

LGMA

Local Government Executive Leadership Competency Framework

**An Assessment and Development
Manual for Local Government Chief Executives
and Senior Managers**

Produced with the assistance of the Local Government Association of SA
Inc Local Government Research and Development Scheme

2005

Local Government Managers Australia (SA) Inc

South Australian Local Government Executive Leadership Competency Framework

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Foreword

The use of management and leadership capability or competency frameworks is increasing in all tiers of government in Australia and in many other Western democracies. There are many benefits, outlined in this manual, of having a common competency framework available for the local government sector.

The manual has been developed by Local Government Managers Australia (SA) with funding from the Local Government Research and Development Scheme in response to a 2004 research project which confirmed strong support among senior executives, elected members and other stakeholders for a Local Government framework based closely on the South Australian Public Sector Executive Leadership Competency Framework. (The project report is available at www.lga.sa.gov.au.)

The aims of the manual are to assist Councils to enhance the professionalism and consistency of their senior executive recruitment, selection and performance review processes and to guide executives in their career and professional development. Use of the Framework is voluntary and Councils are welcome to modify it to suit their specific needs and existing processes.

This manual was developed with the cooperation of the Office of the Commissioner for Public Employment, using the core competencies of the South Australian Public Sector Executive Leadership Competency Framework as its basis. The core competencies are unchanged but some behavioural criteria have been modified to reflect the Local Government context and some elements of competency specific to Local Government leadership have been added where appropriate. The manual provides instructions for using the Framework and a comprehensive competencies checklist.

Senior executives, elected members and others involved in the assessment and development of leadership competencies in the Local Government sector are invited to provide the Local Government Managers Australia (SA) Inc with feedback on the guide and related issues, using the feedback form provided. Initial feedback has been incorporated and has resulted in a revised Section 4, which now provides some sample templates of how the executive competencies might be used within the local Government environment.

The Local Government Managers Australia (SA) Inc commends this resource guide as a valuable contribution to the broader process of professional development in local government.

Ron Green
President LGMA (SA) Inc

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- The South Australian Government Office of the Commissioner for Public Employment, which undertook the work of developing the Executive Leadership Competency Framework for Senior Executives in the SA Public Sector. We are particularly grateful for their permission to use this competency framework as the basis of the Local Government framework and to adapt supporting material from the SA Government Framework kit.
- The South Australian Government Office of Local Government
- The Local Government Association of SA
- Senior executives and senior managers of the following Councils:
 - District Council of Yankalilla
 - City of Prospect
 - Pt Pirie Regional Council
 - City of Campbelltown
 - City of Salisbury
- The members of the LGMA (SA) Inc project Reference Group;
 - Ray Pincombe, CEO City of Prospect (Chair)
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 - Peter Vlatko, CEO, City of Campbelltown
- Management and Recruitment Consultants
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- Project Consultant: Robert Bean Consulting
- Additional Project Consultant: Wendy Taylor of Strategon Capital

Section 1:

Introduction

1. About the Resources in the Manual
2. Using the Manual and the Competency Framework
3. Background and Context

1. About the Resources in this Manual

This manual comprises four sections.

- Section 1 introduces the manual, how to use the manual, the uses of the competency framework and outlines the background and context of the adoption of a common executive leadership competency framework for the South Australian local government sector.

- Section 2 presents the Local Government Executive Leadership Competency Framework. It comprises an overview of the Framework and a description of its uses in the assessment and professional development of senior executives. It presents descriptions of the six core leadership competencies and the elements of the competencies, including elements that are unique to or significantly more prominent in the local government sector. The required underpinning knowledge and skills are listed for each competency.

- Section 3 provides guidelines for the range of uses of the Framework by chief executive officers, senior executives and consultants and advisors. It outlines the benefits of using the Framework and recommends processes for recruitment and selection, performance measurement, professional development and 360-degree feedback.

- Section 4 provides a detailed competencies checklist, including the elements and their detailed behavioural criteria. The checklist can be used for assessment or development processes by individual executives and Councils.

- An Evaluation and Feedback Form inviting comment on the Framework and the Manual is included at the back of the Manual.

2. Using the Manual and the Competency Framework

2.1 Using the Manual

2.1.1 The Direct Approach

Users familiar with leadership competency assessment and development issues and approaches may prefer to go directly to Section 3 to view the recommended processes for the intended uses. After selecting and planning an appropriate process, users may then select the relevant competencies, elements and behavioural criteria from the checklist in Section 4.

2.1.2 The Developmental Approach

Users interested in gaining an overview of the context, origins, issues and dimensions of executive leadership competencies would benefit from reading the following background material and then the description of the Framework in Section 2 before taking the approach suggested above.

2.2 Uses of the Competency Framework

Recruitment and Selection

- Job and person specification design
- Recruitment
- Selection
- Assessment Centres (observation by experts of candidates in exercises designed to test their competencies in a number of areas)

Performance Development and Appraisal

- Performance Development Planning
- 360 Degree Feedback
- Performance Appraisal
- Development Centres (similar to assessment centres but designed to assess the competencies and development needs of existing employees)

2.3 Deciding to Use the Competencies Framework

A well-designed and accessible competency framework such as this can be widely applied across the full range of local government authorities. However, even theoretically-sound and comprehensive frameworks may be inappropriate in some situations.

“Misapplying competencies can actually have a deleterious effect. Too often, models are communicated as cure-alls for a range of performance problems and organisational needs which competencies are not designed to address. In addition, the behavioural approach upon which competencies are based can be too reductionist, too limited or too superficial, sometimes cloaking a set of deeper needs. In many situations, organisations should address culture, strategy and process issues instead of, or before, or in parallel with implementing competencies.”

Schoonover, Stephen. 2002, *Implementing Competencies: A Best Practice Approach*, Schoonover Associates, Falmouth, Maine

Making the decision to use the Executive Leadership Competency Framework for organisational, rather than individual, purposes should be a consultative process that takes into account any other factors and processes.

3. Background and Context

3.1 Background and Definitions

This manual has been produced in response to the findings and recommendations of a 2003-2004 research project commissioned by the LGA SA Research and Development Scheme. The project reviewed local government senior management trends, including the use of leadership competency frameworks in Australia and other Western democracies. It assessed the usefulness of available management competency frameworks and explored the potential for developing a common leadership competency framework for South Australian local government senior managers.

A national and international literature review and consultations with senior local government officers, academics and consultants confirmed that senior management competency or capability frameworks have been developed and adopted by all spheres of government across all of the Western democracies.

Different terms were used, but the definitions of *competency*, *capability* and *skill* overlap. In the Macquarie Dictionary, we find “Competent: properly qualified, capable, suitable for the purpose”, “Capable: having much intelligence or ability, competent, efficient, able” and “Skilled: having skill, trained or experienced”.

In the current Australian context, “capability” encompasses a broader range of attitudes and attributes, including competencies. A “competence” is a defined area of ability and knowledge. A “skill” is a specific vocational ability.

A commonly-accepted definition of competency comes from the Australian National Training Authority, which states that “a competency is the specific knowledge, skills, abilities and behaviour applied within an occupation or industry to the standard required in employment.”

A competency framework, sometimes called a capability framework, comprises an array of the organisation’s values, underpinning knowledge and skills and specific competencies that describe the full range of professional requirements essential to the achievement of the organisation’s objectives.

3.2 Key Research and Consultation Findings

The research and consultation process and the survey findings demonstrated a positive climate for introducing a common competency framework and identified many strong arguments for adopting competency frameworks for leaders coping with a range of drivers including;

- restructuring into larger units
- the impacts of information technology and globalisation
- additions to traditional areas of responsibility such as ‘triple bottom line’ and ‘quadruple bottom line’ accounting
- increased expectations of elected members and more informed communities
- more complex legislative, policy and governance requirements

- greater transparency of operations and decision-making
- greater demands on services without commensurate increases in resourcing
- increased need for entrepreneurship, innovation and forecasting
- increased involvement of elected members in management processes
- increased out-sourcing & cross-council collaboration for delivery of services
- increased competitiveness in the job market for entry-level managers
- greater pressure to retain staff through career planning and development
- increased emphasis on accountability and responsiveness

3.3 Local Government Survey Results

The survey revealed a very positive response to the proposed development and adoption of a common competency framework for senior executives in the South Australian local government sector. The key points follow.

- 85% of Councils use a competency framework occasionally or regularly. Several Councils have developed their own frameworks while others rely on external consultants' resources.
- 48.4% said a common framework is definitely needed and 36.4% said it is probably needed.
- 84.8% indicated that their Council would use a framework similar to the SA Public Sector Executive Leadership Competency Framework if it was modified to reflect the local government context and allowed Councils to add their own specific competencies.
- 93.9% would use a common framework for senior management performance assessment and 78.8% would use it for professional development planning.
- 87.8% agreed that the SA Public Sector Executive Leadership Competency Framework would be a suitable platform for a local government common competency framework if it was presented as a flexible resource rather than as a prescriptive model.

The complete project and survey reports can be downloaded from;

- Local Government Association of SA <http://www.lga.sa.gov.au>
- Local Government Managers Australia <http://www.lgma.org.au>

3.4 Developing the SA Local Government Executive Leadership Competency Framework

On the basis of the above research findings, Local Government Managers Australia (SA) proposed a Research and Development Scheme project to develop this manual in close consultation with key organisations including the South Australian Government Office for the Commissioner of Public Employment (OCPE).

The *Executive Leadership Competencies: Core Leadership Competency Framework for Executives in the Public Sector* was developed by the OCPE and released in late 2003. Its main intended use is for planning Performance Development. It can also be used in recruitment and selection, feedback and performance management.

The framework was presented in detail to the stakeholders consulted during the research project and was strongly endorsed as a platform for the local government framework. With permission from the OCPE it was adopted as the basis of the local government framework, with modifications and additions for the local government context.

The manual was evaluated by a range of local government executives and other stakeholders in early 2005.

This manual is offered for use in all Councils and by recruitment and development specialists working with Councils.

Feedback and evaluation is invited from all users. A feedback form can be found at the end of the manual.

