

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

Employment Conditions Committee: 16 January 2006

Report of the Assistant Chief Executive

Personal Performance and Development Scheme-Phase 2

Background

1. The Personal Performance and Development Scheme is intended to ensure every employee has a clear understanding of what is expected of them and enable what they do to be clearly linked to the priorities of the Council. In addition, it enables the development needs of individuals to be understood and a corporate response to these to be developed.
2. During 2005/6, a pilot exercise has been undertaken with senior managers to test the scheme. Feedback so far has been positive and six monthly reviews have been completed with final review due at the end of March 2006.

Issues

3. At the Policy Review and Performance Scrutiny Committee on 30 November 2005, the Wales Audit Office presented the Audit of the Improvement Plan 2005 /2006 and noted that “performance culture still underdeveloped in a number of areas”

Proposals

4. To ensure the successful implementation of the Personal Performance and Development Scheme across the Council, the following is proposed:
 - a) A programme of development for senior managers be rolled out to enable these managers to develop their coaching capability and to gain confidence in dealing with the year end review. (Appendix 1)
 - b) A programme of development for all other managers be offered on a prioritised basis to ensure managers from all levels in the Council and from all Service areas receive help in understanding the principles of managing performance including the skills needed to deal with issues such as poor performance and dealing with sickness absence. (Appendix 2)
 - c) To support the roll out to the whole of the Council, a set of statements has been developed in consultation with Service Areas, Trade Unions and Works Council that describe minimum standards of behaviour expected of all employees in the Council. The document is entitled “ What We Stand 4” and includes descriptions of the behaviours that are acceptable and those not acceptable. The document has been produced to enable all employees to understand what is expected of them and fully supports the values of the Council. (Appendix 3)

- d) To ensure the scheme can work in larger teams of employees, an approach to team objective setting has been established (Appendix 4) and will be trialled in Waste Management in January. In setting team based objectives, the personal development element of the scheme will be retained for all individuals.
- e) The Leadership Competency Framework that was approved by Employment Conditions Committee in March 2005, describes the behaviours expected of our managers and this will become an integral part of the review process. (Appendix 5)

Investment for Reform/Benefit to service user

- 5. An effectively operating Personal Performance and Development Scheme will enable individuals to concentrate on the priorities of the Council. Service users will benefit from such a focus.

Council Policies Supported

- 6. This report supports the Council's Performance Management Framework

Advice

- 7. This report has been prepared in consultation with relevant Corporate Managers and reflects their advice. It contains all the information necessary to allow Members to arrive at a reasonable view, taking into account the following advice.

Legal Implications

- 8. No issues have been drawn to the attention of the Legal Service that would impede the implementation of recommendations in this report on legal grounds.

Financial Implications

- 9. The resources required to implement and support the Personal Performance and Development Scheme are currently available and can be met from within existing Council budgets. This includes the provision of training course/programmes as set out in the report.

Human Resource Implications

- 10. The development and roll out of a corporate scheme, linked to the corporate plan, is essential to the success of the organisation. It is important that employees receive clear objectives that are linked to the priorities of the Council. It is equally important that all employees have an opportunity to review their performance with their line manager.
- 11. Reviewing employee performance in a systematic way will be new to some parts of the organisation and it is vital that the co-operation and support of employees and Trade Unions is maintained throughout and that managers have the appropriate skills and support to manage performance effectively. The full implementation of the Leadership competency framework for managers and the What We Stand 4 framework for all employees will highlight the behaviours that the Council will value but also those that are not acceptable.

Trade Union Comments

12. Trade Unions have been extensively involved in the consultation process and have given their endorsement to the approach developed to include to all employees in the roll out. Representatives from Unison and GMB have offered to attend the Managing Performance Workshop as outlined in Appendix 2, to demonstrate their support. At a recent Works Council, GMB made a joint presentation to the Council with Human Resources, outlining Phase 2 proposals and the What We Stand 4 Document. Feedback received at that meeting was extremely positive.

RECOMMENDATION(S)

13. It is recommended that Employment Conditions Committee:-
 1. approve all the proposals detailed in paragraph 4 and repeated here for clarity:-
 - a) A programme of development for senior managers be rolled out to enable these managers to develop their coaching capability and to gain confidence in dealing with the year end review. (Appendix 1)
 - b) A programme of development for all other managers be offered on a prioritised basis to ensure managers from all levels in the Council and from all Service areas receive help in understanding the principles of managing performance including the skills needed to deal with issues such as poor performance and dealing with sick absence. (Appendix 2)
 - c) To support the roll out to the whole of the Council a set of statements has been developed in consultation with Service Areas, Trade Unions and Works Council which describe minimum standards of behaviour expected of all employees in the Council the document is entitled “ What We Stand 4” and includes descriptions of the behaviours which are acceptable and those not acceptable. The document has been produced to enable all employees to understand what is expected of them and fully supports the values of the Council. (Appendix 3)
 - d) To ensure the scheme can work in larger teams of employees an approach to team objective setting has been established (Appendix 4) and will be trialled in Waste Management in January. In setting team based objectives the personal development element of the scheme will be retained for all individuals
 - e) The Leadership Competency Framework that was approved last year and describes the behaviours expected of our managers, will become an integral part of the review process. (Appendix 5)
 2. endorse the Personal Performance and Development Scheme as the approach to reviewing individual /team performance across the Council.
 3. be kept informed of progress and developments at regular intervals.

