pragmatism and support for the shared goals of the organisation | Create reasons why resources and support cannot be shared |
| Deal with conflict in a prompt, calm and constructive manner | Show a lack of concern for others’ perspectives |
| Encourage collaborative team working within own team and across the Department | Support individual or silo ways of working |

| 6. Building Capability for All |  |
| --- | --- |
| Identify and address team or individual capability requirements and gaps to deliver current and future work | Manage others in a weak or ineffective manner, allowing capability gaps to persist |
| Identify and develop all talented team members to support succession planning, devoting time to coach, mentor and develop others | Choose to only develop team members who reflect own capabilities, styles and strengths |
| Value and respond to different personal needs in the team using these to develop others and promote inclusiveness | Be insensitive to and unaware of the diverse aspirations and capability of all members of the team |
| Proactively manage own career and identify own learning needs with line manager, plan and carry out work-place learning opportunities | Passively expect others to identify and manage their learning needs |
| Continually seek and act on feedback to evaluate and improve their own and team’s performance | Make no attempt to learn from or apply lessons of feedback |

| 7. Achieving Commercial Outcomes |  |
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| Consider, in consultation with commercial experts, alternative ways of working with partners and contractors to identify more efficient outcomes, balancing cost, quality and turn around times | Overlook opportunities for continuous improvement in service delivery |
| Work with commercial experts in engaging effectively and intelligently with delivery partners in order to define and /or improve service delivery | Lack impact when engaging with commercial experts and delivery partners through misunderstanding commercial issues |
| Gather and use evidence to assess the costs, benefits and risks of a wide range of delivery options when making commercial decisions | Take a narrow view of options and focus only on cost, rather than long term value and impact |
| Identify and understand relevant legal and commercial terms, concepts, policies and processes (including project approvals and assurance procedures) to deliver agreed outcomes | Show a lack of understanding about relevant commercial concepts processes and systems |

| 8**.** Delivering Value for Money |  |
| --- | --- |
| Recommend actions to achieve value for money and efficiency | Ignore financial experts – not ask for advice or seek advice at the right time |
| Cultivate and encourage an awareness of cost, using clear simple examples of benefits and how to measure outcomes | Reserve resources for own team without considering wider business priorities or the organisation’s financial environment |
| Work confidently with performance management and financial data to prepare forecasts and manage and monitor budget against agreed plans | Misinterpret or over-estimate performance and financial data used to forecast and monitor budgets and plans |
| Follow appropriate financial procedures to monitor contracts to ensure deliverables are achieved | Ignore the organisation’s financial procedures or break rules for the sake of expediency |
| Monitor the use of resources in line with organisational procedures and plans and hold team to account | Be unable to justify own and their teams’ use of resources |

| 9.Managing a Quality Service |  |
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| Make effective use of project management skills and techniques to deliver outcomes, including identifying risks and mitigating actions | Has minimal understanding of what could go wrong or needs to be resolved as a priority |
| Develop, implement, maintain and review systems and service standards to provide quality, efficiency and value for money | Focus on delivering the task to the exclusion of meeting customer/end user requirements and needs |
| Work with team to set priorities, goals, objectives and timescales | Allocate or delegate work without clarifying deadlines or priorities |
| Establish mechanisms to seek out and respond to feedback from customers about service provided | Be unable to explain common customer problems or needs and how these are evolving |
| Promote a culture that tackles fraud and deception, keeping others informed of outcomes | Not give sufficient priority and attention to ensuring that fraud and deception is being tackled. |
| Develop proposals to improve the quality of service with involvement from a diverse range of staff, stakeholders or delivery partners | Generate limited proposals to create service improvements and do so with little involvement of staff |

| 10. Delivering at Pace |  |
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| Successfully manage, support and stretch self and team to deliver agreed goals and objectives | Give people work to do without supporting them to develop the skills and knowledge they need for the job |
| Show a positive approach in keeping their own and the team’s efforts focused on the goals that really matter | Allow work flow to lose momentum or drift away from priorities |
| Take responsibility for delivering expected outcomes on time and to standard, giving credit to teams and individuals as appropriate | Give little or no support to others in managing poor performance, allow others’ problems and obstacles to hamper progress |
| Plan ahead but reassess workloads and priorities if situations change or people are facing conflicting demands | Show no consideration for diversity-related needs of the team when organising the workload |
| Regularly monitor own and team’s work against milestones or targets and act promptly to keep work on track and maintain performance | Allow poor performance to go unchallenged, causing workload issues for other team members |
| Coach and support others to set and achieve challenging goals for themselves | Allow organisational and other obstacles, including a lack of support, to stand in the way of own and others’ aspirations |