Section 2

The Local Government Executive Leadership Competency Framework

1. Overview of the Local Government Executive Leadership Competency Framework
2. Core Executive Leadership Competencies
3. Underpinning Knowledge and Skills
4. Leadership Competencies for Specific Local Government Executive Positions

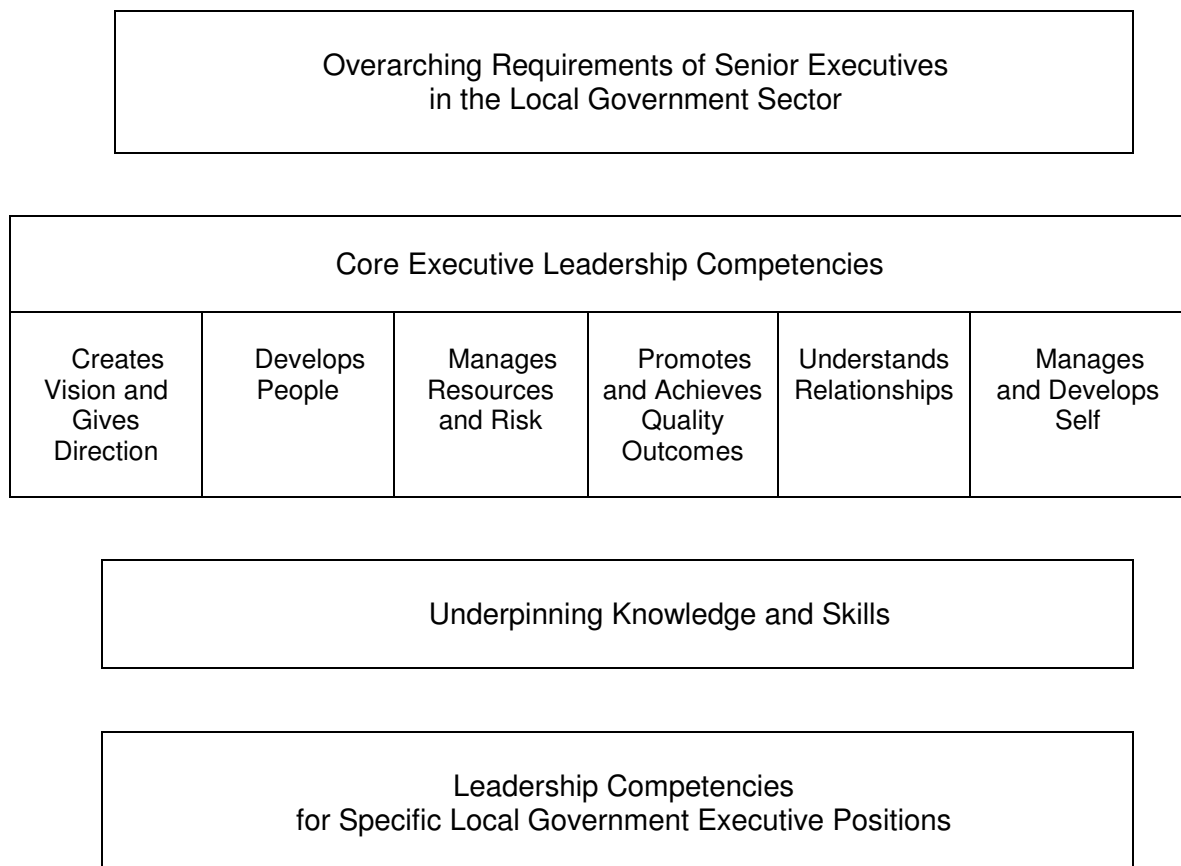
1. Overview of the Local Government Executive Leadership Competency Framework

1.1 Purpose

The main purpose of the Local Government Executive Leadership Competency Framework is to define the leadership requirements that are common to all executives in the Local Government sector.

1.2 Structure

The framework comprises the following components;



1.3 Overarching Requirements of Senior Executives in the Local Government Sector

The Local Government Sector exists to serve Councils, their elected representatives and the community through the laws, policies and programs of Councils and the State Government. These form the basis of the Overarching Requirements of senior executives. The core executive leadership competencies are overarched by the requirements applying to all employees in the SA Public Sector.

The laws and policies within which all executives in the local government sector must perform include the Local Government Act, the codes of conduct and policy priorities

of the Council, and all of the relevant state and federal laws and statutes which apply to the governance of public bodies. Executives must also ensure that sound principles of human resource management are applied and known to all employees.

Executives must support Council policy priorities and are required to observe the principles of ethical behaviour, sustainability, social inclusion, equity and diversity.

All of the competencies of the Framework must be demonstrated in accordance with all of the components of these overarching requirements.

1.4 The Core Executive Leadership Competencies

The Core Executive Leadership Competency Framework describes the attributes and roles of all executives to perform their required work as leaders in the Local Government sector.

Each competency comprises a title that is the overall outcome of the competency, a description which identifies the main behaviours of the competency and a set of elements which describe a major step or component of the competency. For each element there are several behavioural criteria that need to be performed to demonstrate proficiency in the competency. While the majority of elements and behavioural criteria are generic to senior executives in government, several are identified as specific to leading in the Local Government sector.

The specialist competencies of a senior executive's role, such as General Manager Finance or Corporate Services, are found in the position descriptions for each role. Because job and person specifications differ across Councils and between roles, the Framework does not include job-specific competencies. Instead, position-specific competencies and elements can be added by individual users to reflect the wide range of differences between positions and Councils.

1.5 Underpinning Knowledge and Skills

Each competency is supported by the underpinning knowledge and underpinning skills that a person must possess to be able to demonstrate the behaviours within that competency. Many of these items apply to more than one Competency.

Underpinning Knowledge is the knowledge a person has in a subject area that they can apply in their behaviour to be competent. For example, specific knowledge of performance management strategies can be applied to assist the person to demonstrate competence in the core competence 'Develops People'.

Underpinning Skills represent the experience and skills required to apply knowledge through behaviour. For example, a person may have specific knowledge of performance management processes but in order to be competent in developing people, that person must have communication and listening skills and the experience and ability to carry out effective performance discussions.

1.6 Status and Intended Use of the Competencies

While the Framework is endorsed by the SA Local Government Sector and the SA Public Sector, the competencies are not recognised competencies outside of South Australia in the way that the competencies in the Public Services Training Package are.

The Public Services Training Package competencies describe the work of employees in the public sector up to the senior management level. They are nationally accredited and therefore can be used to make up qualifications. In contrast, the Executive Leadership Competency Framework comprises non-accredited competencies that are therefore not linked to any formal qualifications. Rather, they have been developed to guide executives' work practices, including their development and career planning, and to assist in the assessment and selection of candidates for senior management positions.

1.7 Relationship to Performance Evaluation and Review Programs

The Executive Leadership Competency Framework is not intended to replace any of the performance evaluation and review programs currently used by Councils. It can however assist those planning and conducting reviews to add or refine descriptions of performance criteria, skills and characteristics.

Referring to the core competencies of the Framework in developing performance reviews can add the broader perspective to considerations of an executive's capacity to advise elected members at the strategic and corporate levels and to provide leadership in dealings with the other spheres of government and community groups. The Framework also provides greater specificity in identifying the elements and behavioural criteria that demonstrate leadership attributes such as decisiveness, initiative, maturity and judgment.

1.8 Relationship to Governance

Effective local government governance is commonly seen to depend on the competence of executives and elected members in the areas of Elected Representation, Community Participation, Roles and Relationships, Strategic Direction, Policies and Procedures, Accountability and Council and Committee Meetings.

The importance of the contribution of the chief executive and senior managers to these areas of governance cannot be overstated. Using the Executive Leadership Competency Framework in selection, assessment, development and review processes helps to ensure that senior executives possess and develop the competencies to enable them to contribute to governance in these areas.

Aspects of governance that are directly relevant to the leadership function are included in the local government elements of the core competencies described below, but the Framework is not designed to replace or duplicate existing governance instruments and processes.

2. The Core Executive Leadership Competencies

“General managers are now expected to possess leadership, visionary and other change management skills of an order not previously exercised in local government as the emphasis in their role is transformed from administrative compliance to managerial proactivity. It could be argued that the general manager now represents the glue that holds the whole organisation together [and] occupies a crucial position at the political-managerial interface of the council.”

Jones, Robert “Leading Change in Local Government: The tension between evolutionary and frame-breaking reform in NSW”, *Australian Journal of Public Administration*, Sept 2002

The six core leadership competencies described in the following tables are directly based on the SA Public Sector Executive Leadership Competency Framework. The competency titles and descriptions are identical to those in the SA Public Sector framework, in response to the strong support of the 2003 survey respondents for adopting the framework as a platform for a local government competencies framework that would foster a common terminology and enhance articulation between local and state government spheres.

Each competency comprises several elements and a number of detailed behavioural criteria for each element. The behavioural criteria can be found in the Competencies Checklist in Section 4. Some of the elements and their behavioural criteria have been modified to refer directly to the Local Government Sector.

National and international research confirms that generic core leadership competencies apply equally to leaders in the local, state and Commonwealth government spheres. The more senior the position, the greater is the proportion of generic competencies to specific competencies.

However, the job profile for executives in local government is, without doubt, very much broader than that of executives in other spheres of government because of the greater complexity and immediacy of operating at the community level.

To reflect this, the Framework goes further than modifying the original elements of the core competencies and includes several additional elements that are either unique to or of a higher order of significance in the local government sector.

The competencies that are specific to different executive positions are usually found in Job and Person Specifications for those positions. Councils can use the same structure as the Framework and the Competencies Checklist to create additional competency tables for each position. The Checklist section provides a proforma for this purpose.

Councils and individual executives may also further customise the Framework by extracting their own selection of relevant competencies, elements and behavioural criteria from the Checklist to develop appropriate assessment and development tools.

Core Executive Leadership Competencies

Overarching requirements of leaders in the Local Government Sector

**Council Codes of Conduct
Ethics and Values**

Requirements of the Local Government Act and all relevant legislation

Core Leadership Competencies

Descriptions and Elements

<p>1. Creates Vision and Gives Direction</p>	<p>Description:</p> <p>Takes an active role in promoting the development of an aspiring, relevant vision for the organisation and influences others to share ownership of the organisation's goals in order to create an ethical environment that delivers value for the community.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. Creates vision – develops a shared vision and mission for the organisation 2. Inspires – Inspires and influences others to assume ownership of organisation's goals 3. Strategic planning – Displays strategic thinking and planning to ensure the organisation moves towards its vision 4. Acts decisively – Acts decisively in a complex environment of ambiguity and multiple stakeholders 5. Manages change – Initiates, develops, coordinates and evaluates change management strategies to successfully bring about change in the organisation 6. Embeds ethical practices – Embeds ethical practices into the organisation's culture and processes <hr/> <p>Local Government Elements:</p> <ol style="list-style-type: none"> 1. Translates – Translates the vision, mission and values of elected members into effective strategies 2. Contributes – Contributes executive leadership perspectives to the development of Council's vision and supporting policies
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2. Develops People	<p>Description:</p> <p>Creates a work environment where people are challenged and stretched to develop competencies and encouraged to realize their potential through lifelong learning. Recognises the importance of developing all organisational stakeholders through fostering collaborative work relationships and establishing mutual trust and respect.</p> <p>Elements:</p> <ol style="list-style-type: none">1. Builds competence – Improves the skills and effectiveness of staff through employing a range of development strategies2. Motivates – Motivates staff towards achieving quality results3. Empowers – Empowers people to achieve or exceed organisation’s goals by delegating sufficient authority, responsibility and accountability and by providing support4. Fosters – Contributes to the development of stakeholders external to the organisation <hr/> <p>Local Government Elements:</p> <ol style="list-style-type: none">1. Builds competence of elected members – Improves the knowledge and skills of elected members through employing a range of advisory and development strategies2. Builds community capacity – Takes an active role in managing Council’s relationships and interactions with groups in the community to support the development of capacity to initiate and implement projects and programs
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<p>3. Manages resources and risk</p>	<p>Description:</p> <p>Ensures that human and physical resources including financial, technological and information requirements are available and effectively, efficiently and ethically deployed to meet strategic organisational and customer needs and to maintain sustained product and/or service delivery.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. Plans resource management – Plans the allocation and management of resources using project management methodologies 2. Negotiates and obtains - Negotiates effectively to obtain resources to achieve outcomes 3. Allocates – Allocates resources to projects and programs to achieve outcomes 4. Manages – Carefully manages internal and external resources to ensure that they are used efficiently to meet organisational objectives 5. Evaluates – Evaluates use of organisational resources in relation to planned outcomes 6. Complies – Abides by the laws, regulations and policies determining public sector and local government sector activities <hr/> <p>Local Government Elements:</p> <ol style="list-style-type: none"> 5. Implements – Implements Council’s Risk Management Policy to address strategic, operational and legislative compliance risks and hazards
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<p>4. Promotes and Achieves Quality Outcomes</p>	<p>Description:</p> <p>Develops a professional, high performance environment through setting, promoting, delivering and evaluating high quality products and/or customer services against benchmarked standards.</p> <p>Elements:</p> <ol style="list-style-type: none"> 1. Sets standards – Establishes high quality product and customer service standards 2. Promotes and monitors – Promotes and monitors standards and continuous improvement to achieve highest quality product or service 3. Delivers – Promotes the achievement of excellence in delivering a product or service linked to planned outcomes 4. Evaluates – Evaluates the outcomes achieved against set standards, identifies learnings and implements improvements required <hr/> <p>Local Government Elements:</p> <ol style="list-style-type: none"> 1. Supports – Establishes organisational structures, business plans and procedures that support Council's service quality strategies
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5. Understands Relationships

Description:

Establishes and maintains positive working relationships with government and diverse groups of people within the public and private sectors, and wider community, through employing effective communication strategies.

