



# Competency Framework for the Public Service of Barbados



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# Summary of the Public Service Competency Framework



## About this framework

Competencies are the skills, knowledge and behaviours that lead to successful performance outcomes. Traditionally, the terms skills and competencies have been used, virtually, interchangeably. In the modern workplace, though, it has become accepted practice amongst human resources managers and practitioners to define competencies as incorporating more than just a skill. A competency should also include a person's abilities and behaviours, as well as their knowledge underpinning a skill that they demonstrate through their professional role in the workplace.

This Competency Framework for Barbados is a major reform initiative that seeks to transform the Public Service by managing and developing public officers to improve efficiency and effectiveness in the delivery of public goods and services. The framework will serve to inform the recruitment and career progression of public officers as well as the application of the Performance Review and Development System (PRDS) and the 360-degree appraisal system. The Competency Framework sets out how the Government of Barbados wants people in the Public Service to work. It puts the guiding principles of Great Attitudes, Initiative, Values and Excellence (GIVE) as well as those articulated in the Code of Conduct and Ethics of the Public Service Act, CAP 29 at the heart of everything that the Public Service does.

It aligns to the three high level leadership competencies – Management competencies, Core competencies, and Professional competencies with the behaviours expected of all public officers.

It is generally accepted that competencies fall into three broad categories: those related to Management, Competencies including self-management, and personal organisation; those related to Communication and People Skills, these could be termed Core Competencies; and those specifically related to a particular job role or Profession Competencies. This framework takes these broad categories and within each of them defines the key competencies necessary to function and an effective professional in a modern public service.

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# MANAGEMENT COMPETENCIES

## 1. Thinking Strategically

Strategic thinking shows that individuals understand how their role fits with and supports organisational objectives and the wider public needs. For all staff, it is about focusing their contributions on the activities to meet Public Service goals and deliver the greatest value. At senior levels, it is about scanning the political context and taking account of wider impacts to develop long term implementation strategies that maximise opportunities to add value to the citizen and support economic, sustainable growth.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Displays a good understanding of all wider social, political and economic issues that influence policy-making and uses this to underpin strategy.	Focuses on short term concerns, neglects long-term thinking about evolving and future issues and considerations for the Public Service and Ministry.
Is clear about setting priorities for effective service delivery.	Shows limited insight into Government expectations of the Ministry in generating value and growth in Barbados.
Appreciates the role of the most senior Public servants in advising elected officials and shaping policy.	Focuses on own immediate area of concern and not see interconnections across the Public Service.
Is clear about the goals and purposes of their Ministry in overall service delivery.	Fails to convey a strong sense of vision and purpose to others in their Ministry.
Creates clear long-term strategies focused on adding value to the citizen and making real, lasting change beyond the Public Service.	Focuses primarily on continuing historical activities based on short term priorities not linked to clear value and delivery for the citizen and the economy.
Delegates roles and responsibilities effectively to colleagues at appropriate levels across the Ministry and liaises regularly with other executive leaders.	Operates independently, without reference to the wider system of knowledge and experience around them.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4 - Senior Managers (S9-S3) (P2-P6)</b>	
Is astute and aware of the impact of wider political and social issues upon policies and decision making.	Has limited insight into the changes and developments both inside their own Ministry and across the Public Service as a whole.
Is clear about their role and status in the wider Public service and understands the need to see the big picture.	Gives limited attention to the bigger issues and interactions across ministries and outside the Public Service when defining strategy.
Has a good understanding of how the Ministry and their role within it must interact with other parts of the Public Service.	Maintains a narrow perspective – allows own area to become out of step or work against the overall objectives of the Ministry.
Is confident and astute in the need to address contemporary expectations amongst citizens, such as value for money and equality of opportunity.	Continues to apply outdated practices which are unable to meet the diverse needs of citizens.
Is clear about the differences between strategic and operational thinking and planning and is realistic and well-informed about policy setting.	Misses opportunities to ensure important issues are considered by senior staff, raises small details as if they are of strategic importance.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management (Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Has a good understanding of their role in strategy and the delivery of priorities.	Shows limited interest in or understanding of Ministerial priorities and what they mean for activities. in their area
Has a good understanding of their role in strategy and the delivery of priorities.	Shows limited interest in or understanding of Ministerial priorities and what they mean for activities. in their area
Is clear about the need for the priorities in their own Ministry; <b>must be articulate</b> taking account of the whole Public Service.	Is overly focused on team and individual activities without due regard for how they meet the demands of the Service as a whole.
Is well informed about contemporary issues and how they impact policy enactment in the Service.	Has a narrow view of their role, without understanding the wider activities and duties of the Public Service.
Focuses on the overall goal and intent of what they are trying to achieve, not just the task.	Fails to identify occasions when professional judgement and personal initiative are called for in order to deliver business objectives.
Takes an active interest in expanding their knowledge of areas related to own role.	Relies solely on the knowledge they have already established about their role.



<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Takes care to keep up to date in respect of the progress towards achieving strategic goals.	Undertakes the fulfilment of their job role with little regard for the bigger picture; sees their job in very narrow terms.
Understands the meaning of the strategic goals in the context of their own job role.	Has little appreciation of the importance of strategic priorities that are evident at all levels of
Is conscious and well-informed about actions and consequences in large organisations like the Public Service, and understands the importance of people, even at the non-managerial level, having due regard to the part they play in achieving goals.	Works on own tasks in isolation showing little interest in the wider context and relevant developments outside their immediate area.

