EHC CORE COMPETENCES FOR STAFF

Five Essential Core Competencies

We Go the Extra Mile	
Personal effectiveness.	Takes responsibility for organising own work effectively and delivering results. Motivated, adaptable, persevering, resilient and accurate. Identifies personal development and actions appropriately.
Proactive	Recognises need for action or change; takes appropriate action without needing direction. Uses logical processes for solving problems and making decisions.

We Work Together as One Team	
Managing relationships	Develops and maintains effective working relationships, based on self awareness and openness to change. Committed and reliable member of team; understands impact of role on others
Communication	Written and oral communication is concise and accurate.

We are Here to Help	
Customer focus	Focused on views and needs of customers (internal and external). Looks for service improvement opportunities and delivers these. Able to apply the principles of diversity and equality in provision of the service and in the work environment.

Additional Competency for Commercial Activity:	
Commercial Focus	Delivers cost-effective service which meets customer need. Able to plan and deliver service within agreed budget and achieve income generation. Looks for commercial and income generation possibilities and delivers these.

Each Competence is supported with a list of examples of effective and ineffective behaviour, these are not exhaustive lists.

STAFF COMPETENCES

> **Personal effectiveness:**
> Takes responsibility for organising own work effectively and delivering results. Motivated, adaptable, persevering, resilient and accurate. Identifies personal development and actions appropriately.

Effective

❖ Plans and organises work effectively to meet targets, deadlines and required standards; establishes clear priorities and deadlines for their work, adapting effectively where appropriate.

❖ Monitors progress systematically and takes early action on problems; compares own performance with required targets and standards and identifies gaps.

❖ Effectively maintains team systems/processes and makes effective use of tools/systems (including IT).

❖ Recognises signs of stress in self and others, and takes appropriate action to reduce this; asks for support appropriately; discusses issues or problems and learns from others.

❖ Keeps calm and objective under pressure; takes on new tasks willingly and with a 'can do' attitude; adapts quickly and flexibly to new demands and change.

❖ Identifies personal learning and development needs and plans ways of meeting these; shows capacity for continuous learning from experience and latest professional developments.

Ineffective

❖ Does not consistently plan or set clear priorities, does not meet standards or deadlines without alerting others appropriately. Works in a disorganised and/or reactive way.

❖ Does not adapt priorities and plans appropriately to meet changing circumstances; does not consistently check and monitor own work against objectives, targets and standards; avoids tackling new tasks or going into new situations.

❖ Mistakes and inaccuracies are frequent. Does not give sufficient attention to detail or misses important points; tasks are frequently left unfinished.

❖ Does not effectively maintain team systems and processes; shows reluctance to use and to learn IT systems; unable to carry out routine functions

❖ Does not manage work pressures or personal development effectively; becomes unduly stressed under pressure or blows things out of proportion; passes stress to others by behaving in an irritable or inappropriately emotional manner.

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STAFF COMPETENCES

> **Proactive**
> Recognising the need for action or change, taking the appropriate action without direction. Uses logical processes for solving problems and making decisions.

Effective

- ❖ Is proactive in relation to problems and opportunities, taking prompt action to put things right and prevent recurrence of problems; actively seeks solutions to problems rather than simply *problem stating.*
- ❖ Does not assume the usual way of doing something is the best way; actively seeks opportunities to innovate and improve.
- ❖ Takes responsibility for implementing ideas; works through problems and decisions logically and systematically; anticipates obstacles and develops contingency plans.
- ❖ Initiates problem solving even though accountability might lie with others; volunteers ideas and suggestions for improvement and is prepared to take responsibility for actioning these; knows limits of own role and refers to others as appropriate
- ❖ Analyses the situation fully before making a decision and recognises constraints and implications.

Ineffective

- ❖ Constantly works in a reactive way; tends to refer problems to others and waits for instruction rather than taking action.
- ❖ Does not see opportunities for change and improvements.
- ❖ Displays low energy and/or lack of enthusiasm; avoids problem solving or decision making.
- ❖ Tends to be defensive when things go wrong; regularly expresses own views in terms of why something will *not* work; does not involve or listen to others as appropriate.
- ❖ Makes hasty decisions without sufficient information or considering problems fully, missing implications for the service or for others.

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STAFF COMPETENCES

Communication
Written and oral communication is concise and accurate.

Effective

- ❖ Speaks and writes in a clear, logical and self-confident fashion, presenting views and opinions clearly and concisely.
- ❖ Consistently and time-effectively produces a high standard of written work which is in an appropriate format and well-structured clearly and needs little amendment or correction.
- ❖ Checks that others understand information given.
- ❖ Listens and encourages responses from others as well as contributing effectively to meetings

Ineffective

- ❖ Gives information in a confusing manner and/or at excessive length.
- ❖ Attempts to communicate without tact, discretion or awareness of audience.
- ❖ Produces poorly structured or unclear written work; does not use appropriate format.
- ❖ Work frequently needs correction and amendment.
- ❖ Communicates things unnecessarily or repeatedly brings up things that are irrelevant (e.g. in meetings).