Elements:

1. **Networks** – Develops and maintains positive and beneficial relationships with relevant networks within and outside the Local Government sector
2. **Represents** – Develops and sustains a positive image and profile of the organisation
3. **Influences** – Develops and maintains positive working relationships with leaders within and outside the local government sector to achieve organisational outcomes
4. **Is politically savvy** – Approaches all situations with a clear perception of the political context and reality
5. **Builds and leads** – Builds and leads a positive, diverse and productive organisation effectively
6. **Manages conflict** – Effectively identifies and manages conflict and potential sources of conflict or staff dissatisfaction

Local Government Elements:

1. **Involves** – Leads the involvement of the community in communicating with and influencing Council
2. **Fosters partnerships** – Fosters relationships with elected members based on partnerships and a team approach
3. **Is inclusive** – Leads the organisation in providing services equitably and appropriately with respect for the diversity of groups in the community

6. Self- Awareness and Self- Management	<p>Description:</p> <p>Seeks to increase self-awareness of own strengths and development needs and acts to improve work performance through lifelong learning. Acts with integrity by being aware of own behaviour and managing it to have the best possible impact on the behaviour of others.</p> <p>Elements:</p> <ol style="list-style-type: none">1. Is a lifelong learner – Engages in regular critical reflection on feedback and experiences in the workplace and acts on reflections to facilitate professional growth2. Models – Models and promotes appropriate social, ethical and organisational standards in all interactions3. Achieves – Sets challenging goals for self to achieve high quality outcomes4. Values well-being – Values the well-being of self and others through managing stress levels and work-life balance
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3. Underpinning Knowledge and Skills

Each core competency is underpinned by a particular set of knowledge and skills, prioritised according to the nature and demands of the competency. Many of these apply to several competencies. The following table lists all of the categories and components of knowledge and skills found across the Framework.

The Checklist in Section 4 lists the knowledge and skills required for each particular competency.

Underpinning Knowledge	
Business concepts	Organisational goals, practices and policies, strategic and change management, benchmarking, performance measurement, financial and risk management, diversity and EEO, OHS, evaluation strategies, environment scanning
The Environment	Government direction, purpose and policies, mission and values, codes of conduct
Legislation	Legislation, codes and by-laws, legislative and regulatory frameworks influencing provision of services and workplace
Working with others	Consultative processes and methods, stress and morale, time management, lifelong learning, career management, diversity, cultural and social environments, teamwork, negotiation and mediation
Underpinning Skills	
Analytical skills	Analysing complex information, concepts and ideas, applying theoretical and conceptual knowledge, deal with ambiguity, creativity
Business skills	Change management, project management, financial management, performance measurement, marketing and promotion, problem solving, decision making
Learning skills	Developing career and development plans, self-assessment skills, identifying learning needs and styles,
Communication skills	Relating to diverse people, active listening, writing, providing feedback, mentoring, gaining trust, mediating, negotiating, presenting

4. Leadership Competencies for Specific Local Government Executive Positions

For purposes of recruitment, selection, professional development or performance review, it may be necessary or desirable to add to this Framework one or more competencies that are specific to the executive position.

As discussed earlier, this task must be undertaken at the Council level to ensure the accuracy, relevance and appropriateness of the competency description. It is suggested that, where possible, the formats in this manual for competency descriptions and competency checklists be used to ensure consistency and facilitate cross-referencing.

Example:

Leadership Competency and Checklist for Director, Strategic Planning

Competency 1. Leads and Develops the Strategic Planning Department

Provides innovation, leadership and drive within the Strategic Planning Department to contribute creatively to the wider development of the Council.

Rating Scale: 0 – not applicable, 1 – low, 2 – medium, 3 – high

Element of Competency	Behavioural Criteria	Relevance to Position 0-3	Level of Competency Required 1-3	Current Level of Competency * 1-3
1. Leads and innovates in strategic thinking				
2. Contributes to policy and planning				
3. Monitors and supports implementation of strategic plans				

* Demonstrated current level of competency by either Incumbent or Candidate

Underpinning Knowledge

Knowledge Category	Subjects	Relevance to position	Knowledge level required	Current knowledge level

Underpinning Skills

Skills Category	Subjects	Relevance to position	Skill level required	Current skill level

Section 3

Using the Executive Leadership Competency Framework

1. Uses of the Executive Leadership Competency Framework
2. Benefits of Using the Framework
3. Recommended Processes

1. Uses of the Executive Leadership Competency Framework

The Local Government Executive Leadership Competency Framework can be used to support Councils' human resources management, governance and performance management processes in the following ways.

Recruitment and Selection

- Job and Person Specification design
- Recruitment
- Selection
- Assessment Centres (observation by experts of candidates in exercises designed to test their competencies in a number of areas)

Performance Development and Appraisal

- Performance Development Planning
- 360 Degree Feedback
- Performance Appraisal
- Development Centres (similar to assessment centres but designed to assess competencies and development needs of existing employees)

The Framework can be used for any of these purposes by CEOs and Senior Executives, consultants and advisors. It can also be used by managers aspiring to executive positions to assess their strengths and weaknesses and guide their professional and career development.

The Framework can be used to improve recruitment and selection processes by incorporating the most relevant aspects of the competency framework into job and person specifications. Individual executives can use the Framework to recognise their current levels of competency to identify gaps and plan for their future development.

The Framework will also assist Councils to establish specified, common standards for the description, recognition and assessment of leadership performance. This encourages a strategic approach to long-term planning, targeting of specific needs and a more comprehensive understanding by senior managers, elected members and employees of executive performance standards.

2. Benefits of Using Leadership Competency Frameworks

The benefits of using competency frameworks across an organisation and across a sector are numerous, including greater consistency and comprehensiveness, improved job and person specification design, improved performance and career development planning and greater objectivity and professionalism in performance appraisal.

Competency frameworks help the Organisational Development and Human Resource Management functions of Councils to better plan responses to changing and emerging needs and to improve workforce alignment around core values and visions. Senior management competency frameworks are also being adapted and developed for lower levels of management, which aids in succession planning.

Because the core competencies are virtually identical to the competencies for executives in the SA Government sector, their common use will promote consistency, alignment of language and accuracy of communication on related topics between the two spheres of government. Basing assessment and development on a common set of competencies will also facilitate mobility of managers between the sectors.

The broad benefits to the local government sector of having a common framework include;

- Greater consistency across the organisation and the sector ensuring that executives are assessed by objective and consistent standards from year to year, thus providing protection from subjective criticism.
- Improvements in selection and performance appraisal processes through examining broader attributes such as vision and leadership and systematic planning for professional development
- Greater efficiency in preparing , scheduling and conducting selection and performance appraisal processes
- Greater autonomy and self-sufficiency for individual councils
- Reduced costs
- Improved knowledge, awareness and skills for those conducting performance reviews
- Enhanced reputation of councils in the employment market
- Improved professional and career development planning.

The following table sets out the benefits of the various applications of Frameworks.

Applications and Benefits of Competency Frameworks	
Recruitment and Selection	
Applications	Benefits
Job and Person Specifications	<p>Ensure consistency and comprehensiveness in the design and interpretation of specifications.</p> <p>Enhance ease of movement between Councils and other spheres of government.</p>
Recruitment	<p>Enhance candidates' ability to make informed career decisions</p> <p>Enhance professionalism of local government sector through recruitment of well-informed managers</p>
Selection	<p>Improve design of interview schedules, basing skills and behaviours questions on established performance criteria</p> <p>Improve interview performance feedback process</p>
Assessment Centres	<p>Ensure uniform design of environments and systems through which candidates can be observed in simulated work tasks and provided with opportunities to demonstrate competencies.</p>
Performance Development and Appraisal	
Applications	Benefits
Performance Development Planning	<p>Enable managers to identify competencies for further development and plan strategies to develop them.</p> <p>Enhance ability of training and education providers to coordinate and implement learning pathways.</p> <p>Assist mentors and consultants in advising executive clients</p>
Performance Appraisal	<p>Greater objectivity and professionalism in performance appraisal process. Usage over time will lead to establishment of benchmarks for executive performance and rewards.</p>
360 Degree Feedback	<p>Consistency and comprehensiveness in design of formal and informal 360-degree feedback questionnaires.</p> <p>Usage over time will lead to establishment of benchmarks in core areas.</p>
Development Centres	<p>Consistency in design of development centre activities including written exercises, presentations, discussions and interviews based on the competency framework</p>

Recruitment firms can also benefit from using a framework that is acceptable across a sector as it provides a generic basis for all consultants, simplifying assignments and helping them to educate elected members and better inform them of the range of parameters they should consider in selecting senior managers.

Adapting Competency Frameworks

Another beneficial feature of competency frameworks is that they can be adapted to trends and changing circumstances. As executives and Councils recognise the increased importance of emerging competencies and attributes such as commitment to ethical behaviour, the environment, diversity and inclusiveness, they can be added to the framework at appropriate points.

3. Recommended Processes for Using the Executive Leadership Competency Framework

The following recommended processes are based on those from the SA Government Executive Leadership Competency Framework, modified where appropriate to reflect the policies and practices of the Local Government Sector.

3.1 Assessment Processes

3.1.1 Recruitment

A critical component of the recruitment process is the design of an accurate and comprehensive Job and Person Specification. The Executive Leadership Competency Framework can assist with the design of Job & Person (J&P) Specifications to ensure that executives recruited are competent in the areas that are essential for effective leadership in Local Government generally and in particular Council areas.

Using the Framework to Design Job & Person Specifications

The following suggested process for incorporating some of the Framework into J&P Specifications for senior executive positions can help to ensure the leadership skills required in the position are described accurately in the Key Competencies section of the Job and Person (J&P) Specification.