JO FARRAR ASSISTANT CHIEF EXECUTIVE

The following appendices are attached:

Appendix 1- Development Programme for Senior Managers

Appendix 2- Managing Performance Workshops

Appendix 3- What We Stand 4

Appendix 4- Personal Performance and Development Review Form-Team Objective Setting

Appendix 5- Leadership Competency Framework

Appendix One - Leading in a Performance Management Culture

1. Introduction

On 8th November 2005 a focus group comprising senior officers from across the authority considered the best ways to support the Councils Personal Performance Development Scheme through learning and development activity. The meeting was focused and highly productive, and the outputs are summarised below.

2. Key Principles of the Programme

The group achieved a consensus on the ethos and principles of the programme: it was clear that the programme should:

- ◆ Engage Corporate Directors, Chief Officers and Operational Managers from every area of the authority.
- ◆ Help leaders and managers develop a comprehensive range of skills to use within and beyond the 'formal' elements of the PPD scheme.
- ◆ Be delivered in manageable 'bite-size learning' blocks of activity, with an emphasis on the most powerful learning taking place in the workplace between events.
- ◆ Enable participants to work together with people from a variety of backgrounds and form peer support networks
- ◆ Include a 'before and after' evaluation of the programme's effectiveness in changing behaviour.

These key principles have driven the design of the 'Leading in a Performance Management Culture' programme, an overview of which is set out in the remainder of this report.

3. Structure of the Programme

Following feedback from the focus group, the programme has been designed for maximum effectiveness, practicality and manageability within a context of

existing work pressures and demands. The programme structure, from pre-programme to post-programme evaluation, is outlined below

a. Pre-Programme Assessment

The programme will begin with an evaluation of the participants' key strengths and development areas in relation to leadership, coaching and performance management. It is proposed that this evaluation take place via an on-line 360 degree feedback process. The results will provide a baseline from which to measure the success of the programme in achieving performance improvements.

b. Training Workshops

The training workshop experience will begin in January 2006. The workshop programme will commence with a one-day event focusing on the roles of leadership and coaching in performance management. It will equip leaders with some core coaching skills to apply back in the workplace.

The one-day workshops will be followed by three half-day sessions in February, March and April. Each of these workshops will focus on a specific dimension of the PPD scheme:

1. Defining and securing commitment to personal objectives
2. Reviewing progress and giving feedback
3. Dealing with difficulties and barriers to performance

Again these 'bite-sized learning' workshops will focus on equipping managers with pragmatic skills and approaches to take into the workplace. Each workshop will explore two-three key skills in depth – as opposed to a broad-ranging analysis of theory in the subject areas. The first session at each workshop will be used to review how participants have applied their learning from the previous workshops.

The learning will not necessarily require participants to do 'more'; rather it will encourage them to do things more effectively. The programme will generate confidence and enthusiasm to try out new skills that are immediately useful and relevant to day-to-day activities including management of the PPD scheme.

The programme has been designed to 'layer and reinforce' learning. The initial workshop will lay down some foundation skills around leadership and coaching that will be revisited and expanded upon at the bite-sized workshops.

All of the learning will be directly relevant to the specific nature of Cardiff's PPD scheme and will focus on the skills and attitudes required to make the most of the system. It will not focus on the paperwork aspects of PPD and it is, therefore, necessary that participants arrive at the first event with a robust

pre-existing understanding of the policy, procedures and relevant forms. This point will be made clear to participants via pre-course information.

The workshops will often be delivered by two facilitators to enable a higher level of one-to-one contact and feedback. The facilitators will also make themselves available for telephone/email advice and coaching between workshops.

In addition to this 'expert' feedback, the participants will be encouraged and empowered to provide constructive feedback to each other throughout the programme. As the programme progresses and the cohorts form closer relationships, it is expected that the participants will begin to utilise peer support networks rather than expert sources.

Some workshops will utilise the skills of professional role players to embed the learning experiences of participants. The programme will include some 'real play' exercises that will be designed specifically for the Cardiff context and will present participants with the types of challenges they might face in the implementation of the PPD scheme.

d. Action Learning Sets (ALS)

To ensure the ongoing development of participants and to provide a forum for support and sharing of good practice, it is proposed that each cohort forms an action learning set once the training workshops have been completed.