## MANAGEMENT COMPETENCIES

### 2. Managing and Team Working

At all levels of the Service, this area is about leading from the front and managing people with fairness and respect in order to develop effective team working. It is about supporting the principles of fairness and equality of opportunity, valuing the views and contributions made by other members of the team and conducting one's work with dedication and enthusiasm. At the senior levels it is about setting a strong direction and having a clear vision that is shared by all employees at each ministry. The behaviours that senior colleagues model will uphold and promote the Public Service values of honesty and integrity.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Values the contributions that each and every member of the team can make to the delivery of a great service to the public.	Overlooks the views of colleagues and does not involve them in decision making; overlooks opportunities to champion achievements of employees in the Ministry and the Public Service.
Shapes, promotes and demonstrates by personal example the desired values and culture of the Public Service.	Acts in ways which are at odds with desired culture and values – damages the Public Service leadership reputation internally and externally.
Engages positively in debate and seeks to resolve issues with peers across the Public Service.	Operates independently, rarely asking for input from senior colleagues and communicating infrequently.
Demonstrates a real understanding and insight in relation to the need for promoting equality and diversity to achieving organisational priorities.	Does not recognise the need to promote equality and diversity in the modern workplace.
Negotiates effectively with external partners, stakeholders and customers at the highest levels.	Lacks insight into the different motivations and agendas of the variety of stakeholders.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4 - Senior Managers (S9-S3) (P2-P6)</b>	
Leads from the front, communicating and motivating people towards stretching goals.	Unable to translate, articulate and inspire people around vision and goals.
Promotes the Ministry's reputation externally and is clear about the contributions made by the members of the Ministerial team.	Does little to promote the image and reputation of the Ministry and avoids praising team members.
Inspires staff and delivery partners to engage fully with long term vision and purpose of the Ministry.	Makes limited effort to create clarity for others around strategy or purpose, leaving staff to work through changes on their own.
Supports, promotes or defends own and team's actions and decisions where needed.	Leaves the team members to cope alone in difficult situations.
Confidently engages with stakeholders and colleagues at all levels to generate commitment to goals.	Misses opportunities to transform the team, waits for others to take the lead.
Communicates with conviction and clarity in the face of tough negotiations or challenges.	Backs down readily in the face of challenge or tough negotiations.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management ( Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Takes opportunities to regularly communicate and interact with staff, helping to clarify goals and activities and the links between these and Ministerial strategy.	Is rarely available to staff and others, communicates infrequently.
Recognises, respects and rewards the contribution and achievements of other members of the team.	Takes the credit for others' achievements.
Conveys enthusiasm and energy about their work and encourages others to do the same.	Communicates information without consideration for the audience or with limited/low levels of enthusiasm and effort.
Listens to, understands, respects and accepts the value of different views, ideas and ways of working.	Adopts a biased, exclusive or disrespectful manner in their dealings with others.
Expresses ideas effectively, both orally and in writing, and with sensitivity and respect for others.	Demonstrates limited awareness of the impact of their behaviour on others nor considers the potential reactions of others to the ideas put forward.
Confidently handles challenging conversations or interviews.	Unable to deal objectively with conflicts and disputes when they arise.
Confronts and deals promptly with inappropriate language or behaviours, including bullying, harassment or discrimination.	Avoids challenging or inappropriate language or behaviours.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Communicates reliably and effectively as a team member, using all available channels including electronic.	Does not operate as a team player, and demonstrates minimal commitment to achieving excellence in the job role.
Acts in a fair and respectful way in dealing with others.	Shows bias or a lack of respect and treats some groups more favourably than others.
Expresses a valid point of view when opinions are sought on service improvement.	Makes little effort to ensure they express themselves in an effective manner that others can easily understand.
Demonstrates courtesy and respect for all members of the workgroup by sharing information and ideas for improved performance.	Withholds work information and refuses to share knowledge that would help others do a better job.