1. Identify the main competencies required of the job incumbent in order to perform successfully on the job

Please note: It is not necessary to include all the elements of an identified competency in the J&P Specification. Only include those that are relevant and important. For example, the job may require the incumbent to carry out performance management discussions with staff. The core competency “Develops People” is a useful source of skills for the J&P Specification.

2. Select those elements which accurately reflect the sorts of outcomes that will be required of the incumbent on the job.

For example, the incumbent may be required to be highly competent in the element “Builds competence” within the core competency “Develops People”.

3. Select those behaviours from the behavioural criteria of identified elements that are important to the role and therefore should be included in the Key Competencies area of the J&P Specification.

Ask “What are the main behaviours that need to be performed in order to demonstrate proficiency in that competency?” Again, note that it is only necessary to include the behavioural criteria that are particularly relevant to the position.

4. Identify any of the underpinning knowledge and underpinning skills areas listed for the identified competencies that are critical to the position and need to be included in the Key Competencies section.

5. Compile the final list of behaviours under the Key Competencies section of the J&P Specification.

Including relevant competencies from the Framework ensures that the leadership competencies of the candidates are being assessed as well as the specific competencies that are required to do the specific role. As all executives in Local Government are also leaders in the sector, it is important that at least a sample of these leadership competencies are addressed in recruitment and selection processes.

3.1.2 Selection

Interviews and assessment centres are two common processes for choosing the candidate who best meets the selection criteria identified in the Job and Person Specification and the relevant aspects of the Executive Leadership Competency Framework.

Interviews

The main purpose of interviews is to gather information about the candidate’s knowledge, skills, abilities and experiences to determine their suitability for the role. The type of questions used can determine the quality of information gained.

Hypothetical questions such as “What would you do if...” tend not to provide the most accurate information about a candidate as this style of questioning leaves room for the candidate to give the most socially desirable response and not what they would actually do.

For this reason, behavioural event based questions, typically starting with “Tell me about a time when...”, are now the preferred approach to interviewing. They elicit more accurate information from which to extrapolate an idea of what the candidate’s likely pattern of behaviour would be in a similar circumstance in the future.

Behavioural event interviews are comprised of behavioural event questions and follow-up probing questions that are designed to elicit evidence that the candidate possesses the key competencies listed in the J&P Specification. The structure of behavioural event questions is retrospective, situational and competency based.

Using the Framework to Design Behavioural Event Interviews

The following points can be used to design a behavioural event interview using elements of the Framework:

For the purposes of this example, the core leadership competency 'Develops people' is a necessary competency for the particular job. A behavioural event question can be devised from the elements and behavioural criteria contained within that competency to identify how competent the incumbent is in developing people.

As an example, take the element 'Builds Competence' from the competency 'Develops people'. This element is described as 'improves the skills and effectiveness of staff through employing a range of development strategies'. In the Local Government sector, this element can include elected members as well as staff and could also include leaders and members of community groups.

It is important that the context of the questions be phrased in past tense and reflect the competencies required for the job. Questions should look for specific instances of past behaviour, not a general response. Following is a list of suggestions for starting behavioural event questions;

- Tell me/us about a time when you...
- Can you describe a situation in which you....
- How did you...
- Can you provide an example of when you...

Interviewers can assess responses to behavioural event questions based on specific elements by observing how many of the behavioural criteria for the element are demonstrated in the situation the candidate describes.

A ranking system might be used ranging from 1 (did not demonstrate competency effectively, long-term development required) to 5 (demonstrated competency very effectively). The ranking system can be adapted to systems already in use by a Council or a human resources consultant.

3.1.3 Assessment Centres

The assessment centre is a selection practice that can be used to assess a range of competencies, including core leadership and local government leadership competencies. Assessment centres are widely used in government departments and larger enterprises but are not yet commonly used in the local government sector.

Assessment centres involve candidates participating in a series of activities which are conducted by a team of experts over a period of time from a couple of hours to a number of days. The Executive Leadership Competency Framework can be used in designing the activities and exercises.

Candidates are typically assessed on a number of competencies in each exercise. In addition, each competency is assessed in a number of different exercises. Tasks typically include a behavioural event interview, group exercise, simulated exercise and written response to in-tray exercises. Other tasks can include psychometric testing and presentations.

The advantage of well-designed assessment centres is that candidates have the opportunity to demonstrate their competence in a number of tasks and situations

which are designed to be as close to the real workplace as possible and are therefore a highly valid predictor of actual job performance.

A performance report against each competency is produced for each candidate, highlighting their strengths and where the selection panel might want to gather further information. Candidates should have the opportunity to receive feedback on the report from a qualified professional as it can also be a great source of development planning for individuals (see 3.2.3 Development Centres).

3.2 Development Processes

The Executive Leadership Competency Framework can also be used for training and development purposes for executives and for other staff such as senior managers as they seek to develop their leadership competencies to move into executive positions.

3.2.1 Performance Management and Development

Performance management practices aim to improve organisational functioning by translating organisational goals and objectives into individual goals, objectives and performance standards that are agreed upon between managers and staff. Importantly, performance management also involves assessing individual's performance against these objectives and standards to determine whether they have been successfully achieved.

In the Local Government Sector, the performance management and development process typically includes consideration of both performance appraisal and professional development. The appraisal of chief executive officers' and senior executives' performance is usually carried out by elected members of Council, often with the assistance of specialists from the Local Government Association or external consultants. Senior executives are typically responsible for the performance management and development of subordinate managers.

For executives in the Local Government sector, the performance management and development process is often based on existing instruments and frameworks, such as the SA Local Government Association's Performance Evaluation and Review Programme. As discussed earlier, the Executive Leadership Competency Framework is not designed to replace this review but to enhance it at appropriate points.

The Executive Leadership Competency Framework can be used to identify and describe the competencies required for each performance area to be appraised. It can also be used in the appraisal process and subsequent discussions to help the performance reviewers and the executive to establish a personal competency development plan to help them meet agreed performance standards and objectives.

Senior executives can also use the Framework to assist subordinate managers aspiring to senior management positions to develop their own development plans.

The agreed development plan must specify which development needs will be addressed, the strategies detailing how they will be addressed and the timeframes for the development of the competencies. The plan should be reviewed regularly by the elected members and executives to ensure the strategies that are committed to

are followed through with and that any changes in job role or career goals are incorporated into the plan.

3.2.2 360 Degree Feedback

A common means of obtaining information about managers' performance and development needs is through implementing a 360 degree feedback process for individual managers or for the management team in general. In the Local Government sector, this practice is prevalent and growing in use.

A 360 degree feedback process involves gathering information about an employee's workplace behaviour from a number of people they work with. A feedback questionnaire is developed which typically consists of a number of competency based statements against which the employee is rated. For senior executive positions, the Executive Leadership Competency Framework can be used to assist in designing the 360 degree feedback tool, focusing on the competencies and elements of greatest relevance. In particular, the behavioural criteria listed under each competency in the Framework can be used or tailored to be presented as statements in a 360 feedback questionnaire.

The questionnaire is distributed to selected people for them to provide feedback. Typically, these will include elected members and other members of Council staff such as the employee's direct manager, direct reports and peers. Depending on the role of the person seeking feedback, other people such as community members, suppliers and contractors may also be asked to provide feedback. A self-rating is also gathered where the employee rates themselves on the behaviours in the questionnaire in order to compare their own perceptions to those of others they work with.

It is highly recommended that the results of the 360 degree feedback process are collated by an independent party and done so in the strictest confidence. Usually, the ratings of all respondents, aside from the employee's self-rating, are averaged so that the responses of actual individuals are not identifiable by the employee. This maintains the confidentiality of the respondents' ratings and encourages honesty in their responses as well as the integrity of the entire process.

It is also highly recommended that an appropriately qualified and skilled person provides face-to-face feedback to the individual being assessed in addition to a written report. This person has a critical role in the 360 degree feedback process to ensure that the feedback is provided and used constructively, is presented sensitively within context, that strengths and potential development needs are identified and that pathways forward are established.

Using the Framework to Design a 360 Degree Feedback Tool

- Identify the competencies that the 360 degree feedback tool will assess
- Review the behavioural criteria under those competencies and select those that are directly relevant to the employee's job or development or career plan
- List each of the selected behavioural criteria as a statement followed by a rating scale, for example;

For the behavioural criterion: 'Manages own stress levels effectively'

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

- Provide written instructions to all respondents along with the questionnaire, explaining the purpose of the questionnaire, the process, confidentiality measures, instructions on how to complete and submit the questionnaire and a due date. Provide the name and number of someone who can be contacted with any queries. This may be the independent party who will collate the data or the person providing the feedback at the end of the process.
- The independent party collates the results, which are then presented to the employee being assessed in a face-to-face feedback session and in a written report.

3.2.3 Development Centres

The design of a development centre is essentially the same as for an assessment centre but with the purpose of development. Typically, existing employees participate in a development centre to be assessed on a range of competencies relevant to their current job or their intended career path. The activities usually reflect the tasks the employees actually perform or the jobs they are striving for. They are specifically designed to get participants to demonstrate the competencies being focused on in the development centre. Participants are given a number of opportunities to demonstrate their competence throughout the duration of the development centre.

For current executives and senior managers aspiring to executive positions in Local Government, development centre exercises can be designed to assess their current competencies as defined in the Executive Leadership Competency Framework. Each participant's performance in the development centre identifies strengths and development needs which become the basis of a personal development plan.

Section 4:

Local Government Executive Leadership Competencies Templates

The following templates demonstrate examples of how the six core competencies, and their elements could be used practically for a selected number of the uses outlined in earlier sections. They are typically structured to assist the user to select and prioritise, rate and comment on those components of greatest relevance to the assessment or development process being undertaken.

Templates provided here can guide the following processes:

Template 1: Executive (Individual) Development Planning

Template 2: Executive Recruitment process

Template 3: Executive Performance Planning and Review process

Template 4: Executive 360 Review of performance process.

The following generic procedure is recommended for use of the templates:

1. Determine the process or processes to which the framework will be applied (eg. individual development planning or recruitment).
2. Make sufficient copies of the relevant template (electronic, printout or photocopy) for the parties involved.
3. Select the competencies that are most relevant to the assessment or development process, together.
4. Each party uses the template during the process as a guide and means of recording their assessment and then assessments are compared between the parties.

An evaluation form is provided at the end of this section to enable feedback to the LGMA that would assist in the further development of this Competency Framework and Manual.

Local Government Executive Development Plan Template 1

Name:		
Position:		
Date of plan:	Review date 1:	Review date 2:

The development plan is a learning contract between the executive and their manager, or the CEO and the Council, to ensure that developmental feedback from performance review processes, stakeholders and staff, is actively used, acted upon and behavioural change or training is supported, as appropriate. The plan must be developed by consultative means between the parties. An external facilitator or Council's HR Manager may be seen as a suitable third party to assist and provide advice in these processes and contemporary development practices.

For the executive in Local Government, the development plan will assist in maximising your learning throughout the year, ensuring there is focus to your development, shared understanding of your needs and the support that is required. It helps ensure that all parties have common expectations of your development goals and how they will be achieved. This template has been developed to guide the process of setting a development plan, within the context of the competencies required of executives in the Local Government/ public sectors, as developed by the LGMA in 2005.

