



CAYMAN ISLANDS
GOVERNMENT

Cayman Islands Government Core Competency Framework

The Cayman Islands Government has embarked on an ambitious journey to become a world-class Civil Service. This framework has been developed as one of a number of ways to define and communicate how Civil Servants across the Service should work to support this vision.

Core Values

Professionalism • Integrity • Passion

As Civil Servants, at the heart of everything we do, is the expectation that we will carry out our role with dedication and a commitment to the Civil Service and its core values.

These core values support good governance and ensure the achievement of the highest possible standards in all that the Civil Service does. This in turn helps the Civil Service gain and retain the respect of Ministers, the Legislative Assembly, and our customers within the public.

To reflect this, our core values appear at the center of our core competency framework.



Competencies

Competencies are the common set of skills, knowledge and behaviours that are required by individuals to successfully perform their role. Competencies can be developed over time. Creating a common set of core competencies for the Civil Service will set standards and assist us to deliver consistent world class services to the public we serve.

Every Civil Servant has objectives and tasks which describe “**what**” they are required to deliver.

Competencies describe “**how**” Civil Servants are expected to deliver their objectives.

Competency Framework

The purpose of a competency framework is to increase clarity around performance expectations for every Civil Servant; establish a clear link between individual performance and organisational success, and create a common language to support recruitment, performance management and the training and development for all Civil Servants.

In addition to the core competencies contained in this framework, some Civil Servants may also have a set of functional competencies which speak to the professional or technical skills required to do their job. The professional or technical competencies will continue to apply in addition to the core competencies.

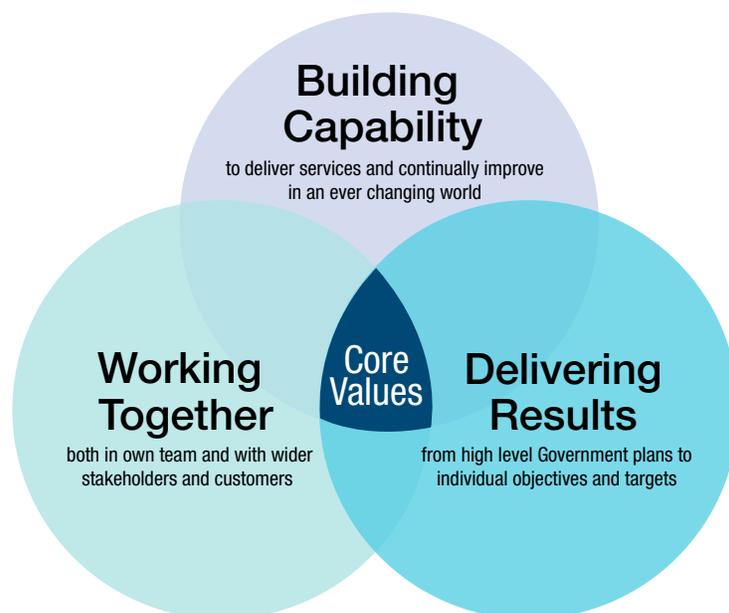
Our Core Competencies

Building Capability • Working Together • Delivering Results

Our core competency framework focuses on the essential skills and behaviours that are applicable to all Civil Servants, irrespective of their role or seniority in the organisation.

The framework identifies three competencies “Building Capability”, “Working Together” and “Delivering Results”. For each competency there are a number of behaviours that describe minimum standards along with a set of examples of effective and ineffective behaviours.

- By demonstrating the behaviours under **building capability**; individuals, managers and leaders will continually develop to ensure they have the skills and abilities to perform effectively and to adapt to changing demands and technology.
- By demonstrating the behaviours under **working together**; individuals, managers and leaders will work collaboratively and respectfully to achieve team and departmental objectives and realise the Government’s Strategic Broad Outcomes.
- By demonstrating the behaviours under **delivering results**; individuals, managers and leaders will consistently deliver the highest standards of service in a timely, cost effective and efficient manner.



Profile Levels

Individual Contributor • Supervisor/Manager • Strategic Director

Core competencies are applicable to every Civil Servant, and progressively build in complexity, to reflect that Civil Servants have varying levels of responsibility. All Civil Servants contribute to the success of the Civil Service. Some Civil Servants are also responsible for supervising and managing others which require skills such as setting objectives, motivating others, and managing performance. Other Civil Servants are responsible for developing strategy. The core competencies are therefore tiered into the following three profile levels:

- **The Individual Contributor** profile level applies to all Civil Servants as they work individually or in teams.
- **The Supervisor/Manager** profile level applies to Civil Servants who are responsible for leading and overseeing the work and performance of others and themselves.
- **The Strategic Director** profile level applies to Civil Servants who are responsible for leading the Civil Service and themselves. This is defined as Chief Officers and Heads of Departments on Grade D and above.