## MANAGEMENT COMPETENCIES

### 3. Managing Change

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

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Seeks out opportunities for innovation and has the courage to take risks and make stepwise changes to how things are done.	Argues to retain the status quo, supports current approaches, activities and processes without challenge, avoiding innovations and risks.
Rethinks systems and partnership approaches to simplify the Ministry and Public Service.	Continues with ineffective systems and partnership approaches.
Creates a culture of flexibility and responsiveness, mobilising the Ministry to respond swiftly to changing priorities.	Tolerates colleagues operating in rigid, inflexible ways.
Challenges the status quo and accepted assumptions at the highest levels across the Public Service.	Supports incremental improvements within isolated areas rather than any fundamental shifts in approach.
Considers fully the impact of change on organisation culture, wider Government structures and economic growth.	Adopts a piecemeal approach to change management, focusing on tasks at the expense of culture and morale.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4 - Senior Managers (S9-S3) (P2-P6)</b>	
Seeks and encourages ideas, improvements and measured risk-taking within own area to deliver better approaches and services.	Restricts changes to own area of responsibility– does not integrate or align with change in other areas.
Encourages a culture of imaginative thinking, seeks to expand mindsets and genuinely listen to ideas from employees and stakeholders.	Creates a punitive environment for risk taking and responsive decision making – shows intolerance of mistakes.
Identifies stepwise changes that quickly transform flexibility, responsiveness and quality of service.	Allows own area to become outdated and out of step with evolving changes and wider service requirements.
Creates effective plans, systems and governance to manage change and respond promptly to critical events.	Adopts an unsystematic approach to change management – causes confusion about priorities and timescales.
Understands and identifies the role of technology in public service delivery and policy implementation.	Ignores developments in technology that could benefit public service delivery and policy implementation.
Provides constructive challenge to senior management on change proposals which will affect own business area.	Spends limited time on engaging experts and relevant individuals in developing and testing proposals, failing to pass on relevant staff feedback.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management (Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Finds ways to improve systems and structures to deliver with more streamlined resources.	Retains resource intensive systems and structures that are considered too difficult to change.
Is prepared to take managed risks, ensuring these are planned and their impact assessed.	Has ideas that are unfocused and that have little connection to the realities of the business or customer needs.
Actively encourages ideas from a wide range of sources and stakeholders and uses these to inform own thinking.	Tends not to listen to suggested changes and to not give reasons as to why the suggestion is not feasible.
Prepares for, and responds appropriately to the range of possible effects that change may have on own role/team.	Takes little responsibility for suggesting or progressing changes due to perceived lack of control of processes.
Understands and applies technology to achieve efficient and effective business and personal results.	Avoids use of technology and sticks to tried and tested means of delivering business objectives.
Puts aside preconceptions and considers new ideas on their own merits.	Avoids considering different approaches, accepting the established way of doing things.
Helps colleagues, customers and corporate partners to understand changes and why they have been introduced.	Dismisses colleagues' concerns about change and misses opportunities to discuss with them what is behind their concerns.
Identifies, resolves or escalates the positive and negative effects that change may have on own role/team.	Implements change in a thoughtless and unstructured way, having not considered the possible effects it may have on others.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Reviews working practices and comes up with ideas to improve the way things are done.	Remains attached to outdated procedures and technologies.
Learns new procedures, seeks to exploit new technologies and help colleagues to do the same.	Adopts new processes without reporting difficulties that occur.
Co-operates with and is open to the possibilities of change and considers ways to implement and adapt to change in own work role.	Constantly makes negative comments about change unwilling to consider how change could help in own role.
Is constructive in raising issues with managers about implemented changes and the impact these are having on the Service.	Is resistant to listening to ideas or plans for change, showing little interest in the reasons for change and how they can adapt their behaviour to thrive in the new environment.
Responds effectively to emergencies.	Resistant to sudden changes to usual work routine.

## MANAGEMENT COMPETENCIES

### 4. Choosing and Deciding

Effective decision making takes account of all the relevant evidence and uses this objectively in order to make sound judgements. For officers at all Bands in the Public Service, it requires clarity of thought and centrality of focus in order to provide accurate and timely advice to Public Service colleagues at all levels and to Ministers. At the most senior levels of the Public Service it is expected that evidence-based strategies will be implemented which take full account of the benefits and the risks. The aim is to produce maximum returns while minimising risks – including cost over-runs; the agreed solutions will be achieved through balancing political, economic, social, environmental and technological considerations to achieve sustainable outcomes.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Takes account of all factors – local, domestic and international when arriving at a decision to steer ministerial decision making.	Does not consider a sustainable long-term development in strategy and gives only limited consideration to social, environmental or economic factors in analysis.
Analyses complex data with speed and accuracy to provide a clear direction for policy making.	Is easily distracted and confused by data from several sources and lacks confidence when making decisions. Decision making is frequently deferred indefinitely.
Has well developed organisational awareness to take account of multiple stakeholders when making decisions.	Provides recommendations or decisions without full and proper consultation.
Assesses and manages risks effectively taking account of suitable mitigations to balance risk.	Provides advice without full evaluation of risk, scenarios and options.
Is prepared to make and defend unpopular decisions when necessary.	Constantly changes decisions based on new opinions, information or challenges.
Gives honest and objective advice to Ministers based on thorough evaluation of the evidence.	Is inclined to give advice to Ministers based on what they would like to hear rather than evidence-based objective evaluation.