Your development plan records your:

- Development needs within the context of the LG executive competency framework
 - Your goals and priorities, in the context of your career goals, if you wish
 - Strategies to achieve development goals
 - Learning preferences
 - Expectations of support from others
 - Periodic review dates as agreed with your manager/ Council to monitor progress.
- (For the CEO, reviews of the individual development plan are likely to be scheduled into periodic performance review meetings, conducted perhaps six and 12 monthly.)

Executive Development Plan

A. Longer Term Career Goals

Notes to guide use of this section: Individual managers will benefit from the consideration of their development needs within the context of their longer term career aspirations, so that short term development activities can lead towards longer term ambitions. Disclosure of longer term career goals also creates understanding of preferred development pathways within an organization, and as such is a valuable input to succession planning and career development. **For these reasons, open discussion of longer term career goals, and use of this section of the development plan, are encouraged.** An environment of open, trusting communication is valuable to supporting these goals, while recognizing that disclosure of this information needs to be treated confidentially between the parties, and acknowledged as not binding on either party.

However, it must be recognized that disclosure of career aspirations may involve some sensitivities eg. if the executive/ manager sees their career path leading to another employer or a very different vocation or industry. Similarly, managers with family or other responsibilities may have preferences for alternatives career paths or flexible working hours at different stages of their career. They may not wish to disclose these fully for very valid reasons, or because of fears of discrimination, or personal privacy, despite legislative protections. **The organization should therefore make this discussion optional/ voluntary for the employee.**

The goals (specific or general) that I have for my career; where I see my development path leading; my longer term aspirations:

B. Learning styles and preferences

People have different preferences for the ways they learn. The usual preferred styles for learning are described by Kolb and others as activist, pragmatist, reflector or theorist. We usually have strong preferences for one or two of these, but it is useful for executives particularly to develop their reflector style if it is not their natural preference. This style encourages reflection on behaviour and ideas which is a key to embedded learning and behaviour change; reflection on personal behaviours and their impact on others is also seen as a cornerstone of emotional intelligence. You might to learn more about your learning style by undertaking a formal Kolb or Honey and Mumford assessment.

Activists like new experiences and don't hesitate. They focus on the here and now and enjoy immediate experiences. They tend to be enthusiastic and not skeptical. They act first and consider consequences later. They may be a bit impulsive and involved in so many things that it's difficult to complete them. They're prepared to take risks. They'll try anything once.

Pragmatists like to see ideas put into practice. They experiment with application. They like to get on with things. Pragmatists can be impatient with discussion and undervalue others' ideas or feelings. They may prefer to learn/ work independently. They come back from training courses and put ideas learned into practice.

Theorists adapt observations into sound theory. They think things through logically and can assimilate different ideas into a coherent whole. They like to analyse and synthesise. They like to test basic assumptions, investigate theories, principles and systems thinking. They can be somewhat perfectionist and seek too much information rather than act; they can be overcautious and get bogged down.

Reflectors like to ponder issues from several perspectives, past and present, to collect and analyse data before deciding or acting. They listen to others a lot and can appear a bit remote or disengaged in discussions. When they act it is from a considered position, within a broader context. They may frustrate others by seeing all the trees in the wood, lacking detail in their plans and being slower to act.

C. Development needs and priorities

Notes on the use of this section: Based on self-assessment and feedback obtained, you can identify development needs and develop a draft of key priorities for attention. Feedback may be obtained through performance review, leadership assessment instruments, training activities, or customer/ resident or staff feedback mechanisms such as surveys, focus groups or 360 tools. People committed to their own learning and development seek and use feedback throughout their career, irrespective of their organizational level. Executives should also role model to their staff an active commitment to their own personal and professional learning.

This draft should then be discussed and agreed with your manager at least annually, so that there is clarity about the priorities and organizational support that you can expect in your planned development activities. In the case of the CEO, the Elected Members may be less involved in formulating the plan, but should be involved in its ratification. Organisational support can come in the form of:

- opportunities to develop skills and knowledge through experience of new tasks or projects, committees or groups
- regular feedback from your manager about progress
- financial support for off job activities such as training, secondment, conferences or education.

Such organizational support within the LG environment is always likely to require consideration of equity with other managers, policy parameters and available budget.

C. (continued) My development priorities for this year:

<i>LG Executive Competency and elements</i>	<i>Development need (tick those applicable)</i>	<i>Perceived priority (High, Medium, Low)</i>	<i>Proposed strategy/ activity to address; organizational support sought</i>	<i>Agreed with manager/ Council</i>
<p>1. Creates vision and gives direction Takes an active role in promoting the development of an aspiring, relevant vision for the organisation and influences others to share ownership of the organisation's goals in order to create an ethical environment that delivers value for the community.</p>				
<p>1. Creates vision: Develops a shared vision & mission for the organization</p> <p>2. Inspires & influences others to assume ownership of organization's goals</p> <p>3. Strategic planning: Displays strategic thinking & planning to ensure the organisation moves towards its vision</p> <p>4. Acts decisively in a complex environment of ambiguity & multiple stakeholders</p> <p>5. Manages change: Initiates, develops, coordinates & evaluates change management strategies to successfully bring about change in the organization</p> <p>6. Embeds ethical practices into the organisation's culture & processes</p> <p>7. Translates the vision, mission & values of elected members into effective strategies</p> <p>8. Contributes executive leadership perspectives to the development of Council's vision & supporting policies</p>				

LG Executive Competency and elements	Development need (tick those applicable)	Perceived priority (High, Medium, Low)	Proposed strategy/ activity to address; organizational support sought	Agreed with manager/ Council
<p>2. Develops people Creates a work environment where people are challenged and stretched to develop competencies and encouraged to realize their potential through lifelong learning. Recognises the importance of developing all organisational stakeholders through fostering collaborative work relationships and establishing mutual trust and respect.</p>				
<p>1. Builds competence: Improves the skills & effectiveness of staff through employing a range of development strategies</p> <p>2. Motivates staff towards achieving quality results</p> <p>3. Empowers people to achieve or exceed organisation's goals by delegating sufficient authority, responsibility & accountability and by providing support</p> <p>4. Fosters – Contributes to the development of stakeholders external to the organization</p> <p>5. Builds competence of elected members: Improves their knowledge & skills through employing a range of advisory & development strategies</p> <p>6. Builds community capacity: Takes an active role in managing Council's relationships & interactions with groups in the community to support the development of capacity to initiate & implement projects & programs</p>				

LG Executive Competency and elements	Development need (tick those applicable)	Perceived priority (High, Medium, Low)	Proposed strategy/ activity to address; organizational support sought	Agreed with manager/ Council
<p>3. Manages resources and risks Ensures that human and physical resources including financial, technological and information requirements are available and effectively, efficiently and ethically deployed to meet strategic organisational and customer needs and to maintain sustained product and/or service delivery.</p>				
<p>1. Plans resource management – Plans the allocation & management of resources using project management methodologies</p> <p>2. Negotiates and obtains resources to achieve outcomes</p> <p>3. Allocates: resources to projects and programs to achieve outcomes</p> <p>4. Manages carefully internal & external resources to ensure that they are used efficiently to meet organisational objectives</p> <p>5. Evaluates use of organisational resources in relation to planned outcomes</p> <p>6. Complies – Abides by the laws, regulations & policies determining public sector & local government sector activities</p> <p>7. Implements Council’s Risk Management Policy to address strategic, operational & legislative compliance risks & hazards</p>				

LG Executive Competency and elements	Development need (tick those applicable)	Perceived priority (High, Medium, Low)	Proposed strategy/ activity to address; organizational support sought	Agreed with manager/ Council
<p>4. Promotes and achieves quality outcomes Develops a professional, high performance environment through setting, promoting, delivering and evaluating high quality products and/or customer services against benchmarked standards.</p>				
<p>1. Sets standards: Establishes high quality product & customer service standards</p> <p>2. Promotes and monitors standards & continuous improvement to achieve highest quality product or service</p> <p>3. Delivers: Promotes the achievement of excellence in delivering a product or service linked to planned outcomes</p> <p>4. Evaluates the outcomes achieved against set standards, identifies learnings & implements improvements required</p> <p>5. Supports: Establishes organisational structures, business plans & procedures that support Council's service quality strategies</p>				

LG Executive Competency and elements	Development need (tick those applicable)	Perceived priority (High, Medium, Low)	Proposed strategy/ activity to address; organizational support sought	Agreed with manager/ Council
5. Understands relationships Establishes and maintains positive working relationships with government and diverse groups of people within the public and private sectors, and wider community, through employing effective communication strategies.				
<ol style="list-style-type: none"> 1. Networks: Develops and maintains positive & beneficial relationships with relevant networks within & outside the Local Government sector 2. Represents: Develops & sustains a positive image & profile of the organisation 3. Influences: Develops & maintains positive working relationships with leaders within & outside the local government sector to achieve organisational outcomes 4. Is politically savvy: Approaches all situations with a clear perception of the political context & reality 5. Builds and leads a positive, diverse & productive organisation effectively 6. Manages conflict & potential sources of conflict or staff dissatisfaction 7. Involves: Leads the involvement of the community in communicating with & influencing Council 8. Fosters partnerships/ relationships with elected members based on a partnered and team approach 				

LG Executive Competency and elements	Development need (tick those applicable)	Perceived priority (High, Medium, Low)	Proposed strategy/ activity to address; organizational support sought	Agreed with manager/ Council
<p>6. Self-awareness and self-management Seeks to increase self-awareness of own strengths and development needs and acts to improve work performance through lifelong learning. Acts with integrity by being aware of own behaviour and managing it to have the best possible impact on the behaviour of others.</p>				
<p>1. Is a lifelong learner: Engages in regular critical reflection on feedback & experiences in the workplace & acts on reflections to facilitate professional growth</p> <p>2. Models & promotes appropriate social, ethical & organisational standards in all interactions</p> <p>3. Achieves: Sets challenging goals for self to achieve high quality outcomes</p> <p>4. Values well-being of self and others through managing stress levels and work-life balance</p>				

We confirm the Executive Development Plan and will keep all discussions confidential
(unless both parties agree otherwise).

GEO/ Executive/ Manager's name

Date / /

Executive/ Manager's Manager signature OR
Mayor's signature on behalf of Council

Date / /

Consultant/ HR Manager (Third party, if applicable)

Date / /

Local Government Executive Recruitment Template 2

Position:

Interview date:

Panel members and contact numbers:

Notes on the use of this template for recruitment

This template provides a checklist of the competencies required for executive level positions within the Local Government sector, as developed by Local Government Managers Australia in South Australia in 2005, for use in recruitment interviews. For fuller information about these competencies, see the LGMA Executive Competencies Manual, 2005, available via www.lgmasa.org.au

This template is intended as a supplement to the specific position description which Council has developed, not a replacement. In recruitment, it is important to review each applicant's experience in terms of the Key Result Areas (or Job Responsibilities) required in the position, together with required Knowledge, and these are described in the position description. Space is provided in this checklist to allow Panelists to insert the specific Key Result Areas and required underpinning Knowledge for the position being recruited.