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STAFF COMPETENCES

> **Managing relationships**
> Develops and maintains effective working relationships, based on self-awareness and openness to change. Committed and reliable member of team and Council; understands impact of role on others

Effective

- ❖ Relates well to a wide variety of individuals; recognises personal responsibility in supporting others and is aware of issues that might affect others; takes positive action to promote a constructive working environment.
- ❖ Understands the need for combined effort and the impact of behaviour on others and is willing to adapt behaviour or work flexibly where necessary and is reliable in delivering what is promised to others.
- ❖ Takes time to listen to others; shows sensitivity to other people's feelings and concerns; thinks before speaking and expresses feelings or opinions in a rational way.
- ❖ Constructively uses emotional energy, separating issues from personalities handling conflict effectively.
- ❖ Participates fully and constructively in team work, meetings and activities, appreciates alternative points of view and is open to constructive criticism; willing to rethink their own contribution for the good of the team/council.
- ❖ Engages positively and works collaboratively with people from all teams and actively promotes and welcomes diversity and equality.

Ineffective

- ❖ Does not consistently relate well to others, such as distancing themselves inappropriately from others and/or choosing to engage positively only with selected individuals or groups.
- ❖ Does not consistently deliver; does not sufficiently support colleagues; makes insufficient effort or contribution to joint tasks
- ❖ Does not actively listen to others; interrupts, talks over others. .
- ❖ Upsets others by inconsiderate words or actions; blames others; frequently criticises others or the organisation; does not take personal responsibility for own actions, e.g. where their behaviour is disruptive.
- ❖ Displays anger or frustration in inappropriate ways. Can be aggressive or hostile if their needs are thwarted; creates an atmosphere instead of seeking to resolve situations positively.
- ❖ Does not take sufficient personal responsibility for the work of the team. Insensitive to needs and position of others in the team/council; does not promote and/or welcome diversity and equality in the team.

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STAFF COMPETENCES

> **Customer focus**
> Focused on views and needs of customers (internal and external). Looks for service improvement opportunities and delivers these. Able to apply the principles of diversity and equality in provision of the service and in the work environment.

Effective

❖ Shows respect and sensitivity towards customers, treating people as individuals and showing a high level of awareness and understanding of customer needs, keeping up to date with their changing needs and concerns

❖ Makes themself available for customers; communicates in a sensitive manner, without being patronizing; demonstrates active listening skills in customer work; respects customer confidentiality; encourages feedback.

❖ Makes realistic assessments and promises of what can be delivered and is reliable in delivery to customers.

❖ Is sensitive to customers' particular experiences and needs in terms of their culture and background; positively seeks to identify barriers to inclusion of people from diverse backgrounds in the delivery of services and works to overcome these.

❖ Positively promotes diversity and equality of opportunity in service delivery and the working environment

❖ Proactive and enthusiastic in work and activities aimed at reviewing and improving services to customers.

Ineffective

❖ Does not make self sufficiently available for customers; sees customers as a group or a type rather than as individuals; sees customers as more of a nuisance than a priority; allows personal bias to affect working practice.

❖ Does not work in an empowering and supportive way with customers; is not sufficiently concerned about the quality of the service provided.

❖ Is not reliable in delivery to customers; puts processes and systems or other priorities above customer needs.

❖ Does not consistently operate agreed standards and best practice in their work

❖ Does not sufficiently recognise the importance of diversity and equality in service delivery and the working environment.

❖ Does not engage positively or make a constructive contribution to activities aimed at reviewing and improving services to customers.

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STAFF COMPETENCES; *Additional Commercial Competence*

Commercial Focus
Delivers cost-effective service which meets customer need. Able to plan and deliver service within agreed budget and achieve income generation. Looks for commercial and income generation possibilities and delivers these.

Effective

- ❖ Delivers own role effectively, making a good contribution to service delivery and income generation as set out in team objectives/business plan.
- ❖ Endeavours to generate new ideas to improve service delivery and generate income where possible and, with support can identify opportunities for the Council and weigh up the cost, benefits and risks.
- ❖ Investigates shortcomings that will limit commercial success and the provision of excellent delivery and is able to adopt pragmatic solutions to solve problems.
- ❖ Develops straightforward ways to explain and understand problems so that others understand.
- ❖ With support, makes good decisions for the Council, identifying the impact of change on all affected, including partners and the community.
- ❖ Learns quickly and is able to apply learning to new environment to make changes.

Ineffective

- ❖ Sees an opportunity for service improvement or income generation but does nothing about it.
- ❖ States barriers, difficulties or challenges but offers no solutions and/or states that it is for others to tackle these; blames the organisation or other team members for difficulties.
- ❖ Unable or unwilling to understand the service business plan and own role within it; unaware of the cost benefit analysis of decisions made.
- ❖ Has a silo mentality when analysing problems and ignores impact on other areas outside the immediate service/department.
- ❖ Shows little interest in supporting the council to develop and grow.

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