

Behavioural Competencies

THE COMPETENCY FRAMEWORK: SUMMARY

Cluster A: The Thinking Competencies

	Competency	Essence Statement
A1	Conceptual Thinking	Identifying key issues, seeing relationships and drawing elements together into broad coherent frameworks.
A2	Strategic Thinking	Taking the longer term into consideration and developing broad scale objectives
A3	Innovativeness	Generating original and imaginative ideas and solutions to problems.
A4	Analytical Thinking	Logically breaking problems down into their essential elements, carrying out diagnosis and developing solutions.

Cluster B: The Self-Managing Competencies

	Competency	Essence Statement
B1	Ability to Learn	Quickly understanding and applying information, concepts and strategies.
B2	Self Development Orientation	Taking continuous action to improve personal capability.
B3	Adaptability	Maintaining effectiveness in different situations, environments and cultures.
B4	Flexibility	Ability to alter behaviour and opinions in the light of new information or changing situations.
B5	Positive Self Image	Believing in oneself.
B6	Self Control	Continuing to perform effectively in stressful and difficult circumstances.
B7	Tenacity	Repeated and enduring efforts to overcome obstacles and/or to complete tasks.
B8	Thoroughness	Seeking completeness and accuracy.

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| B9 | Interpersonal Awareness | Drawing inferences about and maintaining awareness of others' interest, moods and concerns |
| B10 | Independence | Holding to own convictions in the face of resistance, anticipated or actual. |

Cluster C: The Influencing Competencies

	Competency	Essence Statement
C1	Concern for Impact	Actively anticipating and responding to the feelings, needs and concerns of others.
C2	Rational Persuasion	Building persuasive arguments based on logic, data and the objective merits of the situation.
C3	Strategic Influencing	Being aware of different forms and sources of influencing and choosing between different influencing strategies.

Cluster D: The Achieving Competencies

	Competency	Essence Statement
D1	Initiative	Engaging in proactive behaviour, seizing opportunities.
D2	Critical Information Seeking	Gathering critical information from key sources to assist problem solving.
D3	Efficiency Orientation	Looking for best use of resources.
D4	Development Orientation	Identifying and providing opportunities to improve the capabilities of other people.
D5	Concern for Standards	Pursuing excellence in line with the organisation's norms and values
D5	Results Orientation	Focussing attention on key objectives; wanting effective outcomes.

STRATEGIC THINKING

Taking the longer term into consideration and developing broad scale objectives.

BEHAVIOURAL INDICATORS:

1. Links day to day tasks to a model reflecting a long term perspective.
2. Develops broad scale, longer term objectives (eg. affecting a business, department or several departments).
3. Establishes a course of action to accomplish a long-term goal or vision.
4. Establishes long-term organisational/departmental goals or projects.
5. Considers how present policies, processes and methods might be affected by future developments and trends.
6. Prepares and reviews contingency plans for problems and situations that might occur.
7. Develops a business strategy.
8. Determines long-term problems and opportunities.
9. Shares with others own view of the desirable future state of the business/department.
10. Considers whether short-term goals will meet long-term objectives.
11. Redesigns the department and/or organisation to better meet long-term objectives..

SELF-DEVELOPMENT ACTIVITIES:

- Read key texts on management strategic thinking, including available company strategic papers.
- Routinely 'scan' your environment to pick up significant trends.
- Periodically test how the 'present state' of operations in your department/unit compares with your essential mission or core purpose.

MANAGER'S ACTIVITIES:

- Ask staff member to develop a description of how he/she views the desirable state of the business/department.
- Discuss and agree attendance on the company 'managing change' courses.
- Ask staff member to describe social/business/political context surrounding his/her work, or around any proposal they make.
- Ask staff member to reflect on the possible consequences a proposal has for the underlying goals of the unit.