However, it is also important to assess candidates in terms of how they behave in a position. This is crucial to judging candidates' capacities for effective relationships and cultural fit with the Council, its staff and community. This template describes the behaviours (competencies) required generically for executive positions in Local Government, and as such can be used as a guide to the necessary personal attributes, or person specification component of the position description.

Possible Steps

Written in checklist form, the template can be used in real interviews to efficiently guide in the assessment of a candidate.

1. Panelists obtain a copy of the position description, and note the required Key Result Areas on the form (KRAs are the outcomes the position must produce for Council), together with required Knowledge
2. Panelists agree which KRA, Knowledge areas and competencies are most important to the specific position being recruited, at that time for the Council and its current issues. They highlight these on this form, in the column provided
3. Panelists then devise a suitable assessment process, including interview questions, to draw out information about the candidate's experience and behaviours in the priority areas and competencies. By asking focused questions, the panel can seek details of

the candidate's actual behaviour in previous, real situations. Research has found that this type of question is more reliable as a predictor of future performance, than (say) asking a hypothetical question (see example questions, below).

4. Panelists then assess each candidate's responses against the various elements of competency, writing comments or ticking off the competency elements they hear in the candidate's responses.
5. The templates can then be used to guide the Panelists' discussion/ assessment of each candidate against others, and when a decision about preferred candidates is made, to provide a basis for further testing, reference checking and any report to Council or senior management that may be required. The template can also provide a solid basis for feedback to unsuccessful applicants.
6. Completed templates should be securely held to protect the privacy of the candidates, and subsequently stored or destroyed in line with Council policy.

Examples of the preferred type of interview question are:

"Tell us about a time when you developed a vision or strategy for an organisation. What did you specifically say and do to get others on board? Please be specific about your personal role in it."

(Competency: Creates vision and gives direction)

"Describe the range of strategies you employ in your current role to develop staff skills"

(Competency: Develops people)

"Outline the ways you currently monitor resource deployment in the area under your control."

(Competency: Manages resources and risk)

"What processes do you employ in your current role to ensure delivery of quality services (by staff)?"

(Competency: Promotes and achieves quality outcomes)

"Tell me about a time when you helped a couple of staff resolve their differences."

(Competency: Understands relationships)

"Tell me about a difficult situation you've had with a resident and how you handled it."

(Competency: Understands relationships)

"Tell me about a time when you had to get a group of people to do something."

(Competency: Creates vision and gives direction; Manages resources and risk)

Executive Interview Template

Position:

Panelist:

<i>Key Result Areas (refer to position description)</i>	<i>Priority for this position currently</i>	<i>Panelist comments</i>
<i>Underpinning Knowledge required for the position (refer to position description)</i>	<i>Priority for this position currently</i>	<i>Panelist comments</i>

LG Executive Competency and elements	A high priority competency at this time, for this position	Observed evidence at interview (a tick for each example heard)	Panelist comments
<p>1. Creates vision and gives direction Takes an active role in promoting the development of an aspiring, relevant vision for the organisation and influences others to share ownership of the organisation's goals in order to create an ethical environment that delivers value for the community.</p>			
<p>2. Creates vision: Develops a shared vision & mission for the organization</p> <p>2. Inspires & influences others to assume ownership of organization's goals</p> <p>3. Strategic planning: Displays strategic thinking & planning to ensure the organisation moves towards its vision</p> <p>4. Acts decisively in a complex environment of ambiguity & multiple stakeholders</p> <p>5. Manages change: Initiates, develops, coordinates & evaluates change management strategies to successfully bring about change in the organization</p> <p>6. Embeds ethical practices into the organisation's culture & processes</p> <p>7. Translates the vision, mission & values of elected members into effective strategies</p> <p>8. Contributes executive leadership perspectives to the development of Council's vision & supporting policies</p>			

LG Executive Competency and elements	A high priority competency at this time, for this position	Observed evidence at interview (a tick for each example heard)	Panelist comment
<p>2. Develops people Creates a work environment where people are challenged and stretched to develop competencies and encouraged to realize their potential through lifelong learning. Recognises the importance of developing all organisational stakeholders through fostering collaborative work relationships and establishing mutual trust and respect.</p>			
<p>1. Builds competence: Improves the skills & effectiveness of staff through employing a range of development strategies</p> <p>2. Motivates staff towards achieving quality results</p> <p>3. Empowers people to achieve or exceed organisation's goals by delegating sufficient authority, responsibility & accountability and by providing support</p> <p>4. Fosters – Contributes to the development of stakeholders external to the organization</p> <p>5. Builds competence of elected members: Improves their knowledge & skills through employing a range of advisory & development strategies</p> <p>6. Builds community capacity: Takes an active role in managing Council's relationships & interactions with groups in the community to support the development of capacity to initiate & implement projects & programs</p>			

<i>LG Executive Competency and elements</i>	<i>A high priority competency at this time, for this position</i>	<i>Observed evidence at interview (a tick for each example heard)</i>	<i>Panelist comment</i>
<p>3. Manages resources and risks Ensures that human and physical resources including financial, technological and information requirements are available and effectively, efficiently and ethically deployed to meet strategic organisational and customer needs and to maintain sustained product and/or service delivery.</p>			
<p>1. Plans resource management – Plans the allocation & management of resources using project management methodologies</p> <p>2. Negotiates and obtains resources to achieve outcomes</p> <p>3. Allocates: resources to projects and programs to achieve outcomes</p> <p>4. Manages carefully internal & external resources to ensure that they are used efficiently to meet organisational objectives</p> <p>5. Evaluates use of organisational resources in relation to planned outcomes</p> <p>6. Complies: Abides by the laws, regulations & policies determining public sector & local government sector activities</p> <p>7. Implements Council's Risk Management Policy to address strategic, operational & legislative compliance risks & hazards</p>			

<i>LG Executive Competency and elements</i>	<i>A high priority competency at this time, for this position</i>	<i>Observed evidence at interview (a tick for each example heard)</i>	<i>Panelist comment</i>
<p>4. Promotes and achieves quality outcomes Develops a professional, high performance environment through setting, promoting, delivering and evaluating high quality products and/or customer services against benchmarked standards.</p>			
<p>1. Sets standards: Establishes high quality product & customer service standards</p> <p>2. Promotes and monitors standards & continuous improvement to achieve highest quality product or service</p> <p>3. Delivers: Promotes the achievement of excellence in delivering a product or service linked to planned outcomes</p> <p>4. Evaluates the outcomes achieved against set standards, identifies learnings & implements improvements required</p> <p>5. Supports: Establishes organisational structures, business plans & procedures that support Council's service quality strategies</p>			

LG Executive Competency and elements	A high priority competency at this time, for this position	Observed evidence at interview (a tick for each example heard)	Panelist comment
<p>5. Understands relationships Establishes and maintains positive working relationships with government and diverse groups of people within the public and private sectors, and wider community, through employing effective communication strategies.</p>			
<p>1. Networks: Develops and maintains positive & beneficial relationships with relevant networks within & outside the Local Government sector</p> <p>7. Represents: Develops & sustains a positive image & profile of the organisation</p> <p>8. Influences: Develops & maintains positive working relationships with leaders within & outside the local government sector to achieve organisational outcomes</p> <p>4. Is politically savvy: Approaches all situations with a clear perception of the political context & reality</p> <p>5. Builds and leads a positive, diverse & productive organisation effectively</p> <p>6. Manages conflict & potential sources of conflict or staff dissatisfaction</p> <p>7. Involves: Leads the involvement of the community in communicating with & influencing Council</p> <p>8. Fosters partnerships/ relationships with elected members based on a partnered and team approach</p>			

LG Executive Competency and elements	A high priority competency at this time, for this position	Observed evidence at interview (a tick for each example heard)	Panelist comment
<p>6. Self-awareness and self-management Seeks to increase self-awareness of own strengths and development needs and acts to improve work performance through lifelong learning. Acts with integrity by being aware of own behaviour and managing it to have the best possible impact on the behaviour of others.</p>			
<p>1. Is a lifelong learner: Engages in regular critical reflection on feedback & experiences in the workplace & acts on reflections to facilitate professional growth</p> <p>2. Models & promotes appropriate social, ethical & organisational standards in all interactions</p> <p>3. Achieves: Sets challenging goals for self to achieve high quality outcomes</p> <p>4. Values well-being of self and others through managing stress levels and work-life balance</p>			

Executive Performance Planning and Review Template 3

Name:	Period of evaluation: <insert year>
	Date of progress evaluation: <say, 6 months review>
Manager's manager name:	Date of final evaluation: (at end of 12 months)>

Notes on the use of this form

This template acts as a guide to planning for performance at the commencement of the year or review period, and also provides for reviews of progress on performance goals during and at the end of the year. Final performance review processes should cover both the performance achieved on agreed job goals (Key Result Areas; KRA's) and also an assessment of the effectiveness of behaviours used to achieve the goals. Fuller information on the use of the Executive Leadership Competencies for performance development and specific circumstances can be found in the LGMA Executive Leadership Competencies Manual at www.lgmasa.org.au

[It should be noted that, at the time of the design of this template, further joint work between the LGMA and the LGA on suitable models for CEO Performance Review is planned. The LGA's current model for CEO level, and advice on its use is available through contact with Tina Borg c/- the Local Government Association, SA.]

It is expected that Council will have established a policy about the use of performance review processes for either management development, or to guide remuneration decisions, or both. Similarly, Council needs to decide whether the KRA results and assessment of behaviours will carry the same weight, or (say) 60% and 40% respectively of the overall evaluation.

The relevant position description should be reviewed by the parties annually as a minimum to ensure it is current ie. aligned to the Council's plans and directions and the expectations of the manager's role in those plans. The current position description forms the basis for the job goals that are set at the beginning of the performance period. Ideally, performance measures or targets are agreed, to ensure that performance can be assessed objectively. At CEO

level, the use of a high level, balanced “scorecard” of expected outcomes is recommended, aligned to the Council’s Strategic Plan¹. (See example, below and on page 4).

For the behaviours expected, the LGMA Executive Competencies developed in 2005 provide a sound basis for assessment and are included in this template for that purpose. Council may choose to gain fuller information/ feedback on the behaviours used to achieve results, through the use of a 360 feedback tool. LGMA template 4 provides an example and guidance for use.

The manager being evaluated and their manager (or CEO and Council) share equal responsibility for the timely establishment of annual job goals. However, at the most senior level, it is likely that the CEO will take the lead in drafting a suitable set of performance goals and measures, in line with the Council’s Strategic Plan, annual work plan and budget. Council may choose to be assisted by an external facilitator in this process at CEO level, and usually establishes a Council Committee of Elected Members to conduct the CEO’s performance review, with input from the wider elected body and staff.

The manager being reviewed and their manager each prepare for progress and final review discussions separately, including forming a view of the appropriate rating. The final evaluation discussion confirms the overall rating.

An example of possible ratings and their explanation is included in this template (see page 3). Council may prefer to use alternative ratings and descriptors for cultural reasons or uniformity with other staff performance processes that exist. If Council prefers to not use rating scales, then descriptors can be substituted eg. Performance is Above Expectations, Performance Meets Expectations, Performance is Below Expectations. For progress evaluations throughout the review period ratings (or descriptors) are entered for Key Result Areas and the related Performance Measures where progress can be assessed.