It is suggested that 24-36 participants are trained to act as ALS facilitators and, with support from Cardiff's learning and development team, will co-ordinate a series of meetings on for the remainder of the financial year (or beyond for those who wish to do so). The frequency of ALS meetings will be determined by each cohort, but should enable the group to meet at least three times before the close of March 2006.

e. Post Programme Evaluation

Measures of the programme's effectiveness will be ongoing. Reviews of success in implementing learning from previous workshops (at the first session of the subsequent workshop) will be a key informal measure of effectiveness. Evaluations of learning will also take place at the close of each workshop.

To measure the overall 'distance of travel' achieved by participants, a second 360 degree feedback process will be instigated in May 2007. This will enable participants to contrast and compare collective views about their leadership performance with those views collated in early 2006

4. Participation

The focus group was keen to ensure the genuine success of the programme and identified a number of critical issues relating to the 'full' participation of all leaders and managers in both workshops/ALS meetings and the demonstration of key behaviours back in the workplace.

a. Modelling

In addition to developing the individual skills of participants, the programme is designed to support the creation of a new leadership culture in Cardiff. Elements of this culture are likely to exist to a greater or lesser extent in different areas of the Council at the current time. It is intended that best practice and a high level of consistency in approach is achieved across the Council as a whole.

To enable this cultural shift, leaders and managers at all levels from Corporate Director to Operational Manager will participate in the programme. Participants will be required to 'model' key behaviours from the programme in their interactions with others and, in particular, in their use of the PPD scheme with line reports. Appropriate modelling is deemed critical to the success of the programme.

b. Cohort Formation

Cohorts will be formed that:

- optimise opportunities to learn from the experiences of others, and
- maximise opportunities to form new peer networks

Each cohort will, therefore, comprise participants from very similar grades and from a broad variety of service areas. Every service area of the Council will participate in the programme and assume equal responsibility for the effective implementation of the PPD scheme.

5. Conclusions

The focus group has been able to identify a powerful and manageable route to developing new and enhanced approaches to leadership within the context of the PPD scheme. Taken together, the proposals outlined here offer an achievable route to influencing leadership culture in Cardiff.

Appendix Two - Cardiff Council- Managing Performance Workshop Plan

The objectives for the workshop will be as follows:

1. To establish the importance of Managing Performance for the organisation
2. To determine the benefits to the organisation and to individual managers of Managing Performance
3. To explore and practice the skills needed for proactively Managing Performance
4. To establish the individual manager's responsibilities and commitment to proactively Managing Performance

Module	Objectives	Content	Exercises	Outcomes	Comments
Introduction 15 mins	Introduce purpose of programme and kick-off workshop	Purpose and content CE and Union video to reinforce messages Pre-workshop questionnaire	What do individuals want to get from it? Why are they there What level are that at?	First pass level 2 evaluation	Links to Workshop Objective 1
What is Managing Performance? 15 mins	To explore what PM consists of and to identify the key building blocks	Establishment of the building blocks of a PM system and it's purpose	Group exercise to identify the key elements. Mini 'brainstorm' in sub groups and then pull together	Level set for understanding of managing performance	Will be able to tease out the negative connotations and reinforce the positive Links to Workshop Objective 1 and 2
Why Manage Performance?	To establish the benefits of PM for the organisation	Key benefits of organisational clarity, employee clarity, measurement and correction, meeting legal	Triad exercise to identify benefits from key building blocks, each group to have one area. Pull input together in	Clarification of short and long term benefits of managing performance for both organisation and	Opportunity to reinforce CCC messages for reasons it is happening Links to Workshop

15 mins		requirements	whole group discuss	managers. Raised commitment	Objective 2
The Managers Role 25 mins	To clarify the managers role in any PM system	Agreeing and aligning objectives Defining standards (behaviours). Providing feedback Identifying development needs Managing poor performance	Group exercise to identify key elements	Clear understanding of managers' role and responsibilities with regard to managing performance	Reinforce why managing performance can make a managers job easier Links to Workshop Objective 2 and 4
Objectives 60 mins	To establish how to create and agree meaningful and relevant individual and/or team objectives	Why objectives are important What makes a good objective SMART Developing individual/team objectives from high level corporate/service area objectives Measuring success	Group exercise to SMARTen poorly defined example objectives Triad exercise to develop individual or team objectives from CCC supplied service area objectives and functional role	Familiarity with a methodology that managers can use for developing individual and team objectives linked to corporate and/or service area goals	Links to Workshop Objective 3
Feedback 60 mins	To explore and practice the role of feedback in managing performance	Johari window Rules of feedback When to feedback	Scenario based Triad exercises to identify from scenarios key elements to feedback and practice feedback	Tools and techniques that will allow managers to be confident about providing effective feedback in any situation	Re-enforcement that managing performance is a constant and consistent activity Links to Workshop Objective 3 and 4