<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4 - Senior Managers (S9-S3) (P2-P6)</b>	
Analyses and evaluate pros and cons and identifies risks in order to make decisions that take account of the wider context, including diversity and sustainability.	Takes decisions without regard for the context, organisation risk, alignment with wider agendas or impacts (economic, social and political).
Ensures involvement and consultation with officers at all levels, as necessary, in order to take decisive action when required.	Fails to follow a broad consultation process when coming to key decisions.
Demonstrates options, risks and impacts, including economic, environmental, political and social; and recommends plans to manage risks.	Provides advice without full consideration of risk, scenarios and options.
Takes decisions in timely and strategic fashion in order to keep the momentum in policy implementation.	Is not confident in the agreed decision and changes decisions based on the strident views of others, or due to conflicting information or challenges.
Outlines, to all the members of the team, the broad thrust of recommendations and decision making for their area, taking account of financial and implementation issues.	Overlooks key information relating to cost and implementation issues.
Pushes decision-making to the right level within their teams so as to empower fellow public officers.	Involves only those in their peer group or direct reporting line in decision making.
Draws together and presents reasonable conclusions from a wide range of incomplete and complex evidence and data – able to act or decide even when details are not clear.	Is confused by complexity and ambiguity and considers only simple or straightforward evidence.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management (Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Makes good choices and wise decisions in a timely fashion; is not afraid of making unpopular decisions.	Misses opportunities or deadlines by delaying decisions.
Capable of identifying the range of necessary information and factors necessary to make appropriate decisions.	Only uses evidence sources that support arguments or are easily accessible.
Places the decision-making into the wider context and patterns of Public Service policy.	Comes to conclusions that are not supported by evidence.
Arrives at a decision having taken due regard of all the factors and considerations.	Gives little consideration to the people and resources impacted by decisions.
Demonstrates accountability and makes unbiased decisions.	Avoids making decisions that lie within own remit; continually pushes decisions to higher levels of seniority.
Explains clearly, verbally and in writing, how a decision has been reached.	Shares decisions in a way that leads to frustration or additional work.
Provides advice and feedback to support others to make accurate decisions.	Gives little assurance that the right decisions are being made in team/work area.
Monitors the storage of critical data and customer information to support decision making and conducts regular reviews to ensure it is stored accurately, confidentially and responsibly.	Takes little care with data and information storage; allows inaccuracies and mishandling to occur.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Chooses wisely having taken account of all relevant factors.	Compromises the consistency and quality of decision-making and makes choices impetuously.
Asks questions for clarification when unsure what to do.	Fails to research or use relevant information or support to carry out tasks.
Investigates and responds to gaps, errors and irregularities in information.	Overlooks anomalies in evidence presented.
Speaks up to clarify decisions and queries these constructively.	Misses opportunities to take part in constructive conversations about decisions made.
Thinks through the implications of own decisions before confirming how to approach a problem/issue.	Gives limited consideration to the impact of their decisions.

## MANAGEMENT COMPETENCIES

### 5. Knowledge Management

To be effective, knowledge management needs to flow through the Public Service at all levels. In the workplace of the 21<sup>st</sup> Century, the large volumes of information that flow in and out as well as up and down within an organisation must be handled, sorted and categorised effectively in order to maintain and generate knowledge. To ensure that the Service can acquire, create, organise, share and build on the knowledge that is needed for their successful performance, the correct balance of skills and competencies are needed. These skills and competencies should be evident through the whole of the workforce so that the knowledge and 'know how' of all employees builds with successive generations of workers, and they are not lost or degraded when experienced colleagues leave the Service or retire. Knowledge must be captured, nurtured and developed if the Public Service is to be successful in its efforts to be a self-critical organisation, under a process of continuous improvement and always striving for excellence.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Recognises the importance of keeping knowledge up to date and has effective strategies to keep their knowledge current and matched to their level of seniority.	Takes little interest in keeping up to date with developments in their field. Is unwilling to take part in training and improvement activities related to continuous professional development.
Shows good awareness of their personal responsibility for managing the knowledge and information they create.	Does not appreciate the need for all operational information to be current, secure and accessible to all members of the workgroup and others as necessary.
Grows their own knowledge through networking and learning from others within and outside the Public Service and their own Ministry and encourages colleagues to do likewise.	Does not take part in collaborative networking and knowledge sharing opportunities across the Service.
Ready to adopt new ideas to improve their own knowledge capability.	Is reluctant to introduce new working methodologies to enhance the knowledge flowing and sharing in their organisational unit.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4 - Senior Managers (S9-S3) (P2-P6)</b>	
Works with colleagues to keep team knowledge up to date and alerts colleagues to new knowledge and experience.	Shows some interest in updating their own knowledge and personal development, but takes little interest in the improvement of other members of their team.
Uses the processes, standards and guidelines required to manage knowledge and information in their work place, and promotes their use amongst colleagues.	Is haphazard and careless about knowledge management; sharing is not optimised and, in many instances, data and information are not centralised but multiple instances of a single information source are allowed to exist.
Seeks opportunities to network and learn from others across organisational boundaries and, where possible, joins communities of practice and networks to improve job knowledge and performance.	Has no knowledge or inclination to be part of any social networks that are operating as professional user groups.
Demonstrates responsibility for their continuing development of skills, for knowledge and information management in the context of their work.	Continuous professional development is a low priority in the organisation of their own work and that of their workgroup.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management ( Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Knows which are the relevant processes and standards to follow; complies with these standards including records and document management standards.	Does not follow standard procedures and, therefore, introduces liabilities for system failure or security compromises.
Ensures that their own files are well organised so that they can be used or transferred to others when needed.	Does not follow accepted protocols for file management.
Recognises that reflecting on experiences as they work can help develop new insights which can improve their own performance and help others to benefit from their experience.	Does not reflect on their own professional practice and does not learn from previous mistakes.
Reflects on what they are learning as work progresses and shares their personal learning with others in the team and more widely, if appropriate.	Does not share any personal learning with members of their team.
Suggests useful improvements to the way that their colleagues develop, share and use knowledge.	Is uncritical of current working practices and unable to contribute towards a culture of continual improvement.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Communicates succinctly and effectively and tailors communication suitably for different audiences.	Communicates ineffectively through not emphasizing the key points; is unaware to matching a message to the needs of different readerships or audiences.
Recognises the importance of good communication to sharing and transferring knowledge and understands the risks of poor communication.	Fails to understand or implement some of the basic rules for effective communication.
Checks that their communications and the knowledge they have aimed to give is understood.	Does not check to see whether or not the message they have conveyed has been understood.
Looks for ideas to improve their own knowledge and information capability from their team and wider colleagues.	Lacks interest in any programme of self-improvement.