A copy of agreed performance goals and measures should be held by both the manager being evaluated and their manager, or the CEO and Mayor on behalf of Council. A partially completed example is included in this template.

Sample headings of outcomes/ Key Result Areas expected of Chief Executives in Local Government:

(in the form of a Balanced Scorecard which combines focus on qualitative and quantitative, and internal and external performance measures. This list also emphasizes a triple bottom line approach)

Financial Sustainability

Environmental Sustainability

Community Service Delivery & Satisfaction

Workforce Capability & Performance

Council Processes and Plans

¹ Kaplan, R.S. and Norton, D.P. *The Balanced Scorecard*. Boston, Harvard Business School Press, 1996.

Possible ratings and their explanation, for use in individual Performance Planning and Review processes in Local Government (can be used for both KRA's and behaviours):

- | | |
|---|--|
| 0 | Unable to rate because of no personal knowledge or significantly changed circumstances outside control of the employee |
| 1 | Consistently fails to meet expectations; unsatisfactory |
| 2 | Approaches but does not fully meet expectations; needs improvement |
| 3 | Generally meets requirements; satisfactory performance |
| 4 | Generally exceeds requirements; good performance |
| 5 | Significantly exceeds requirements; outstanding performance. |

The example provided

The following, partially completed example (see page 4), demonstrates **possible** Key Result Areas, linkages to Council's plans, and performance measures, which would be established at the beginning of the performance period/ year.

For Financial Sustainability, it then goes on to show how the template could be completed at the end of the performance period (usually 12 months).

In terms of the Executive Leadership Competencies template (Part 2, following, commencing on page 6), either this template (LGMA 3) or the 360 format (LGMA Template 4) could be used. The 360 version would allow for the collection of ratings and feedback comments from a number of people including Elected Members (appropriate in the case of the CEO) and direct staff.

Overall result calculations

In those circumstances where the performance review process contributes to remuneration decisions, the calculation or agreement of an overall result may be preferred. Averages can be used for both results of KRA's and Competencies, but a straight mathematical calculation is of limited use if it comes down to averaging averages. An overall perspective of the level of performance generally achieved through both parts may be sufficient. Part 3 of this template (see page 12) provides for a summary of the outcomes of the progress and final evaluation, and sign off.

PARTIALLY COMPLETED EXAMPLE**Executive Performance Planning and Review: Part 1 Job Goals**

Name:

Performance Plan date:

<i>Key Result Area or Broad Job Goal</i>	<i>Link/ reference to Council Strategic Plan or Annual Plan</i>	<i>Performance Measure and Target</i>	<i>Rating at progress review (6 months)</i>	<i>Rating at end of review period (12 months)</i>	<i>Comments (from both manager and their manager OR CEO and Council panelists)</i>
Financial Sustainability <i>(Average rating achieved for this goal = 4.5)</i>	Strategic Plan 2005-2010, Goal xyz: "Increase community equity in the organization"	<ol style="list-style-type: none"> 1. Annual Budget achieved within a variation of +/- 5%; budget reports are scrutinized before presentation to Council 2. Agree appropriate level of debt per capita with Council, by end June 2006. 	N/A	4	CEO: Budget achieved within 5% variance but extraordinary expenses incurred requiring redistribution. Debt levels benchmarked. Appropriate levels negotiated through Council, ahead of schedule. Panelists: Agreed
Environmental Sustainability	Strategic Plan 2005-2010, Key Initiative 123: "Ensure sustainable practices in environmental management."	<ol style="list-style-type: none"> 1. Increase the % of waste diverted from landfill; by 20% by 2007, 50 % by 2010. 2. Develop a strategic plan for Council's parklands, by end 2006. 			
Community Service Delivery & Satisfaction	Strategic Plan 2005-2010, Goal abc: "Increase community satisfaction with involvement in Council decision-making"	<ol style="list-style-type: none"> 1. Establish a biannual community satisfaction survey, by March 2006 2. Benchmark Council's performance thereafter 3. Review current mechanisms, and recommend alternatives by June 2006 			
Workforce Capability & Performance	Strategic Plan 2005-2010, Goal klm: "Increase the retention of talented Council employees"	<ol style="list-style-type: none"> 1. Conduct & analyse staff satisfaction survey & exit surveys to establish key attraction and dissatisfaction factors, by December 2005 2. Prepare a retention strategy for executive consideration by March 2006. 			
Council Processes & Plans	2005 Annual Work Plan: Key action 1: "Review and enhance the effectiveness of asset management processes"	<ol style="list-style-type: none"> 20. Establish an asset register by September 2005 21. Research other LG models for asset management by March 2006 22. Present costed options paper to Council, as part of 2006 budget papers. 			

Executive Performance Planning and Review: Part 1 Goals (Template)

Name:

Performance Plan date:

<i>Key Result Area or Broad Job Goal</i>	<i>Link/ reference to Council Strategic Plan or Annual Plan</i>	<i>Performance Measure and Target</i>	<i>Rating at progress review (6 months)</i>	<i>Rating at end of review period (12 months)</i>	<i>Comments (from both manager and their manager OR CEO and Council panelists)</i>

Executive Performance Planning and Review: Part 2 Executive Leadership Competencies (Template)

Additional notes on the use of this section: This full list may be prioritized in any year for the development of the manager, by agreement ie. the parties may agree to only rate those competencies agreed as priorities for development in that year. A cut down version of these tables could then be used.

LG Executive Competency and elements	Agreed priority development need (tick those applicable)	Rating of the agreed priorities (0-5) (suggest only done at 12 months)	Additional comments
<p>1. Creates vision and gives direction Takes an active role in promoting the development of an aspiring, relevant vision for the organisation and influences others to share ownership of the organisation's goals in order to create an ethical environment that delivers value for the community.</p>			
<p>1. Creates vision: Develops a shared vision & mission for the organization</p> <p>2. Inspires & influences others to assume ownership of organization's goals</p> <p>3. Strategic planning: Displays strategic thinking & planning to ensure the organisation moves towards its vision</p> <p>4. Acts decisively in a complex environment of ambiguity & multiple stakeholders</p> <p>5. Manages change: Initiates, develops, coordinates & evaluates change management strategies to successfully bring about change in the organization</p> <p>6. Embeds ethical practices into the organisation's culture & processes</p> <p>7. Translates the vision, mission & values of elected members into effective strategies</p> <p>8. Contributes executive leadership perspectives to the development of Council's vision & supporting policies</p>			

LG Executive Competency and elements	Agreed priority development need (tick those applicable)	Rating of the agreed priorities (0-5)	Additional comments
<p>2. Develops people Creates a work environment where people are challenged and stretched to develop competencies and encouraged to realize their potential through lifelong learning. Recognises the importance of developing all organisational stakeholders through fostering collaborative work relationships and establishing mutual trust and respect.</p>			
<p>1. Builds competence: Improves the skills & effectiveness of staff through employing a range of development strategies</p> <p>2. Motivates staff towards achieving quality results</p> <p>3. Empowers people to achieve or exceed organisation's goals by delegating sufficient authority, responsibility & accountability and by providing support</p> <p>4. Fosters – Contributes to the development of stakeholders external to the organization</p> <p>5. Builds competence of elected members: Improves their knowledge & skills through employing a range of advisory & development strategies</p> <p>6. Builds community capacity: Takes an active role in managing Council's relationships & interactions with groups in the community to support the development of capacity to initiate & implement projects & programs</p>			

<i>LG Executive Competency and elements</i>	<i>Agreed priority development need (tick those applicable)</i>	<i>Rating of the agreed priorities (0-5)</i>	<i>Additional comments</i>
<p>3. Manages resources and risks Ensures that human and physical resources including financial, technological and information requirements are available and effectively, efficiently and ethically deployed to meet strategic organisational and customer needs and to maintain sustained product and/or service delivery.</p>			
<p>1. Plans resource management – Plans the allocation & management of resources using project management methodologies</p> <p>2. Negotiates and obtains resources to achieve outcomes</p> <p>3. Allocates: resources to projects and programs to achieve outcomes</p> <p>4. Manages carefully internal & external resources to ensure that they are used efficiently to meet organisational objectives</p> <p>5. Evaluates use of organisational resources in relation to planned outcomes</p> <p>6. Complies – Abides by the laws, regulations & policies determining public sector & local government sector activities</p> <p>7. Implements Council's Risk Management Policy to address strategic, operational & legislative compliance risks & hazards</p>			

<i>LG Executive Competency and elements</i>	<i>Agreed priority development need (tick those applicable)</i>	<i>Rating of the agreed priorities (0-5)</i>	<i>Additional comments</i>
<p>4. Promotes and achieves quality outcomes Develops a professional, high performance environment through setting, promoting, delivering and evaluating high quality products and/or customer services against benchmarked standards.</p>			
<p>1. Sets standards: Establishes high quality product & customer service standards</p> <p>2. Promotes and monitors standards & continuous improvement to achieve highest quality product or service</p> <p>3. Delivers: Promotes the achievement of excellence in delivering a product or service linked to planned outcomes</p> <p>4. Evaluates the outcomes achieved against set standards, identifies learnings & implements improvements required</p> <p>5. Supports: Establishes organisational structures, business plans & procedures that support Council's service quality strategies</p>			

LG Executive Competency and elements	Agreed priority development need (tick those applicable)	Rating of the agreed priorities (0-5)	Additional Comments
<p>5. Understands relationships Establishes and maintains positive working relationships with government and diverse groups of people within the public and private sectors, and wider community, through employing effective communication strategies.</p>			
<p>1. Networks: Develops and maintains positive & beneficial relationships with relevant networks within & outside the Local Government sector</p> <p>2. Represents: Develops & sustains a positive image & profile of the organisation</p> <p>3. Influences: Develops & maintains positive working relationships with leaders within & outside the local government sector to achieve organisational outcomes</p> <p>23. Is politically savvy: Approaches all situations with a clear perception of the political context & reality</p> <p>24. Builds and leads a positive, diverse & productive organisation effectively</p> <p>25. Manages conflict & potential sources of conflict or staff dissatisfaction</p> <p>26. Involves: Leads the involvement of the community in communicating with & influencing Council</p> <p>8. Fosters partnerships/ relationships with elected members based on a partnered and team approach</p>			

LG Executive Competency and elements	Agreed priority development need (tick those applicable)	Rating of the agreed priorities (0-5)	Additional Comments
<p>6. Self-awareness and self-management Seeks to increase self-awareness of own strengths and development needs and acts to improve work performance through lifelong learning. Acts with integrity by being aware of own behaviour and managing it to have the best possible impact on the behaviour of others.</p>			
<p>1. Is a lifelong learner: Engages in regular critical reflection on feedback & experiences in the workplace & acts on reflections to facilitate professional growth</p> <p>2. Models & promotes appropriate social, ethical & organisational standards in all interactions</p> <p>3. Achieves: Sets challenging goals for self to achieve high quality outcomes</p> <p>4. Values well-being of self and others through managing stress levels and work-life balance</p>			

Executive Performance Planning and Review: Part 3 Summary

Progress review comments as at <insert date eg. of six month review>:

.....
.....
.....

