Civil Service Competency Framework 2012 - 2017
## Strategic Cluster – Setting Direction

### 1. Seeing the Big Picture

**Effective Behaviour - People who are effective are likely to…**

- Be alert to emerging issues and trends which might impact or benefit own and team’s work
- Develop an understanding of own area’s strategy and how this contributes to Departmental priorities
- Ensure own area/team activities are aligned to Departmental priorities
- Actively seek out and share experience to develop understanding and knowledge of own work and of team’s business area
- Seek to understand how the services, activities and strategies in the area work together to create value for the customer/end user

**Ineffective Behaviour - People who are less effective are likely to…**

- Ignore changes in the external environment that have implications for Departmental policy and considerations
- Shows limited interest in or understanding of Departmental priorities and what they mean for activities in their area
- Be overly focused on team and individual activities without due regard for how they meet the demands of the Department as a whole
- Take actions which conflict with or mis-align to other activities
- 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

**Effective Behaviour - People who are effective in this area are responsive, innovative and seek out opportunities to create effective change.**

**Effective Behaviour - People who are effective are likely to…**

- Find ways to improve systems and structures to deliver with more streamlined resources
- Regularly review procedures or systems with teams to identify improvements and simplify processes and decision making
- Be prepared to take managed risks, ensuring these are planned and their impact assessed
- Actively encourage ideas from a wide range of sources and stakeholders and use these to inform own thinking
- Be willing to meet the challenges of difficult or complex changes, encouraging and supporting others to do the same
- Prepare for and respond appropriately to the range of possible effects that change may have on own role/team

### 3. Making Effective Decisions

**Effective Behaviour - People are effective in this area are responsive, innovative and seek out opportunities to create effective change.**

**Effective Behaviour - People who are effective are likely to…**

- Make decisions when they are needed, even if they prove difficult or unpopular
- Identify a range of relevant and credible information sources and recognise the need to collect new data when necessary from internal and external sources
- Recognise patterns and trends in a wide range of evidence/data and draw key conclusions
- Explore different options outlining costs, benefits, risks and potential responses to each
- Recognise scope of own authority for decision making and empower team members to make decisions
- Invite challenge and where appropriate involve others in decision making to help build engagement and present robust recommendations

**Ineffective Behaviour - People who are less effective are likely to…**

- Consistently make decisions in isolation or with a select group
- Miss opportunities or deadlines by delaying decisions
- Only use evidence sources that support arguments or are easily accessible
- Come to conclusions that are not supported by evidence
- Give little consideration to the people and resources impacted by decisions
- Create confusion by omitting to inform relevant people of amendments or decisions causing delays in implementation
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 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.

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

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.

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

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.

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

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<tr>
<td>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</td>
<td>Overlook opportunities for continuous improvement in service delivery</td>
</tr>
<tr>
<td>Work with commercial experts in engaging effectively and intelligently with delivery partners in order to define and/or improve service delivery</td>
<td>Lack impact when engaging with commercial experts and delivery partners through misunderstanding commercial issues</td>
</tr>
<tr>
<td>Gather and use evidence to assess the costs, benefits and risks of a wide range of delivery options when making commercial decisions</td>
<td>Take a narrow view of options and focus only on cost, rather than long term value and impact</td>
</tr>
<tr>
<td>Identify and understand relevant legal and commercial terms, concepts, policies and processes (including project approvals and assurance procedures) to deliver agreed outcomes</td>
<td>Show a lack of understanding about relevant commercial concepts processes and systems</td>
</tr>
</tbody>
</table>

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.

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

### Effective Behaviour - People who are effective are likely to…

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

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.

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

Seeks opportunities to learn from colleagues

Takes seriously own professional development

Operates with professionalism and integrity in all aspects of analytical work including conduct, adherence to Codes of practice and working in best interests of the Department. Maintains best practice and works to Departmental standards.

Demonstrates importance of quality assurance checks through building them into own work, securing assistance from peers and more senior colleagues. Raises and escalates risks where identified.

### Knowledge and application of OR skills and techniques

Develops knowledge and understanding of strengths and limitations of OR techniques applied in team’s area. Develops experience in the practical application of techniques to own work area.

Can explain why the approach taken in own work area is appropriate.

Recognises the importance of data quality, identifying and raising issues relevant to work.

### Achieving impact with analysis

Identifies key messages from analytical work, able to translate these into terms for use with either technical or non-technical audiences

Reports own analytical work in sufficient detail, meeting customer needs, effectively presenting results in both written and oral form.

Explains clearly the analytical evidence resulting from own analysis and the implications for the project and policies being analysed.

You are expected to meet the competencies for your current level and all the levels below.
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<table>
<thead>
<tr>
<th>Sustaining and developing OR professionals and professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributes to wider Department OR and GORS activities and builds professional networks.</td>
</tr>
<tr>
<td>Takes seriously own professional development and undertakes 100 hours of continuous professional development per year.</td>
</tr>
<tr>
<td>Provides quality and product assurance for others, escalate risks if quality and product assurance is compromised.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and application of OR skills and techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a growing knowledge and understanding of a range of hard and soft OR techniques and problem solving approaches. Develops experience in the practical application of a range of techniques.</td>
</tr>
<tr>
<td>Suggests possible approaches to a given problem.</td>
</tr>
<tr>
<td>Understands data limitations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achieving impact with analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates key messages from analytical work in clear and concise lay terms for a variety of audiences.</td>
</tr>
<tr>
<td>Reports fully own analytical work in sufficient detail meeting customer needs, effectively presenting results in both written and oral form.</td>
</tr>
<tr>
<td>Explains clearly to senior officials the implications of analytical evidence for the project and policies being analysed, and make recommendations based on results of analysis.</td>
</tr>
</tbody>
</table>
You are expected to meet the competencies for your current level and all the levels below.
**Government Operational Research Profession Skills and Competency Framework**