## CORE COMPETENCIES

### 1. Personal Development

Effectiveness in this area means having a strong focus on continuous learning for oneself, the others in one's team and, in the case of senior leaders, their subordinates. Knowledge, skills and attitudes towards self-improvement and lifelong learning are key attributes. Senior leaders have a responsibility to manage the skills and talents of their workgroups. So as to optimise their outputs, they should recognise the talents of the diverse teams that they lead and provide nurture and encouragement when necessary. Developing a learning and knowledge culture across an organisation is key to keeping it agile and responsive to the rapid changes in society brought about by economic shocks and the inevitable onward advance of technology and the changes resulting from that advance.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Takes the lead in building a strong culture of self-improvement, talent management and continuous professional development.	Does not recognise the importance of managing the skills and aptitudes of the Public servants in their Ministry; does not promote continuous professional development.
Is sensitive to the need to build teams that are inclusive and offer opportunities for encouraging diversity within a culture of equality of opportunity.	Fails to monitor the diversity in teams and does not promote equality of opportunity.
Encourages team performance through empowering colleagues and encouraging a culture that is not afraid of taking risks in order to achieve enhanced outcomes.	Has a rigid hierarchical view of teams and does not encourage subordinates to be outspoken; is risk averse.
Sees the importance of succession planning and identifies the development needs of their Ministry so as to inform strategic planning.	Does not recognise the importance of succession planning through the development of teams and is unaware of the breadth of talent amongst the employees in their Ministry.
By leading through example, encourages the culture and commitment towards self-improvement. Regularly provides feedback to their colleagues on performance, and encourages teambuilding and corporate responsibility.	Has little understanding of contemporary resource planning and development and fails to appreciate the need of lifelong learning in the modern workplace.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4 - Senior Managers (S9-S3) (P2-P6)</b>	
Creates a culture of continuous improvement by managing the talent of their staff and by providing opportunities for colleagues to develop themselves.	Is so focused on delivery and limited short-term targets that the benefits of strategic planning are lost.
Through generating opportunities for work-based learning effectively begins to shift the onus for improvement and development to the individual officers.	Fails to recognise the value of work-place learning and fails to provide opportunities for it to occur.
Appreciates their key role as a leader in team building and development by supporting and mentoring colleagues; and promoting the sharing of expertise and knowledge.	Is so focused on service delivery that promoting and nurturing the talent of their team is neglected.
Is alert to opportunities for organisational learning as they arise and uses these for team and personal growth and development.	Is insensitive to development opportunities and believes that 'going on a course' is the only way to promote new learning and skill development. Team development is neglected.
Ensures that there is an openness and an entitlement culture in respect of learning in the workplace and role models the practice of 'learning at the desk'.	Discourages the use of online learning in the workplace.
Has a good understanding of the development needs of the members of Ministry in order to be able to meet objectives indicated in strategic plans and government initiatives.	Is unaware of the training and development needs of colleagues in their Ministry and does not make full use of the appraisal and performance management processes to identify, plan and manage colleagues' career development.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management ( Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Recognises the talent that exists in their team and gives time for coaching and mentoring to develop this talent.	Fails to recognise and nurture the talent that exists in their team.
Promotes inclusiveness and equality of opportunity in their teams.	Does not appreciate the importance of diversity and equality of opportunity in their working team
Takes responsibility for identifying opportunity for personal and career development and negotiates these with their line manager.	Takes little interest in their own personal development and only undertakes training and professional development when they are instructed to do so.
Is aware of the training and development needs of their team, and how these relate to strategic goals; is proactive in sourcing the necessary training and development programmes.	Has little awareness of the stock of talent that exists in their team and does not know their training and professional development needs.
Promotes an atmosphere of openness so that feedback on professional performance is a regular feature of the working of the team.	Is slow to recognise good performance from members of their team and seldom provides feedback to team members.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Recognise their own strengths and weaknesses and use these to discuss and agree to their personal development plan with their line manager.	Has little awareness of their own professional development needs and shows little interest in self-improvement.
Is proactive in finding ways to improve their work performance.	Requires micromanagement at all times and shows little initiative towards improving their work performance.
Is a committed team player and shares their learning with the team to improve service delivery.	Operates as a lone worker and does not play their part in the operation of their team or workgroup.
Is open to constructive criticism and observations on personal performance and responds positively to feedback.	Is defensive and fails to recognise the importance of a performance management process to improve service quality.