Overall evaluation of this manager’s performance for <insert year>

KRA average result (option) =

Executive Competencies average result (option) =

Overall result average (option) =

Comments:

.....
.....
.....

Issues/ projects or behaviours to be addressed in next year’s performance plan:

.....
.....
.....

Manager’s or CEO’s signature:

Date:

Manager’s manager signature:

(or Mayor’s on behalf of Council)

Date:

Executive Competencies 360 Review Template 4

Name of manager being assessed:

Position:

Period of evaluation: <insert year>

General information about establishing a 360 review processes

While experience shows that including other assessors in a performance review provides additional insights and more accuracy in feedback than that of the manager only, the 360 process should not be entered into without thorough consideration and preparation. Managers to be assessed should be consulted and involved in the design and process. Union consultation is also advised.

Feedback from a 360 process can be confronting, especially the first time received and also for those with “blind spots” about their behaviour and its impact. To ensure that the 360 process is as constructive and effective in developing performance and competency, the following parameters are recommended for the 360 process:

- Tailor the competencies to be used to the position/ level of the manager being assessed (the competencies in this template have been developed for the executive level)
- Brief both those being assessed and those doing the assessment, about the appropriate ways to complete the form and participate in the process
- Persons chosen for assessment should have regular contact with the person they are assessing, and that relationship should be of six months duration or longer
- Persons chosen to assess the manager should be selected on an established basis, consistent across the organisation and not at the discretion of individual managers (to prevent stacking); an optimum number would be 10 with at least three persons in each category (eg. direct staff, internal customers/peers, external stakeholders) plus their direct manager
- Ensure there is agreement and clarity about how the information derived from the 360 process will be used, eg. for development planning, or as an input to remuneration decisions, or both; placed on personnel files or not
- Ideally use a third party to collect, collate, analyse the data and debrief
- Ensure that the person who debriefs the assessed manager has skills in providing feedback, dealing with reactions, coaching
- Ensure that there are links established between the 360 process and other organizational tools or processes eg. performance reviews, training plan development, development planning sessions, career development processes, coaching programs etc.
- Ensure confidentiality and privacy are maintained and all documentation is secured/ released as agreed.

Further notes on this template

Full descriptions of the units, elements and behavioural criteria of the Executive Leadership Competency Framework are available in the LGMA Executive Leadership Competency Framework Manual 2005, available on the website www.lgmasa.org.au. The LGMA Executive Competencies are based and extended from those of SA Public Sector.

The following template is written to the “unit” and “element” level for each competency. Sectional numbering from the Manual has been replaced with continuous numbering is used to assist data collection and collation.

For managers at levels under the CEO, it may be appropriate to replace the word “organization” throughout this questionnaire. Depending on the structure of the organization, the replacement word might be “section”, or “division” or similar, to reflect the areas of accountability of the manager.

[It should be noted that, at the time of the design of this template, further joint work between the LGMA and the LGA on suitable models for CEO Performance Review is planned. The LGA’s current model for CEO level, and advice on its use is available through contact with Tina Borg, c/- the Local Government Association, SA. The LGA version does not include a 360 version at this time.]

(The actual template commences here)

Information for those completing this form

You have been asked to complete this form as a self assessment or because you work closely with the manager being assessed. You are encouraged to provide objective and constructive assessments/feedback so that the individual can use these to improve their skills and relationships at work.

This process is used for developmental purposes by many Councils. You need to take responsibility for providing fair, balanced and objective feedback, highlighting this person’s strengths and also their areas for development. You should consider behaviour across the whole performance period, not isolated incidents that may have occurred. This process is not to be used for matters that are covered by the Code of Conduct or any other breach of Council policy that warrant disciplinary action. Such things, where they exist, should be raised through the normal channels outlined in Council’s policy and procedures.

For assessors, the feedback you give is anonymous - you don’t need to put your name on the form and only the collator of data <insert name> will see the forms when they are completed. A number of people are being asked to complete the form for this manager, so they can get a range of feedback. Your answers will be mixed in with others to further prevent identification of individual assessors. Confidentiality is guaranteed.

< insert any further security measures being used by Council eg. use of external facilitator; offsite collation; task specific database; use of theme or summary reporting of comments provided rather than verbatim >

Instructions for completing this form

You can fill in the form in work time, and some group discussion sessions about the process are available to help you, especially if this is the first time you have participated in the process, as either an assessor or participant.

Completing electronically or in hard copy

<insert details of how to fill in the form in either format and return it>
<insert details of return person and addresses eg. fax, email, postal>

Steps in filling in the form

- number the box that shows whether you are this person's CEO, manager, a staff member in this person's team, a peer / internal customer, or an external stakeholder or customer of this person
- give this person a rating for how well you think they do each of the things listed (if you don't know enough about this person for any area, you put a "ZERO (0)" which equates to NA ("Not able to comment") in the rating box)
- add comments at the end if you want to eg. specific examples to illustrate reasons for a rating on a particular question.

Try to give honest constructive feedback that shows the things you think this person is good at, and the things you think they need to improve to be a better manager. Try to use the range of ratings available to highlight this manager's strengths and their areas for development.

The feedback from everyone will be summarised and a report provided to this person and their manager. The feedback gathered from everyone will be used as < to be inserted as appropriate eg. "part of this person's performance review for the year, and to identify any training or development needs", or "an input to the remuneration review of this person">.

If you have any questions about the form or its completion and lodgment, you can contact <insert contact persons and their numbers>.

Possible ratings and their explanation

0	Unable to rate because of no personal knowledge
1	Consistently fails to meet expectations; unsatisfactory
2	Approaches but does not fully meet expectations; needs improvement
3	Generally meets requirements; satisfactory performance
4	Generally exceeds requirements; good performance
5	Significantly exceeds requirements; outstanding performance.

Executive Competencies 360 Review

If you are completing an assessment on **yourself** please complete questions **1 and 2** only of this part. (Note: Question 2 can be deleted if comparison of group data is not planned). If you are completing an assessment of **another person** please complete questions **1 and 3** only of this part.

- 1 Name of the person being reviewed:
- 2 ONLY the person being reviewed is to answer this question [] []
 - 1 I am a member of the <name of management group>
 - 2 I am a member of <insert specific division options>
- 3 ONLY people reviewing others are to answer this question []
 - 1 I am this person's Chief Executive Officer
 - 2 I am this person's Manager
 - 3 I am this person's Peer
 - 4 I am this person's Internal Customer
 - 5 I am this person's Staff Member
 - 6 I am this person's external stakeholder or customer

Executive Competency Group 1: Creates Vision and Gives Direction

- | | Rating |
|---|--------|
| 1. Develops a shared vision and a mission for the organization | [] |
| 2. Inspires and influences others to assume ownership of the organization's goals | [] |
| 3. Displays strategic thinking and planning to ensure the organization moves towards its vision | [] |
| 4. Acts decisively in a complex environment of ambiguity and multiple stakeholders | [] |
| 5. Initiates, develops, co-ordinates and evaluates change management strategies | [] |
| 6. Embeds ethical practices into the organization's culture and processes | [] |
| 7. Translates the vision, mission and values of elected members into effective strategies | [] |
| 8. Contributes executive leadership perspectives to the development of Council's vision and supporting policies | [] |

Executive Competency Group 2: Develops People

- | | |
|---|-----|
| 9. Improves the skills & effectiveness of staff through employing a range of developmental strategies | [] |
| 10. Motivates staff towards achieving quality results | [] |
| 11. Empowers people to achieve or exceeds organization's goals by delegating sufficient authority, responsibility and accountability and by providing support | [] |
| 12. Contributes to the development of stakeholders external to the organization | [] |
| 13. Improves the knowledge and skills of elected members through employing a range of advisory and development strategies | [] |

14. Takes an active role in managing Council's relationships and interactions with groups in the community to support capacity building and implementation []

Executive Competency Group 3: Manages resources and risk

15. Plans the allocation & management of resources using project management methodologies []
16. Negotiates effectively to obtain resources to achieve outcomes []
17. Allocates resources to projects and programs to achieve outcomes []
18. Carefully manages internal & external resources to ensure that they are used efficiently to meet organizational objectives []
19. Evaluates use of organizational resources in relation to planned outcomes []
20. Abides by the laws, regulations and policies determining public sector and local government sector activities []
21. Implements Council's Risk Management Policy to address strategic, operational and legislative compliance risks and hazards []

Executive Competency Group 4: Promotes and achieves quality outcomes

22. Establishes high quality product and customer service standards []
23. Promotes and monitors standards and continuous improvement to achieve highest quality product or service []
24. Promotes the achievement of excellence in delivering a product or service linked to planned outcomes []
25. Evaluates the outcomes achieved against set standards, identifies learnings and implements improvements required []
26. Establishes organizational structures, business plans and procedures that support Council's service quality strategies []

Executive Competency Group 5: Understands relationships

- 27. Develops & maintains positive & beneficial relationships with relevant networks within and outside the local government sector []
- 28. Develops & sustains a positive image & profile of the organization []
- 29. Develops & maintains positive working relationships with leaders within & outside the local government sector to achieve organizational outcomes []
- 30. Approaches all situations with a clear perception of the political context & reality []
- 31. Builds & leads a positive, diverse & productive organization effectively []
- 32. Effectively identifies & manages conflict & potential sources of conflict or staff dissatisfaction []
- 33. Leads the involvement of the community in communicating with & influencing Council []
- 34. Fosters relationships with elected members based on partnerships & a team approach []
- 35. Leads the organization in providing services equitably & appropriately with respect for the diversity of groups in the community []

Executive Competency Group 6: Self-awareness & self-management

- 36. Engages in regular critical reflection on feedback & experiences in the work place & acts on reflections to facilitate professional growth []
- 37. Models & promotes appropriate social, ethical and organizational standards in all interactions []
- 38. Sets challenging goals for self to achieve high quality outcomes []
- 39. Values the well-being of self & others through managing stress levels & work-life balance []

Additional comments:

.....

.....

.....

.....

.....

.....

.....

Government Executive Leadership Competency Framework Manual Feedback Form

An electronic version of this form is available from LGNet <http://www.lga.sa.gov.au>

Quantitative Evaluation:

	Not Useful/Relevant			Very Useful/Relevant	
1. How useful is the Framework in general?	1	2	3	4	5
2. How relevant is the Framework to your Council's recruitment and selection processes?	1	2	3	4	5
3. How relevant is the Framework to your Council's performance review processes?	1	2	3	4	5
4. How relevant is the Framework to your own professional and career development?	1	2	3	4	5
5 How useful is the Manual?	1	2	3	4	5

Qualitative Evaluation:

Please comment as you wish on any aspect of the Framework and the Manual. You may wish to comment on the strengths and weaknesses of the Framework or the Manual. For example, does the Framework adequately cover the current and near future competency requirements of senior executives in Local Government? Is the manual clear, readable and well-organised? What changes would you recommend?

Please send your feedback to: Executive Director, Local Government Managers Australia (SA) Inc
PO Box 754 Kent Town SA 5071
Telephone: (08) 8224-2000 Fax: (08) 8232-6336
Email: executive@lgmasa.org.au