<p>The Performance Review</p> <p>60 mins</p>	<p>To explore and practice the performance review</p>	<p>The purpose of the review Structuring the review Active listening, questioning Identifying development needs Recognition</p>	<p>Simple pairs based active listening exercise 'Find the object' pairs based questioning exercise Scenario based triad exercise to practice performance review with emphasis on identifying development needs and actions</p>	<p>Enhanced basic skills of listening and questioning. A structured approach that will enable managers to identify individual development needs and gain commitment from individuals to address them</p>	<p>Emphasise need for interim discussions, feedback and recognition where appropriate</p> <p>Links to Workshop Objective 3 and 4</p>
<p>Managing Poor Performance</p> <p>60 mins</p>	<p>To explore the need and technique for managing poor performance</p>	<p>When to tackle poor performance How to identify poor performance How to prepare for and conduct the performance interview</p>	<p>Group discussion around current and or real issues Scenario based triad exercise to practice conducting a performance interview</p>	<p>Tools and techniques to increase managers confidence to confront and address poor performance</p>	<p>Key message – all PM initiatives are to raise performance. This is the same for handling poor performance – the initial aim is to raise awareness and to gain commitment to improve. Disciplinary is final option Links to Workshop Objective 3 and 4</p>
<p>Summary</p>	<p>To summarise the main learning points</p>	<p>What is PM. Benefits of PM to organisation and manager The managers role</p>	<p>Ask for input from the floor on main points</p>	<p>Consolidation and clarification of all main learning points from the workshop</p>	<p>Reinforce all key CCC messages and emphasise managers responsibility to</p>

30 mins		The main skills required for PM, objective setting, feedback, active listening and questioning Responsibility to manage performance			deliver and the benefits they will get from that within their role Links to Workshop Objective 1,2,3 and 4
Action plan 15 mins	To encourage transfer to the workplace		What will you do with the knowledge gained? Individuals fill in three key actions to take back and implement	Commitment to take positive action with regard to managing performance in their own department	Links to Workshop Objective 4
Evaluation 10 mins	To establish satisfaction and outcomes from workshop	Level 1 questionnaire ('happy sheet') Post-workshop questionnaire		Level 1 and Level 2 evaluation	

Note: Timings are approximate and are based on a workshop starting at 9:00 am and finishing at 17:00, with 1 hour for lunch and two 15-minute breaks. This allows for 25 mins flexibility. Actual timings will vary based on workshop dynamics and interactions.

What We Stand 4

Putting our Customers First

Asks for feedback, responds to internal and external customers needs by taking action and ensures satisfaction

What We Stand 4

- Identifies and understands who their real customers are. Takes time to listen to customers
- Proactively engages with customers to find out how to improve things
- Polite, helpful and considerate and does what they say they will. E.g. gets back to the customer as promised

Not What We Stand 4

- Thinks customers are a nuisance
- Does not look for ways to help customers
- Does not listen to customers
- Not willing to help customers
- Is rude to and intolerant of customers

Getting Things Done

Completes tasks to a high standard

What We Stand 4

- Determined to do the job well
- Focuses on the tasks at hand and sees them through to completion
- Positively challenges ways of working that are wasteful or inefficient
- Sets stretching standards for oneself and checks own progress
- Constantly drives towards better results by improving methods, approaches or ways of working in team, or for oneself

Not What We Stand 4

- Does not care about what they do
- Does not get things done
- Does not discuss work related issues with manager
- Does not prioritise. Wastes time and is easily distracted
- Expands work to fill time
- Does not consider risks

Taking Personal Responsibility

Acts consistently in the workplace according to basic values of openness and fairness. Wants to do things in line with the values of the Council.

What We Stand 4

- Reliable and fair in dealings with colleagues, customers, members and partners
- Admits mistakes and seeks appropriate guidance to put them 'right'

Not What We Stand 4

- Go back on promises made
- Treats people differently – has favorites
- Ignores or “goes along” with bad practices

Understanding Others

Listens to people and cares about their feelings. Considers the emotions that people have.