## CORE COMPETENCIES

### 2. Communicating

Communicating with clarity, conviction and enthusiasm is an essential element of being a successful employee. In a spirit of openness, trust and honesty, all Public Servants are required to share the outputs of their work widely, across the whole organisation and not to operate in ‘silos’ within their work teams, sections, departments and Ministries. At senior levels it is about being precise and unambiguous to both elected representatives and their colleagues. At the more junior level, good communication should be the ideal for which everyone strives. Good communications in electronic, written and verbal forms is at the heart of effective organisations in the Information Age.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Communicates a clear and unambiguous vision and sense of purpose throughout the Ministry.	Does not recognise the importance of clarity, consistency and frequency in getting messages across both internally and to a wider public outside the Service.
Articulates messages with credibility and consistency at all levels across the Service and delivers inspiring, engaging and meaningful messages about the future direction.	Lacks confidence or impact at high levels, struggles with media spotlight, does not communicate messages well.
Promotes and presents a positive image of the Service both amongst Ministries and to external organisations and the mass media.	Fails to project key messages effectively and thereby presents a weak public image.
Acts as a role model for junior officers through constantly demonstrating the highest levels of openness and inclusivity.	Retains a hierarchical view of organisational management and does not communicate well with staff; the perpetuation of a culture of secrecy fails to promote inclusivity and equality of opportunity.
Communicates with clarity and unambiguously, in all media – electronic, verbal, and in written form.	Communications are ill-considered and fail to make key points and communications through electronic media are actively avoided.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4 - Senior Managers (S9-S3) (P2-P6)</b>	
Actively uses the most effective communication tools (e.g. formal letter, memo, email).	Does not make effective use of the most cost-effective communications; actively avoids using email and electronic communications.
Is visible to staff and stakeholders and regularly undertake activities to engage and build trust.	Only speaks to staff and stakeholders in a face-to-face environment when pressured to do so.
Through clarity and effective communications other officers are inspired and strongly motivated to do likewise.	Communications with staff are ineffective and messages are not clear, leading to confusion and low morale.
Actively promotes diversity and equality of opportunity inside and outside the Public Service.	Is not aware of the diversity agenda and does not recognise the need to promote equality of opportunity in the modern workplace.
Is open and inviting to the views of others and responds despite pressure to ignore, revert or concede.	Sets out a course of action and applies it without listening to others or adapting where relevant.
Influences external partners, stakeholders and customers successfully – secure mutually beneficial outcomes.	Does not recognise the importance of effective communications in order to maintain relationships both inside and outside of the Ministry.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management ( Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Communicates in a succinct, engaging manner and stands ground when needed.	Gives in readily when challenged
Actively promotes the work of the Ministry and plays a prominent role in supporting the Public Service values and culture.	Is ignorant of and/or dismissive of broader organisational values and goals, such as equality and diversity.
In their written communications and conversations the officer conveys enthusiasm and energy about their work and encourages others to do the same.	Communicates information without consideration for the audience or with limited/low levels of enthusiasm and effort.
Communicates both internally and externally using appropriate methods and timing, including digital channels, to maximise understanding and impact.	Communicates in a set way with little variation, without tailoring messages, style and timing to the needs of the team or the external stakeholder.
Confidently handles challenging conversations or interviews.	Unable to deal objectively with conflicts and disputes when they arise.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Understands the most appropriate medium to choose for different purposes and audiences; chooses sensibly between them e.g. written, email/ telephone/ face to face.	Seldom communicates beyond conversations with immediate work colleagues; does not make an effort to express their views and capacity.
Puts forward their own views in a clear and constructive manner.	Talks negatively about the organisation, their team or colleagues.
Writes and speaks clearly in plain simple language and checks work for spelling and grammatical errors.	Has difficulty expressing themselves in an effective manner that others can easily understand.
Asks open questions to appreciate others' points of view.	Is careless and insensitive to the needs of the person receiving their communication.

## CORE COMPETENCIES

### 3. Getting the Best from Others

Valuing people is a competency that should be manifest at all levels of the Public Service. We get the best from others when we respect their points of view and value their contributions, however great or small these may be. At senior levels it is about recognizing talent and nurturing individuals through coaching and encouragement; but at these higher tiers of authority it is also about delivering business objectives by creating an inclusive environment. At all levels, it requires working effectively, sharing information and building supportive, responsive relationships with colleagues and stakeholders, whilst having the confidence to challenge assumptions

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Understands the strengths and weaknesses of the members of their team and identifies and nurtures talent whenever possible.	Has little understanding of the professional characteristics of their colleagues and is not supportive of colleagues' endeavours for self-improvement and professional development.
Takes account of diverse views and encourages a collaborative working culture by encouraging transparency and open communication.	Is unwilling to allow dissenting voices to be heard and does not tackle examples of narrow ways of working that exclude cross sector operation.
Is sensitive to cultural diversity and adapts their leadership style to meet the needs of colleagues both inside and outside of the Service.	Fails to recognise the importance of diversity in the workplace and allows stereotypical views and practices to go unchallenged.
Challenges assumptions and confronts issues at senior levels with delivery partners, stakeholders and clients in an assertive yet constructive way.	Does not make strong and positive efforts to establish and maintain good stakeholder engagements and relationships.
Actively promotes knowledge and resource sharing with peers and across functions.	Consistently protects resources and interests within their own area at the expense of the priorities of other Ministries and the Public Service as a whole.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4 - Senior Managers (S9-S3) (P2-P6)</b>	
Is open and generous in celebrating success with colleagues and gives praise where it is due.	Seldom gives colleagues encouragement or praise resulting in disillusionment and fragmentary team working.
Builds and maintains an effective team through giving constructive feedback and, where necessary, coaching individuals to give of their best.	Team working is often ineffective because feedback and constructive coaching are absent.
Sets out clear expectations that bullying, harassment and discrimination are	Does not tackle instances of unacceptable or disrespectful behaviour.
Encourages collaborative team working within own team and across the Ministry.	Allows people to operate in an insular fashion and does not tackle this development of selfish work practices.