Profile Level Expectations

Every Civil Servant, regardless of role, will possess or be developing core competencies at the Individual Contributor level.

Supervisor/Manager, in addition to Individual Contributor core competencies, will be expected to either possess or be working towards core competencies that are applicable when managing and supervising staff.

Strategic Director, in addition to possessing core competencies at the Individual Contributor and Supervisor/Manager levels, will need to demonstrate competence in or be working towards competencies for setting strategic direction.

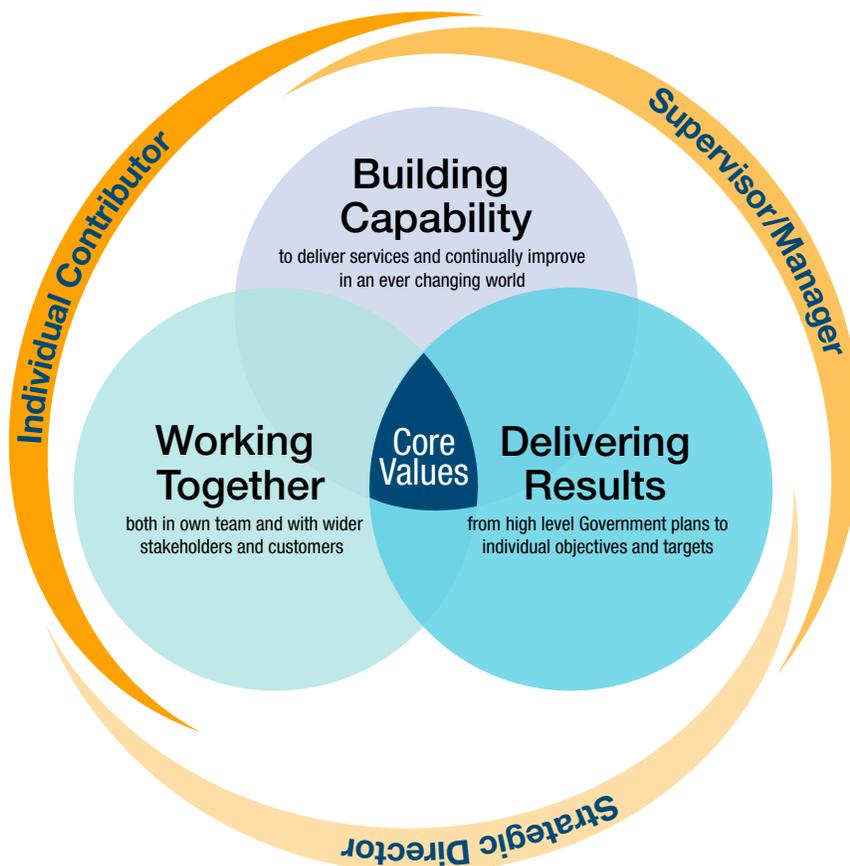
Using the Framework

The framework is designed to provide clear and consistent performance expectations and is relevant to many aspects of Civil Service employment.

In learning and development, individuals can use the framework as the basis for developing their skills and creating opportunities to demonstrate competence. Likewise, for aspiring managers and leaders, the competencies can be used to help with succession planning.

The core competencies can be used for performance management to help identify opportunities for continuous improvement. They can then be linked to support training and development activities.

In recruitment, the framework can be used to help managers identify and assess the suitability of candidates; while Civil Servants can use the core competencies to provide the evidence and examples needed for an interview or selection process.



Individual Contributor

BUILDING CAPABILITY

Behaviours
Understands own role and responsibilities and how that contribution impacts the Cayman Islands
Pro-actively engages in discussions about own development needs and actively participates in agreed learning activities
Remains current in own area of focus, readily shares knowledge and experience to build understanding and encourages others to do the same
Demonstrates performance improvements directly related to learning and development undertaken

Effective Examples	Ineffective Examples
<ul style="list-style-type: none"> • Can describe own role and why it is important to the public • Undertakes learning and development clearly linked to current or future role • Proposes learning and development opportunities to improve job performance • Learns, shares and applies new knowledge • Recognises learning and development as a partnership between self and organisation 	<ul style="list-style-type: none"> • Unclear about own role and how this fits into the bigger picture • Proposes learning and development unrelated to government needs • Does not complete or avoids agreed learning and development; sits back and waits to be told about learning and development opportunities • Undertakes learning and development but does not apply or share new knowledge to improve service delivery • Sees organisation as solely responsible for learning and development