ANALYTICAL THINKING

**Logically breaking problems down into their essential elements;
carrying out diagnosis and developing solutions**

BEHAVIOURAL INDICATORS:

1. Develops and uses clear criteria for guiding decisions (eg. resources, constraints, organisational values).
2. Identifies cause and effect relationships.
3. Thinks through the consequences of different courses of action.
4. Considers pros and cons before deciding.
5. Identifies root causes.
6. Thinks through priorities.
7. Understands and evaluates numerical data, tables, charts or graphs to get to the cause of a problem.
8. Performs calculations and combines quantitative information in order to diagnose and solve a problem.
9. Develops a list of decision-making guidelines (algorithms, etc) to help arrive at logical solutions.
10. Makes sense of information by organising it.

SELF-DEVELOPMENT ACTIVITIES:

- Review outcome of tasks with manager or peers and identify areas of improvement in your way of thinking.
- Seek out training on problem solving, eg. Kepner Tregoe.
- Select someone who is good at analysing problems and review your approach to tasks.

MANAGER'S ACTIVITIES

- Identify opportunities for staff member to carry out analyses and review performance,
- Review learning from attending a course on analytical problem solving and assign a task to reinforce it.
- Ask for a list of pros and cons for any case presented.
- Discuss models for problem solving, e.g. Juran Crosby.

SELF DEVELOPMENT ORIENTATION

**Taking continuous action to improve
personal capability**

BEHAVIOURAL INDICATORS:

1. Explores personal strengths and weaknesses with a view to improvement.
2. Critiques own performance as a means of self-improvement.
3. Seeks opportunities to build knowledge in work-related areas.
4. Seeks opportunities to build knowledge in areas seen to be useful but extending beyond immediate areas of work.
5. Actively seeks feedback as a significant source of learning and improvement.
6. Plans activities to improve personal capability at work.
7. Asks for suggestions and new ideas for self-improvement.
8. Learns from mistakes.
9. Seeks developmental projects and tasks.
10. Continually 'scans' and applies developments in fields that are important to oneself.

SELF-DEVELOPMENT ACTIVITIES:

- List your perceived strengths and weaknesses: discuss with colleague/Training Manager/Manager and draw up an action plan.
- Continually 'scan' developments in fields which are important to you.
- Make a practice of noting key learning points from meetings, presentations, courses, etc, and keep a 'learning log'.
- Look for and work to ensure that feedback can be turned into a personal improvement action.
- Find effective ways of building your development needs into the work you do.

MANAGER'S ACTIVITIES

- Discuss a personal development plan with your staff member and agree a development 'contract'.
- Monitor development of staff member and progressively delegate tasks that match this development.
- Allow time for staff member to do things that are part of an improvement plan; coach and develop a supportive climate.
- Ensure your feedback is capable of being turned into a development activity.
- Ensure attendance at courses, conferences, etc, at appropriate times in the individual's development.
- Send journals, books, articles which will extend staff member's knowledge.

FLEXIBILITY

Ability to alter behaviour and opinions in the light of new information or changing situations.

BEHAVIOURAL INDICATORS:

1. Modifies a strongly held opinion in response to contrary evidence.
2. Modifies own behaviours in response to a situation.
3. Works around obstacles that prevent completion of projects.
4. Sees the merits of differing positions or opposing viewpoints and changes behaviour accordingly.
5. Adjusts behaviour to suit new procedures and systems.
6. Modifies behaviour in order to reach a goal.
7. Maintains effectiveness during rapidly changing assignments or priorities.
8. Change plans if circumstances dictate.

SELF-DEVELOPMENT ACTIVITIES:

- Seek feedback on your behaviour in this area.
- Check your underlying interests and test how your present views support these.
- In preparation for a meeting, make a practice of arguing as convincingly as you can from other people's viewpoint.
- Be conscious of and test your assumptions.
- Research the background and then place probability ratings against any of your strongly held views.

MANAGER'S ACTIVITIES:

- Agree attendance on a course in negotiation or on managing different interests.
- Request from your staff member evidence in support of, and in disagreement with, his/her view.