Shows a genuine care for staff and others and knows when to intervene to tackle personal and professional matters.	Neglects to maintain relationships during difficult times.
Tackles poor performance or inappropriate behaviour in a prompt, calm and constructive manner.	Shows a lack of interest or skills when interacting with others, and allows misconduct or weak performance to go unchallenged.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management ( Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Plays a full and effective part maintaining a sense of collaborative working in a team.	Does little to encourage individuals to work collaboratively to produce effective team working.
Shows tact and diplomacy and listens to their concerns, when dealing with others.	Shows a lack of interest or skill in interacting with others.
Modifies working practices as necessary to enable more effective team working.	Works in set ways and is unwilling to modify working practices for the benefit of team ethos and improved service delivery.
Shares knowledge, information and learning with colleagues in their team with openness and generosity.	Is secretive and exclusive; does not share knowledge readily and withholds information to gain personal advantage.
Promotes an organisational climate that actively encourages diversity and equality of opportunity.	Demonstrates prejudice and does not treat all colleagues with equal dignity and respect.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Operates effectively as a team player; is open and shares responsibility willingly.	Has little care for the other members of their team or workgroup and focuses narrowly on achieving only their own personal goals.
Has a good understanding of the personal characteristics of the other members of their team or work group.	Has a fixed idea of how people should behave and the contributions they should make and is disrespectful of others' approaches to work.
Demonstrates adaptability and flexibility by being open to taking on different roles.	Assumes specific, unvarying role responsibilities.
Tries to see an issue from others' points of view and respects these standpoints.	Is narrowly prejudiced and sees situations only from their own standpoint.

## CORE COMPETENCIES

### 4. Achieving Value for Money

Achieving value for money means that public officers at all levels are constantly aware of the spending that is taking place and continually look for efficiency savings. It means staff are seeking to maximise service delivery through balancing quality, effectiveness and cost. At best, all employees are critically aware of their responsibility to maximise the benefit of their use of taxpayers' money. Senior leaders should take the lead in establishing a culture of 'cost awareness' in their Ministries and Divisions and they should encourage subordinates' suggestions for cost efficiency savings. These leaders should endeavour to collaborate across the Public Service to ensure that economies of scale can be achieved, where this is possible and appropriate.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Creates and drives a culture that sets high standards for continuous improvement and efficient working that delivers optimal value for money.	Provides little scrutiny over day to day spending and does not monitor performance against agreed budgets.
Strongly focuses upon maximising resource utilisation, and continually questions the value of actions and outcomes against strategic priorities.	Finds it hard to establish priorities and, once established, is unable to recognise the situations when these priorities may have to be reconsidered.
Fluently interprets data in many forms and several sources, including financial and performance data and applies this interpretation to policy making and delivery.	Lacks information literacy and finds it hard to interpret performance data
Maintains good financial and budgetary discipline by ensuring accountability for financial controls and systems.	Control weaknesses are present but are not challenged in the systems and budgetary discipline is, therefore weak.
Makes sensible and informed decisions to shift resources as priorities change and makes these decisions transparently and openly, after exercising due diligence.	Is inflexible and resistant to shifting resources and revisiting priorities in the face of changing circumstances.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4- Senior Managers (S9-S3) (P2-P6)</b>	
Rigorously monitors and reviews the quality of the outcomes and progress against agreed targets.	Does not have a strong personal commitment to quality assurance and fails to promote quality amongst their teams.
Is capable of developing a clear and fully-costed business case that identifies policy advantages and returns on investment in order to assist decision	Does not undertake systematic business planning and does not consider costs and benefits when making decisions and presenting a business case.