What We Stand 4

- Asks about others' feelings and listens to them
- Treats people with respect
- Identifies positive and negative characteristics in others
- Respects different views and ideas
- Deals positively with disagreements and is prepared to reach a consensus or find "common ground"

Not What We Stand 4

- Labels or "stereotypes" people
- Seems unaware of other people's emotions and doesn't listen to people
- Becomes impatient when people are emotional
- Going along with unfair treatment, bullying or harassment

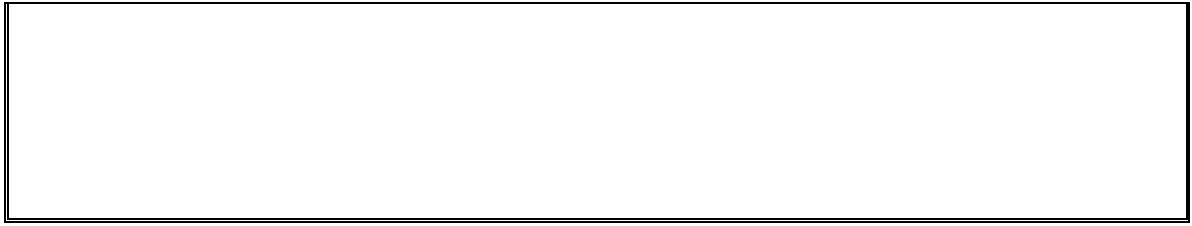
Appendix Four - Personal Performance and Development Review Form

Personal Details
Name:
Job Title:
Date of Performance Review: / /
Date of Last Performance Review: / /

Corporate Plan → Service Area Plan → Team Plan → Personal Performance Objectives

Personal /Team Performance Objectives linked to business plan

Personal/Team Performance Objectives agreed at start of year
1.
2.
3.
4.
5.
6.
7.
8.
Half Yearly Review
Year End – Extent to which Personal Performance Objectives met



Overall Personal Performance Rating

Provide a rating that reflects how the individual has performed against the range of agreed Personal Performance Objectives, according to the criteria.

Please tick:

Ineffective

Developing

Effective

Outstanding

Rationale for the provisional rating awarded:

Comments

Individual's comments:

Manager's comments:

Countersigning manager's comments:

Signed _____
(Individual)

Date _____

Signed _____
(Manager)

Date _____

Signed _____
(Countersigning Manager)

Date _____

Personal Development Objectives agreed during Development Discussion
Half Yearly Review
Year End – Extent to which Personal Development Objectives met



Appendix Five

Leadership Competency Framework



What We Stand 4

- **Putting Our Customers First**
- **Getting Things Done**
- **Taking Personal Responsibility**
- **Understanding Others**

Putting our Customers First

Why is it important?

We must strive to identify and meet the needs and desires of our customers, both inside and outside the council. Finding out what customers want by engaging and consulting with them must be central to our practices and we must then go on to deliver, keeping our promises and improving services. This competency is about placing the customer at the heart of our activities, listening to them and being prepared to do things differently to meet their needs.

One
<p>Asks for feedback, responds to customer needs by taking action and ensures satisfaction.</p> <ul style="list-style-type: none"> • Identifies and understands who their real customers are. Takes time to listen to customers. • Proactively engages with customers to find out how to improve things. • Polite, helpful and considerate and does what they say they will, e.g. gets back to customer as promised
Two
<p>Sets high standards for customer service and delivers, constantly looking for ways to make the service better.</p> <ul style="list-style-type: none"> • Takes actions to improve levels of customer service and challenges others to be more customer focussed. • Takes ownership of service delivery to meet customer needs and takes personal responsibility for resolving complaints • Consults and engages with community and customer groups to find best solution
Three
<p>Drives customer delivery to be excellent. Creates ways of working and structures for continual improvements in customer service.</p> <ul style="list-style-type: none"> • Pushes for structural changes to ensure better service delivery for customers. New initiatives have customers at their centre • Establishes ongoing systems to consult and engage with customers and ensures that their views are fully taken into account in the planning of services • Works across service areas to improve customer care. Challenges others outside of own area to improve service delivery

Unacceptable behaviours
<ul style="list-style-type: none"> • Thinks customers are a nuisance • Does not look for ways to help customers • Doesn't listen to customers • Not taking ownership of customers' problems. Passing the buck when problems arise

Getting Things Done

Why is it important?

The council must strive for excellence in all that it does, in meeting our customers' demands and in fulfilling our commitments to each other. This competency is about the personal, inner motivation, enthusiasm and drive to meet and exceed targets. Individuals must take responsibility for improving their own performance in order to improve the council's performance. We must focus on what needs to be done and make it happen.