WORKING TOGETHER

Behaviours
Understands role of others on the team, actively working together to achieve team goals and taking responsibility for individual and team contributions
Respects and values others, works co-operatively and seeks to develop trust relationships
Recognises where colleagues may need help and looks to assist where appropriate
Keeps others informed of progress and possible problems, open to seeking clarity and accepting input

Effective Examples	Ineffective Examples
<ul style="list-style-type: none"> • Understands own role and how this impacts on others • Open to feedback and responds in a positive way • Shares information with the team, actively participates and raises issues so team can meet deadlines • Proactively offers assistance when colleagues need support or when standards are unlikely to be met 	<ul style="list-style-type: none"> • Allows personal views or prejudices to negatively impact team performance • Does not communicate effectively or clearly, unwilling to share information • Does not consider impact of own actions on teams ability to deliver services • Focuses on assigning blame rather than on finding solutions • Allows personal issues and negative behaviours to disrupt team performance

Individual Contributor

DELIVERING RESULTS

Behaviours

Acts in a professional manner, focuses on delivering services and cares about outcomes

Understands what success looks like and consistently achieves established quality and timeliness standards

Takes responsibility, keeps promises, manages expectations and informs others of processes and progress

Anticipates issues, pro-actively finds solutions to problems and proposes alternatives that improve service delivery

Understands customer needs which may fall outside of regular processes and seeks to facilitate requests

Effective Examples

- Is polite and courteous, actively listens and responds appropriately to requests
- Pro-actively seeks alternative solutions or information from other sources to ensure work can be completed
- Goes the extra mile to ensure customers needs are met
- Makes suggestions to managers about how to improve services
- Embraces opportunities to exceed customer expectations; escalates appropriate issues to resolve customer concerns

Ineffective Examples

- Is rude, discourteous or ignores/avoids customers, is slow to respond or deliver
- Does not acknowledge waiting customers or keep customers informed
- Can not describe or does not understand standards, values, expectations and priorities
- Attends to personal matters ahead of customer needs
- Acts like the customer is an inconvenience

Supervisor/Manager

BUILDING CAPABILITY

Behaviours

Understands, defines and is able to clearly articulate roles and responsibilities of individuals and teams and how their contributions impact the Cayman Islands

Ensures learning and development is planned, actively managed and evaluated to support organisation objectives; personally motivates, coaches, guides and mentors individuals they manage

Ensures individuals are competent or progressing towards the required level of competence

Supports succession planning activities to ensure key roles are filled and individuals can progress

Effective Examples

- Ensures individuals and teams understand the department's mission, why it is important and their role in achieving this mission
- Identifies strengths and weaknesses of individuals and teams and coordinates roles to maximise team performance
- Leads and sets clear expectations for individual and team learning and development, identifies and agrees relevant and applicable development
- Recognises individual learning styles and offers appropriate learning and development options
- Supports stretch opportunities for individuals to increase capability and capacity
- Ensures regulatory compliance with mandatory training

Ineffective Examples

- Unclear about, or does not communicate what the department is seeking to achieve and how individuals they manage individually and collectively fit into the bigger picture
- Does not provide regular feedback to individuals they manage on individual and team development progress and future needs
- Uses knowledge as a way to protect own position; unavailable, does not share or encourage others
- Discourages relevant learning and development or requires learning and development to be conducted exclusively outside business hours
- Does not provide mandatory training; fails to communicate learning objectives and links to organisational needs

WORKING TOGETHER

Behaviours

Aligns the efforts of individuals and teams to the departmental vision and effectively communicates how they contribute to organisational success

Leads and manages the team to achieve high performance through the development of clear and SMART team and individual objectives

Develops collaborative partnerships, demonstrates and encourages openness, transparency and trust

Promotes diversity and fair treatment for everyone. Is open, honest and polite in dealing with other people. Answers questions readily and listens to the views and opinions of others

Leads by example and promotes a working environment that supports the Civil Service Values and Code of Conduct

Effective Examples

- Holds regular team meetings to reinforce expectations and review priorities
- Provides regular structured feedback to individuals and team
- Confident, open and transparent about communication and decision making
- Invests time to develop all within team
- Consistently models appropriate professional behaviours

Ineffective Examples

- Does not understand or effectively communicate SMART team goals
- Does not manage team or team performance; does not address team or individual problem
- Does not recognise value of team (individuals or collective)
- Withholds or does not share relevant information
- Does not take accountability for team performance

Supervisor/Manager

DELIVERING RESULTS

Behaviours

Translates and communicates strategic vision and objectives into individual and team performance targets

Sets standards of quality and timeliness, holds individuals, teams and self accountable for achieving standards, addresses performance issues as they arise