### Sustaining and developing OR professionals and professionalism

- Supports GORS recruitment, induction and professional development of high quality OR professionals in the GORS community.
- Sets direction for OR professionals across the business area, supports the Dept. OR community and proactively contributes to wider GORS business goals.
- Instills professionalism and integrity in all aspects of analytical work, delivers GORS best practice ensuring that work is appropriately quality assured.
- Promotes OR group's reputation for professionalism and good service; suggests areas where OR can make a contribution.
- Appropriately selects and oversees the work of external OR staff (consultants, academics).
- Develops and agrees quality and product assurance requirements with customers and analysts at the start of analytical projects, building in sufficient time for delivery.
- Manages quality and product assurance issues, escalating to stakeholders and external experts as appropriate.

### Knowledge and application of OR skills and techniques

- Maintains, develops and uses professional networks within the Civil Service and externally in order to maintain knowledge of activity and innovation and developments in analysis.
- Adequate, innovative and appropriate application of OR to the formulation, implementation and evaluation of projects. Ensures that evaluation of projects takes place and work is quality assured.
- Awareness of quality assurance techniques and ensure the appropriate application of techniques to deliver robust analytical models and results.
- Adequate and appropriate application of OR to the formulation, implementation and evaluation of projects: formulates and produces innovative projects; assesses and constructively challenges proposed projects; and ensures evaluation of projects and other work is undertaken.

### Achieving impact with analysis

- Gives authoritative advice on evidence and data, and their sources.
- Convinces senior officials on the implications of analytical evidence in a wide context.
- Delivers confident and engaging presentations of OR and analytical work, to a wide range of internal and external audiences.

You are expected to meet the competencies for your current level and all the levels below.
### Sustaining and developing OR professionals and professionalism

Ensures GORS approved, government wide standards for professional OR staff (recruitment, professional development and promotion) are maintained and applied with the Department.

Ensure active contribution to the Government Operational Research Service (GORS) and Departmental commitment on continuing professional development for OR analysts.

Leads on the OR capability within the Department through setting the overall direction and identifying future needs. Works to facilitate, promote and mainstream GORS professional activities, ensuring OR is recognised within the Department.

Ensures that appropriate quality and product assurance processes are in place and are monitored, consulting with stakeholders and external experts when required.

### Knowledge and application of OR skills and techniques

Reviews and evaluates the effectiveness and value of OR input and use of analytical methods and tools within the Department.

Develops Departmental OR expertise to meet future analytical requirements.

Champions and sets direction for major proposals for analytical work programmes involving OR contributions, ensuring the contribution made by OR supports the aims and objectives of the Department.

Ensures adequate and appropriate application of OR to the formulation, implementation and evaluation of policies and programmes: formulates and produces innovative options for policies and programmes; assesses and constructively challenges proposed policies and programmes; and ensures evaluation of projects and other work is planned for and undertaken.

### Achieving impact with analysis

Communicates key messages from analytical work in clear and concise lay terms for Ministers and senior officials.

Reviews findings and recommendations of analytical work with senior officials and able to convince Ministers and senior officials on policy and programme implications of analytical evidence.

Delivers confident and engaging presentations of OR and analytical work, to a wide range of audiences (Board level, major conferences etc).

Demonstrates proven examples where analysis has impacted on eventual outcome of the work, or a change in direction based on evidence.

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You are expected to meet the competencies for your current level and all the levels below.
### Level 6 – Director General and Director

**Sustaining and developing OR professionals and professionalism**

Ensures GORS approved, government wide standards for professional OR staff (recruitment, professional development and promotion) are maintained and applied with the Department.

Ensure active contribution to the Government Operational Research Service (GORS) and Departmental commitment on continuing professional development for OR analysts.

Leads on the OR capability within the Department through setting the overall direction and identifying future needs. Works to facilitate, promote and mainstream GORS professional activities, ensuring OR is recognised within the Department.

Ensures that appropriate quality and product assurance processes are in place and are monitored, consulting with stakeholders and external experts when required.

**Knowledge and application of OR skills and techniques**

Reviews and evaluates the effectiveness and value of OR input and use of analytical methods and tools within the Department.

Develops Departmental OR expertise to meet future analytical requirements.

Champions and sets direction for major proposals for analytical work programmes involving OR contributions, ensuring the contribution made by OR supports the aims and objectives of the Department.

Ensures adequate and appropriate application of OR to the formulation, implementation and evaluation of policies and programmes: formulates and produces innovative options for policies and programmes; assesses and constructively challenges proposed policies and programmes; and ensures evaluation of projects and other work is planned for and undertaken.

**Achieving impact with analysis**

Communicates key messages from analytical work in clear and concise lay terms for Ministers and senior officials.

Reviews findings and recommendations of analytical work with senior officials and able to convince Ministers and senior officials on policy and programme implications of analytical evidence.

Delivers confident and engaging presentations of OR and analytical work, to a wide range of audiences (Board level, major conferences etc).

Demonstrates proven examples where analysis has impacted on eventual outcome of the work, or a change in direction based on evidence.

Visit the Civil Service Learning Portal to find the full competency framework

For further information, please contact: helpdesk@civilservicelearning.org.uk