One
<p>Conscientiously completes tasks to high standard</p> <ul style="list-style-type: none"> • Determined to do the job well • Focuses on the tasks at hand and sees them through to completion • Positively challenges ways of working that are wasteful or inefficient
Two
<p>Constantly seeks improvement and sets stretching standards. Monitors own and team's performance against these standards.</p> <ul style="list-style-type: none"> • Sets stretching standards for oneself and checks own progress. These personal standards are an example to others • Constantly drives towards better results by improving methods, approaches or ways of working in team, service area or for oneself • Establishes ways of measuring performance, benchmarks performance and constantly refers to performance data to drive improvements
Three
<p>Drives organisational performance to achieve better and better results.</p> <ul style="list-style-type: none"> • Makes decisions and sets priorities on basis of calculated costs, benefits or risks. Drives new improvement initiatives • Commits significant resources and time to improve results in service delivery or in the Council's internal processes • Overcomes organisational barriers to deliver better results

Unacceptable behaviours
<ul style="list-style-type: none"> • Does not get things done • Does not consider risks • Criticises performance measures – particularly those that relate to own work • Unfocussed approach – does not prioritise. Wastes time and is easily distracted • Expands work to fill time – contributes to inefficient ways of working, knowingly duplicates effort

Taking Personal Responsibility

Why is it important?

We need resilience and integrity to achieve what we want to achieve. Individuals must have optimism and be able to stay positive and single-minded when faced with difficulty and adversity. We need to be straight with one another, treating each other fairly, equally and with respect. Securing and maintaining a reputation for straight dealing with our customers and partners is crucial. This competency is about “walking the talk” – being consistent with our own values and those of the council, treating people with respect and having the courage to see change through.

One
<p>Acts consistently in the workplace according to basic values of openness and fairness. Wants to do things in line with the values of the Council.</p> <ul style="list-style-type: none"> • Reliable and fair in dealings with colleagues, customers, members and partners • Resilient when faced with tough circumstances or environment. Copes and helps others to cope with uncertainty, difficulty or change • Admits mistakes and seeks to rectify them.
Two
<p>Optimistic and realistic. Creates a climate of respect and openness by challenging others and being a role model.</p> <ul style="list-style-type: none"> • “Walks the talk” – is consistent with own values. Is honest and fair in all dealings, even when it is difficult to be so or involves some personal risk. Encourages others to be fair and build trust by being open and honest • Seeks to turn difficult situations around by managing and helping others to manage uncertainty, difficulty or change • Challenges established practices where they are not consistent with fairness and openness. Demands and makes changes, taking others with them
Three
<p>Drives an organisational commitment to public service. Deals with threats to this even when it is difficult to do so.</p> <ul style="list-style-type: none"> • Ensures full disclosure and makes organisational practices transparent • Challenges powerful individuals to act on organisational values and speaks out even when it jeopardises a trusted or valuable relationship • Takes significant risks to ensure that practices are ethical or right.

Unacceptable behaviours
<ul style="list-style-type: none"> • Goes back on promises made • Treats people differently – has favourites • Panics or becomes pessimistic when conditions or circumstances are adverse. Pulls morale down • Ignores or “goes along” with bad practices

Understanding Others

Why is it important?

We need to work together as a council and as individuals if we are to meet our objectives and create an excellent working environment. This competency is about having the ability and desire to demonstrate an understanding of others. It is based on the belief that individuals matter and deserve to be treated with respect. It is also the recognition that, in order to break down barriers and work across boundaries, it is critical to value the contributions of others even when they may be different or at odds with yours.

One
<p>Listens to people and cares about their feelings. Considers the emotions that people have.</p> <ul style="list-style-type: none"> • Treats people with respect • Recognises emotion in others. Tries to understand their emotions by placing them within the context in which they arose. Creates a picture of what is being said and done and what is felt • Produces “balanced assessments” of people – identifying positive and negative characteristics in others
Two
<p>Empathises with other’s feelings and concerns, shaping the environment so that people feel positive and conflict is minimised.</p> <ul style="list-style-type: none"> • Perceptively goes beyond the explicit content and emotion by understanding and communicating the current, unexpressed or poorly expressed concerns and feelings • Displays an in-depth understanding of the ongoing reasons for a person’s behaviour or responses. Seeks to address and change things when these behaviours are negative or disruptive – shapes communications and drives changes to produce positive emotions and support • Consults with people and strives to build bridges and to resolve conflict.
Three
<p>Shows real understanding and deep insight when relating to others. Uses these abilities to change hearts and minds and build team spirit.</p> <ul style="list-style-type: none"> • Makes assessment of a person’s strengths and weaknesses based on a deep understanding of the individual. Aligns their strengths to the demands and requests made of them • Sponsors ongoing and regular forums where people can express their feelings. Takes these forward and addresses the source of negative emotions within and external to the organisation • Pre-empts situations where strong, unhelpful emotions will be aroused. Educates others about the impact of their actions

Unacceptable behaviours
<ul style="list-style-type: none"> • Labels or stereotypes people, e.g. as “troublemakers” or “moaners” • Complains about people’s negative characteristics • Seems unaware of other people’s emotions and doesn’t listen to people • Becomes impatient when people are emotional



People management roles focus

- **Developing Potential**
- **Leading Change**

Developing Potential

Why is it important?