Streamlines processes and procedures that enhance service delivery

Creates an environment where employees are engaged and empowered to make decisions and resolve issues

Acts courageously to challenge and escalate issues outside normal remit, where appropriate, to resolve issues

Effective Examples

- Engages staff to identify and solve problems and pursue continuous improvement
- Motivates and monitors staff to ensure standards are being met
- Willing to step in, reprioritise or allocate additional resources to maintain customer service standards
- Identifies and acknowledges good performance
- Seeks customer feedback and takes action on findings to improve service delivery

Ineffective Examples

- Does not take responsibility for own or teams actions; when things go wrong blames others
- Speaks badly about organisation or team; fails to provide oversight for achievement of results
- Does not intervene when issues escalate or when team is overwhelmed
- Does not clearly communicate service expectations at all levels
- Shows no sense of responsibility or urgency

Strategic Director

BUILDING CAPABILITY

Behaviours

- Establishes a culture where continuous learning and development is prioritised to deliver positive outcomes for the Cayman Islands
- Develops and implements a strategic learning and development plan in collaboration with stakeholders focused on current and future capability requirements
- Effectively collaborates to realise organisation-wide learning and development, workforce planning and succession planning
- Holds managers accountable for delivery of agreed learning and development goals and objectives
- Continually looks to the future to identify and plan the capabilities the organisation and its people will need to succeed

Effective Examples

- Secures and commits resources for learning and development, ensuring value for money
- Communicates a vision and clear expectations for learning and development
- Understands how learning and development can be deployed strategically across areas and ensures that it is done
- Identifies, mentors, develops and supports future leaders
- Recognises and celebrates successful milestones in learning and development
- Uses succession planning as a key component of business planning; promotes use of personal development plans for all employees

Ineffective Examples

- Does not see the benefit of, or support, individual learning and development activities, does not lead by example
- Develops learning and development plans in isolation or without regard to future projections
- Hoards intellectual property at expense of wider government need
- Withholds learning and development opportunities to limit individual's ability to progress
- Supports learning and development without considering how learning can be consolidated and applied in the work place
- Fails to maintain a succession plan; no potential successors identified in talent pipeline for key roles

WORKING TOGETHER

Behaviours

- Sets expectations and holds self and others accountable for proactively working together across silos to deliver positive outcomes for the Cayman Islands
- Seeks and recognises synergies and works collaboratively with partners to identify ways to achieve government objectives and improve outcomes
- Creates and ensures a diverse and collaborative working culture which encourages openness, transparency and trust
- Communicates information necessary for teams to be successful and empower managers and teams to take action
- Understands and demonstrates awareness of the political, social and economic context in developing and managing effective working relationships

Effective Examples

- Delivers consistent message horizontally and vertically through the organisation
- Flexible and adaptable to change
- Actively engages stakeholders, considers feedback in decision making
- Exhibits visible leadership attends events and celebrates team successes
- Actively seeks feedback, challenge and criticism to drive improvement

Ineffective Examples

- Inconsistent, creating confusion or misunderstandings within teams
- Does not recognise or harness the talent or strengths within the team
- Defensive of criticism or feedback, cannot appreciate alternate viewpoints
- Fails to demonstrate interest, non-participation, non-visibility
- Does not take accountability or responsibility when things go wrong

Strategic Director

DELIVERING RESULTS

Behaviours

Sets, and consistently communicates, a clear vision, values, and strategic priorities which deliver positive outcomes for the Cayman Islands

Ignites passion, pace and drive to deliver services faster, better and more cost effectively

Focuses energy on strategic level activities while holding managers accountable for the delivery of operational results

Promotes and recognises the achievement of strategic outcomes

Challenges the status quo, shows confidence to make difficult decisions when it is the right thing to do for the benefit of the Cayman Islands, even if it is contrary to popular opinion

Effective Examples

- Interacts with managers and individual contributors to ensure the visions and expectations are understood
- Initiates joint initiatives with other Ministries and external agencies
- Empowers managers to change the status quo to deliver better results
- Holds managers accountable for delivering results
- Scans wider environment for opportunities to improve and enhance service delivery

Ineffective Examples

- Resistant or apathetic to change and improvement, does not recognise failures as opportunities to improve
- Narrowly focuses on own/department needs at the expense of achieving government's broad outcomes
- Disengaged from employees and managers
- Impacts operational delivery by failing to provide strategic direction or not communicating decisions in a timely manner
- Micro-manages and gets involved in day-to-day management activities



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This framework has been developed in consultation with Civil Servants and the Cayman Islands Civil Service Association and identifies the current priority areas needed to support the Civil Service Strategic Plan. As we progress on our journey towards a World Class Civil Service, the core competencies will be periodically reviewed and updated.