SELF-CONTROL

Continuing to perform effectively in stressful and difficult circumstances

BEHAVIOURAL INDICATORS:

1. Remains calm when personally attacked.
2. Keeps things in perspective despite fatigue or frustration.
3. Maintains effectiveness and commitment in the face of disappointment.
4. Copes effectively with ambiguity.
5. Is objective under pressure and in difficult or stressful circumstances.
6. Works effectively under tight deadlines.
7. Maintains a business-like approach when unduly annoyed, disturbed or disrupted by others.
8. Maintains objectivity when interpreting information and solving problems.

SELF-DEVELOPMENT ACTIVITIES:

- Write and mentally rehearse a plan for how you will respond in the event of disappointment or challenge.
- Discuss with a colleague your reaction to stress and explore its management.
- Examine your priorities and take firm action to manage your time.

MANAGER'S ACTIVITIES:

- Give specific and useable feedback.
- Be a good model.
- Agree a course on stress or time management.

THOROUGHNESS

Seeking completeness and accuracy

BEHAVIOURAL INDICATORS:

1. Follows up incomplete or inadequate answers to pin down the facts.
2. Acts to reconcile inconsistent forms of data.
3. Takes action to tie up loose ends.
4. Checks to ensure data is accurate and sustainable.
5. Makes sure all necessary tasks have been completed.
6. Checks work for errors and omissions.
7. Carefully prepares and checks details for key events, presentations, etc.
8. Masters all details relevant to making a case.
9. Takes care of both small and large aspects of a task.
10. Keeps track of many details without forgetting items.

SELF-DEVELOPMENT ACTIVITIES:

- Draw up a check list for performance of routine administrative tasks.
- Take on tasks requiring attention to detail.
- Plot errors due to incomplete data and develop a preventative strategy.
- Check interpretation of data with a knowledgeable colleague.

MANAGER'S ACTIVITIES:

- Review performance and explore preventable strategies.
- Discuss values in relation to work requiring detail.
- Ask for a key presentation which requires thoroughness.

INDEPENDENCE

**Holds to own conviction in the face of resistance
(anticipated or actual)**

BEHAVIOURAL INDICATORS:

1. Takes a stand on critical issues.
2. Openly tests or questions the opinions or positions of others.
3. Is prepared to disagree with colleagues or more senior people.
4. Raises problems openly.
5. Follows own judgement in the face of opposition or threat.
6. Takes a stand on a potentially unpopular issue.
7. Is prepared to question established systems, organisational norms and values.

SELF-DEVELOPMENT ACTIVITIES:

- Ask yourself what you believe in.
- Practise disagreeing in a way which focuses on the task not the person.
- Prepare and rehearse your responses to anticipated challenges.
- Express your views at least once in every meeting.

MANAGER'S ACTIVITIES:

- Discuss and agree attendance on an 'assertiveness' course.
- Publicly support staff member on occasions when she or he disagrees effectively.
- Ask for views, particularly when they may disagree with your own.

RATIONAL PERSUASION

**Building persuasive arguments based on logic, data
and the objective merits of the situation.**

BEHAVIOURAL INDICATORS:

1. Draws on reason and logic in making a case.
2. Uses cost benefit arguments in order to influence.
3. Presents arguments based on factual information.
4. Demonstrates that a course of action is of mutual interest.
5. Points out how a course of action is/is not effectively related to the expressed interests of the other party.
6. Relates suggested solutions to the needs of the listener.
7. Refers others to source data when debating contentious issues.
8. Focuses on the problem rather than the person in a debate.

SELF-DEVELOPMENT ACTIVITIES:

- Build your technical understanding of your subject area, your job, your project, etc.
- Ask yourself and others what evidence there is for your/their perceptions and judgements.
- Consciously separate how you would like things to be from how they actually are; find evidence to help you.
- Check your assumptions; regard them (and the assumptions of others) as things that need testing.
- Practise pulling people back to the 'source data' when debating contentious issues.
- Check your level of understanding with an expert.
- Ensure you focus on the problem and not the person in 'hot debate'.

MANAGER'S ACTIVITIES:

- Agree with staff member attendance on courses aimed at improving rational argument (Transactional Analysis, Kepner Tregoe, Negotiating Skill event).
- Encourage him/her to attend appropriate conferences and seminars; to read appropriate journals; request summary of key learning points.
- Review performance during meetings. At any presentation made by staff member identify any areas where their process was weak in terms of rational argument; explore improvement strategies.
- Work through staff member's various models designed to develop a rational approach to issues, eg. the 'Quanta Costa' and 'levels of thought' techniques contained in the company management of change event.
- Ask for a key presentation involving contentious issues.