We need to develop and enhance people's capability to meet existing and new demands, especially if we are to continue to improve services and make Cardiff an even greater city. To reach and sustain high performance we need to invest time as well as resources in people development. This competency is about identifying and growing the talent pool to ensure we have the capability needed for the future. Actively and systematically identifying talent, engages people, enhances their motivation and therefore encourages performance.

One
<p>Actively supports staff to do job ensuring they have the right resources and skills</p> <ul style="list-style-type: none"> • Provides “on the job” training to colleagues and staff. Supports people to complete tasks • Conducts skills based needs analysis and sends staff on appropriate courses • Makes helpful suggestions to colleagues and staff
Two
<p>Values development of others that goes beyond task</p> <ul style="list-style-type: none"> • Coaches members of staff regularly to improve performance. Supports staff in their career progression and helps them acquire the skills needed for the future • Within sphere of control assesses and develops potential, undertakes career planning with individuals • Gives positive and negative feedback – de-personalises feedback by concentrating on specific situational examples
Three
<p>Sponsors staff development beyond own work area and takes personal responsibility for staff development over the long term.</p> <ul style="list-style-type: none"> • Takes responsibility for encouraging the development of others both inside and outside the service area. Takes action to create a resource pool outside of the council with an eye for the council's long-term talent requirements • Actively coaches and mentors staff over a long period. Sponsors people's career, helping them to progress and add value • Seeks to develop people over a period of years – helping colleagues and staff to develop competencies and skills that equip them for leadership roles

Unacceptable behaviours
<ul style="list-style-type: none"> • Doesn't believe staff can develop • Doesn't believe staff development is an integral and important part of their job • Removes tasks from members of staff when they are underperforming • Doesn't seek to understand staff's real development needs

Leading Change

Why is it important?

Creating and driving change will need strong leaders. Leaders will need to build ownership for change, create momentum, provide vision and win hearts and minds, especially when there is resistance. They will need to differentiate strongly between average and excellent performance and hold people to account. This competency is about taking responsibility for change, encouraging initiative and making the council's objectives real and relevant for team members. Individuals need to know how they can contribute and need protection from uncertainty.

One
<p>Positive about change, manages change and encourages team spirit.</p> <ul style="list-style-type: none"> • Encourages staff to take initiative and delegates where possible. Shares information with team so that team members can act effectively • Conducts performance reviews and regular one-to-ones • Sets objectives for staff that result in or contribute to the change agenda
Two
<p>Sets out a vision and rationale for change and is clear about the steps to get there.</p> <ul style="list-style-type: none"> • Brings the organisational vision down to a meaningful level for team and individuals. Provides a clear sense of priority. Connects individuals' objectives to the council's objectives. • Gives clear direction on how individuals and teams can improve performance • Consistently addresses under performance and challenges mediocrity
Three
<p>Communicates a powerful agenda for organisational change.</p> <ul style="list-style-type: none"> • Simplifies a complex or ambiguous environment to provide a clear and compelling vision that others are able to buy into and act upon • Takes dramatic and symbolic actions to bring about change • Differentiates very clearly between excellent, average and poor performance and rewards people appropriately

Unacceptable behaviours
<ul style="list-style-type: none"> • Sceptical and cynical about initiatives for change or the possibility of change • Tolerates mediocrity • Sidesteps change and hides behind precedent, process or hierarchy • Unapproachable and aloof from team



Advisory / cross functional and external focus roles

- **Initiating Change**
- **Organisation Awareness**
- **Partnering and Corporate Working**

Initiating Change

Why is it important?

Tapping creative ideas, shaping these and coming up with new ones is key to our success in the future. We must be able to take good ideas forward, taking direct action to grasp opportunities and address issues. This competency is about having the ability to look ahead, anticipate events, see opportunities and take action now to shape the future. We will succeed if we do so, gaining a reputation for being a truly excellent local authority and an example to others.

One
<p>Heads off potential problems and acts on opportunities.</p> <ul style="list-style-type: none"> • Reacts to immediate obstacles and opportunities • Volunteers suggestions for improving services without needing to be asked • Applies common sense to solve problems and takes action accordingly
Two
<p>Looks ahead and seizes opportunities, using best practice, adapting good ideas and coming up with new approaches.</p> <ul style="list-style-type: none"> • Adapts best practice (from inside or outside local government) to improve service delivery within Cardiff • Uses theories and own knowledge effectively to come up with and implement new approaches to improve customer service • Anticipates and takes action to create opportunities/avoid crises by looking ahead over at least a period of months. Is decisive in taking action in the face of a crisis
Three
<p>Comes up with brand new ways of thinking and bold ideas to respond to opportunities that lie years ahead. Surveys trends and insists that the council adapts.</p> <ul style="list-style-type: none"> • Spots patterns and connections that others have not seen and uses this to transform service delivery • Comes up with breakthrough thinking (“never seen before”) and puts it into practice to revolutionise service to customers • Spots long-term opportunities (more than three years ahead) that will create positive change for customers and takes action to make these a reality

Unacceptable behaviours
<ul style="list-style-type: none"> • Rigorously adheres to established ways of working “because its always been done that way” even when there are alternatives • “Shoots down” or discourages new ideas • Rarely makes improvement suggestions • Spots opportunities and doesn’t act on them

Organisational Awareness

Why is it important?