Efficiently deploys resources and technology and maximises the use of diverse talent to deliver the best results.	Resources deployed according to personal preference and prejudice rather than objective need; does not recognise the need to maximise the use of diverse talent in the workgroup.
Meets and often exceeds agreed performance targets.	Fails to meet targets and is unconcerned about this failure.
Ensures that appropriate financial information is included in all submissions that seek to make efficiency savings and proposes alternatives that balance the risk and benefits of different options.	Is overly focused on cost saving rather than undertaking a considered cost / benefit analysis when seeking efficiency savings.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management ( Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Is effective and efficient in the negotiations for the necessary resources to do the job.	Complains regularly about having insufficient resources to do the job.
Is not deflected by problems or obstacles, but is quick to identify a ‘work around’ to achieve objectives.	Is readily deflected from achieving objectives and is unimaginative in finding solutions to unforeseen problems.
Understands and applies the principles of performance management to prepare forecasts to monitor spending against agreed budgets.	Misinterprets data and provides inaccurate performance reports so spending against budgets is not managed and monitored effectively.
Is not afraid of challenging the misuse of resources in order to provide more sustainable operations in order to achieve value for money.	Is careless in the use of resources and does not fully appreciate a responsibility to maximise the returns on public spending and investment.
Manages service information and financial data efficiently and accurately so that files and records are easy to locate and utilise.	Has a haphazard approach to data and file management so that only they are able to locate data from their filing systems.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Addresses customer concerns quickly and efficiently.	Does not appreciate the need for good customer care and frequently fails to address complaints.
Keeps a careful track on spending and never commits resources without pre-authorisation.	Does not follow agreed procedures and spends without pre-authorisation.
Tackles waste and inefficiency where they see it by reporting upwards to line manager.	Is careless and wasteful with resources and fails to recognise their responsibility to maximise the efficiency of their work.
Is aware of the value of all the resources used (time, energy, materials) and uses them to maximum benefit.	Frequently chooses convenience over cost effectiveness.
Demonstrates basic financial literacy – e.g. taxation; performance against budget; depreciation.	Lacks a basic knowledge and understanding of finance and does not trouble to improve their learning in this regard.



## CORE COMPETENCIES

### 5. Delivering at Pace

Delivering at pace is about achieving results on time every time, to an agreed standard with assured quality and consistently. It is not about cutting corners and saving time, but it is about collective performance in order to meet agreed goals quickly and efficiently. Staff at all levels need to understand that ‘time is money’ and this imperative is a key driver to improving service delivery and responsiveness. Senior leaders must establish a performance culture, where priorities are collectively understood and shared, and weak performance is tackled and improved before it becomes embedded as custom and practice. Delivering at pace implies a focus on delivery and drive, and it is for senior leaders to provide this focus and for all members of working teams to uphold and maintain a strong performance, particularly during times of adversity and conflict.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 5 - Executive Leadership (S2-S1) (P1)</b>	
Establishes a clear mission where direction and priorities are established and agreed to in order to maximize service delivery.	Articulates the mission poorly; direction and priorities are unclear; staff do not use their time efficiently.
States clearly the strategic priorities in terms of tasks and duties that are readily related to job roles.	Weak communication means that staff are unclear about how their job role relates and contributes to the achievement of the strategic priorities.
Creates a strong culture of performance and accountability.	Poor performance and results are tolerated; staff know that they can survive even if their performance is weak or their motivation is weak.
Is astute and aware of changing circumstances so that priorities can be reassigned with a strong justification.	Is insensitive to the political, economic, social and technological challenges which may require a change of priorities and sticks to a previously agreed strategy irrespective of changes in circumstances.
Leads the way in demonstrating how excellent timekeeping, energy, drive and commitment are key to successfully meeting the organizational goals.	Time management is poor and deadlines are routinely missed.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 4 - Senior Managers (S9-S3) (P2-P6)</b>	
Interprets and promotes an understanding of the strategic priorities as clear outcome-driven goals for managers to reach.	Has little appreciation of strategic priorities and performance targets for managers are imprecise.
Holds to account all team members for service delivery towards the agreed targets.	Creates no culture of accountability amongst fellow workers.
Adopts clear processes for managing performance and gives regular encouragement and feedback to colleagues.	Formal performance management is not carried out and feedback occurs only rarely and informally.



Promotes resilience and reliability within the organisation by being honest about the challenges and open to suggestions for improvement.	Does not promote openness within the workgroup resulting in low morale and team being easily distracted by challenges.
Reviews and adjusts performance in accordance with changing circumstances and priorities.	Performs the assigned duties with little acknowledgement of new challenges and changed priorities.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 3 – Middle Management ( Administrative &amp; Technical Officers) (Z16-Z1) (P16-7)</b>	
Reviews regularly the resources and personnel needed for service delivery and what is needed to maintain quality and pace.	Accepts and tolerates weak performance and fails to maintain pace and progress.
Takes ownership of problems and issues in their service area.	Shirks responsibility and blames others for system and service failures.
Remains positive and relays their optimistic outlook to all members of their workgroup.	Is demoralised by setbacks and this impacts negatively on the work ethos of colleagues.
Plans effectively for service delivery and has realistic contingencies for unanticipated setbacks.	Work is poorly planned and effective contingency measures for unexpected events are ill considered.
Coaches and mentors others to help to set challenging performance targets for themselves.	Shows no interest in the personal and professional development of the members of the team or workgroup.

<i>Effective Behaviour</i>	<i>Ineffective Behaviour</i>
<b>BAND 2 Non-Managerial (Z38-Z17) (P36-17)</b>	
Is organized and knowledgeable about their role in assisting with service delivery on time and to standard.	Displays little enthusiasm or commitment to their work, is not familiar with the relevant quality standards.
Is punctual and reliable and is always seeking the next steps to improve service delivery.	Is a poor timekeeper and records are incomplete or inaccurate.
Takes responsibility for their own work and shows pride in providing excellent service to the public and to colleagues.	Is careless and poorly motivated, their work constantly needs to be reviewed by supervisors.
Has a strong focus on service delivery for personal satisfaction.	Is motivated purely by the pay and compensation package.
Maintains a consistency in the quality of their service delivery.	Is easily distracted and service delivery is frequently below the expected standard.



NOTES





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