INITIATIVE

Engaging in proactive behaviour; seizing opportunities

BEHAVIOURAL INDICATORS:

1. Introduces changes in direction, policy or procedure.
2. Takes action before being asked.
3. Takes action in areas for which he/she has no direct personal responsibility.
4. Questions the way things are done and makes changes.
5. Proactively offers proposals.
6. Sees an opportunity and takes action.
7. Proactively 'scans' the environment for new ideas, trends, etc.
8. Makes suggestions on how to improve things at work.

SELF-DEVELOPMENT ACTIVITIES:

- Structure in time to 'scan' your environment for new ideas, trends, etc.
- Develop a rolling list of things you feel need improving; routinely check this out for actions you have taken.
- Consistently query the way things are, eg. always put the word "constraints" in inverted commas and then add the word "perceived".
- Ask yourself what proposals you have made recently.

MANAGER'S ACTIVITIES:

- Delegate/give your staff member opportunities with necessary support.
- Develop a list of improvement areas and ask for ideas.
- Agree attendance of staff member at key conferences and check for any ideas for action.
- Recognise initiatives taken and establish a 'risk tolerant' climate.
- Talk to him/her about the need for initiative.

EFFICIENCY ORIENTATION

Looking for best use of resources

BEHAVIOURAL INDICATORS:

1. Actively seeks ways of improving current methods, systems and structures.
2. Finds ways to use time and resources more cost effectively.
3. Actively looks for opportunities to reduce spoiled materials, time, etc.
4. Points out redundant or unnecessary steps in methods or procedures.
5. Establishes plans to reduce inefficiency.
6. Actively monitors costs.
7. Actively reviews schedules to avoid unnecessary 'overruns'.
8. Includes efficiency as a standard in the performance plans of others.
9. Tries a new way to do a job because it might be better.
10. Questions whether all current activities are necessary to maintain high productivity and quality.

SELF-DEVELOPMENT ACTIVITIES:

- Ask yourself how you could have done your last job in less time.
- Set up a routine process for checking with your 'customers' how they view your service.
- Plot a graph of errors in performance and stick it on the wall.
- Explore with a colleague why what you are doing is necessary and how it contributes.

MANAGER'S ACTIVITIES:

- Discuss and agree Quality Improvement course and follow it up with a specific project to reinforce the learning.
- Ask for an explanation of what basic attitude lies behind the concept of 'zero defects' or 'best imaginable results'.
- Ask staff member to join or chair a Quality Improvement Team.
- Highlight aspects of inefficiency and ask for an improvement plan.

CONCERN FOR STANDARDS

Pursuing excellence in line with the organisation's norms and values

BEHAVIOURAL INDICATORS:

1. Sets high personal standards as an example.
2. Takes firm action on sub-standard performance.
3. Explicitly defines consequences of not achieving standards.
4. Works to meet standards of excellence.
5. Takes action to ensure consistent application of procedures/systems.
6. Makes sure that work and/or products are completed in an accurate and timely fashion.
7. Makes sure that work meets quality standards.
8. Checks on projects to make sure they are being done properly.

SELF-DEVELOPMENT ACTIVITIES:

- Obtain and read company/unit policy affecting your area of operation.
- Increase your knowledge of personnel systems and policies.
- Get to know professional and statutory requirements relating to your work.
- Agree goals and performance standards with rated peers and superiors.
- Explore and try out higher standards for your performance; establish what is practical but stretches you.
- Plot your performance errors and establish step-by-step targets for reduction.

MANAGER'S ACTIVITIES:

- Give staff member timely, specific and useable feedback on performance.
- Consider and build in elements in staff member's work which have a developmental aspect.
- Check for clarity regarding your expectations and staff member's accountability.
- Arrange for discussion on standards which affect staff member's area of concern.