We need leaders and staff who understand the public service environment, know who to approach and how to get things done. This competency is about understanding formal and informal structures, decision-making, climate and culture and organisational politics, which shape how the council works. For success, we need people who can use this knowledge to win support and build coalitions for improvement and change.

NB: An organisation is defined as group of people working together

One
<p>Understands the environment and how it affects effective working in own area. Forms relationships that will be useful.</p> <ul style="list-style-type: none"> • Recognises both the formal and informal structures of power and influence within an organisation. Uses this knowledge to build relationships with key decision makers/influencers • Takes steps to understand the history and background to why things get done in the way they do • Understands the rules, regulations and policies that govern one's own area and communicates their purpose and effect.
Two
<p>Understands the environment – building relationships to get things done.</p> <ul style="list-style-type: none"> • Builds a network of individuals and cultivates relationships, based on an understanding of the informal (and formal) power structures, in order to get results • Recognises unspoken or intangible organisational limitations – what is and is not possible at certain times or in certain positions. Challenges these when necessary and builds alliances for change • Recognises and uses the corporate culture and language to produce the best results
Three
<p>Uses depth and breadth of knowledge and contacts to build powerful alliances for wide and far reaching change. Builds relationships that will benefit the whole council and its position nationally and regionally.</p> <ul style="list-style-type: none"> • Recognises and addresses the reasons for ongoing organisational behaviour. Uses knowledge and relationships to shift the horizons of what is doable and desirable • Recognises and responds to underlying and external forces affecting the organisation. Prepares and shapes the organisation's response • Spots trends and changes – both internal and external – that will affect the organisation in the future. Cultivates relationships with key provincial and national institutions, bodies and individuals to protect and enhance the council's position
Unacceptable behaviours
<ul style="list-style-type: none"> • Recognises only the immediate hierarchies and chains of command • Uninterested in using and cultivating networks • Politically “clumsy” – creates resistance, fails to get things agreed • Impatient or dismissive of “politics”

Partnering and Corporate Working

Why is it important?

Delivering excellent services will depend on individuals, teams and service areas to work cross-functionally. Partnering with external bodies is key to delivering our agenda and for making Cardiff an even greater city. Working towards a common goal by sharing information and valuing the expertise of others is crucial to the council's success in the future. This competency is about valuing, building and maintaining networks and relationships to achieve objectives.

One
<p>Works with others readily and shares information.</p> <ul style="list-style-type: none"> • Participates effectively as member of a cross functional team • Consults with colleagues in other areas of the Council to ensure that own work integrates with other projects and existing processes and systems • Shares information and ideas openly both within own team and across council
Two
<p>Proactively builds and cultivates relationships that foster partnerships and corporate working.</p> <ul style="list-style-type: none"> • Builds and maintains partnerships, acting to align all parties to a common purpose to improve service • Proactively maintains contacts with a network of internal and external colleagues to enable service improvement and delivery • Promotes and forms cross-functional teams to deliver service improvement
Three
<p>Leads and orchestrates partnership and corporate working, across and outside the organisation. Creates real value by doing so.</p> <ul style="list-style-type: none"> • Forges and nurtures long-term partnerships with external organisations to deliver great improvement in service • Thinks and acts on an organisation wide basis, leading cross-functional working • Challenges and acts to change existing structures when they prevent corporate working

Unacceptable behaviours
<ul style="list-style-type: none"> • Works exclusively within own work area • Doesn't share information • Puts own service area' or team's needs ahead of needs of wider council • Pays lip service to partnership working and does not see value in partnering with other organisations

PERSONAL DEVELOPMENT PREPARATION FORM

List your achievements in your personal development over the past 12 months and consider your own competency levels against the development objectives agreed.

WORK RELATED DEVELOPMENT

Consider all other aspects of your personal development. Use this space to record any other development needs, for example ICT, Project Management or role specific needs.

PERSONAL DEVELOPMENT PLAN

Current Strengths		
Current Development Opportunities		
Potential Solution - Please consider formal and informal options including coaching, shadowing etc.	How Measured	Completion Date
Career Development Options		