Competencies for Local Government
Chief Executives and Senior Managers

LOCAL GOVERNMENT ASSOCIATION OF SOUTH AUSTRALIA
LOCAL GOVERNMENT RESEARCH AND DEVELOPMENT SCHEME
RESEARCH PROJECT

October 2003 – February 2004

Project Manager: Local Government Managers Australia (SA Division)

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1. Executive Summary

Purpose of the Research Project

This research project had three main aims:

- To review local government senior management trends, to assess the usefulness of available management competency frameworks and the potential work involved in developing a common competency framework for South Australian local government CEOs and senior managers. This discussion paper summarises the findings of this stage.

- To survey local government management representatives and stakeholders about future issues, the competencies required of future CEOs and senior managers and their views of the acceptability and usefulness of a common competency framework.

- To review and report on all research and survey findings and recommend possible ways forward and the scope of future work.

Definitions

The terms 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 competency framework, sometimes called a capability framework, comprises an array of the organizational 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.

Key Discussion Points and Research Findings

Several facts and common discussion points emerged from the research and consultations.

- There are well-documented reasons for adopting competency frameworks, particularly for senior managers due to their greater levels of functional complexity and accountability and increased expectations from all stakeholders.

- Greater demands on local government without commensurate increase in resources necessitate improved management skills in negotiating partnerships, understanding the effects of globalisation, managing information and being able to look well into the future.

- The competitiveness of the labour market requires that local government be seen as an attractive career option with clearly defined development pathways and opportunities.

- Competency frameworks are not the only approach to management development and performance appraisal but are increasingly common, particularly in the public sector.

- Public sector executive competency frameworks in the main Western democracies, including Australia, share common features.

- All South Australian stakeholders consulted believe a common competency framework would be valuable but stress the importance of collaborative design and implementation. There were several common issues and concerns:
  - Competency frameworks may have limitations as true performance indicators.
  - Leadership and emotional intelligence are hard to capture in competency frameworks.
  - There is potential for misuse or abuse of competency frameworks.
  - Those using competency frameworks to appraise performance must be skilled.
  - Stakeholders have disparate levels of information and understanding.
  - Elected members should be involved in framework design and use.
  - The term ‘capability’ may be more appropriate at senior levels than ‘competence’.
  - Frameworks must be presented as optional resources and tools rather than as imposed industry standards.
- All South Australian stakeholders consulted believe that the above concerns can be successfully addressed in the process of developing a common competency framework.

- The benefits to the sector of such a framework were seen to include:
  - Greater consistency across the sector
  - Improvements in selection and performance appraisal processes
  - Greater efficiency, reduced costs
  - Greater autonomy for individual councils
  - Improved knowledge, awareness and skills for those conducting performance reviews
  - Enhanced reputation of councils in the employment market
  - Improved professional and career development planning.

- There are a number of well-developed criteria and processes to guide the process of designing, introducing and implementing a South Australian local government framework.

**Key Conclusions**

From the first stage of this research project it can be concluded that;

- The great majority of stakeholders consulted agree in principle on the potential benefits of a common competency framework developed with rigour and due consultation.

- Australian public sector executive competency or capability frameworks are available and suitable as foundations for a South Australian local government framework, particularly the newly-developed Executive Leadership Competencies Framework for Executives in the SA Public Sector. It is designed for use across the whole of the SA public sector, with scope for adaptation and the addition of specific competencies.

- Further consultation across the local government sector is needed to corroborate the findings of this research stage, to assess the likely demand and usage of a common competency framework and the acceptability of the new SA public sector framework.

- The potential work involved in developing a framework is within the capabilities of the local government sector and its professional bodies.

**The Next Steps**

To carry this research project to conclusion, the executive summary and a survey will be distributed to a wide audience of local government stakeholders to determine the need for and desirability of a common local government senior management competency framework and to identify current and emerging trends that a framework should address. An assessment of future work required and a set of recommendations will then be presented to LGA, LGMA and other local government professional groups regarding the way forward.
2. Rationale, Motivations and Considerations for Adopting Competency Frameworks

Competency frameworks have been adopted by most industry and government sectors as organizational development and human resource tools for responding to change and emerging trends. The Australian local government sector is undergoing a significant period of change and development, as are most other sectors of the public service. Major drivers affecting senior managers include:

- restructuring into larger units
- the impacts of information technology and globalisation
- additions to traditional areas of responsibility such as ‘triple bottom line’ accounting
- increased expectations of elected members and increasingly informed communities
- more comprehensive and 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 and cross-council collaboration for delivery of services
- increased competitiveness in the employment market for qualified entry-level managers
- greater pressure to retain professional staff through career planning and development
- increased emphasis on accountability and responsiveness

The level and nature of accountability is changing and broadening.

“There are a number of accountability relationships in the public sector: those between elected officials and managers, …between elected officials and citizens and…between citizens and managers. There are similarities with the accountability relationships between directors of a company and shareholders and management.” (Kluvers, 2003)

Kluvers’ research confirms the problem of ‘information asymmetry’ between stakeholders in local government in regard to performance information. Adopting performance measures based on common competency frameworks is seen as helping to reduce differences in levels of knowledge and understanding.

A study of the drivers affecting local government in Queensland (Jimmieson, 1999) identified three broad areas of competence necessary for effective management;

- Planning and Organising in Response to Globalisation. Higher order analytical and policy development skills are required to deal with a more informed citizenry, greater degrees of interrelationship between the levels of government and international drivers and trends.
- Managing People and Organisations: Collaborative, team-based approaches are needed, including working with elected members to assist them to learn and better understand the nature of their roles.
- Managing Oneself: Executives need self-awareness of their management style.
  “The personable, empathetic, optimistic manager regarded as being down to earth will create an atmosphere conducive to mutual support and respect, fostering innovation and limited risk taking.” (Ibid.)

In response to these drivers, competency-based assessment of current and potential chief executives and senior managers is increasingly common practice. There is a trend away from job descriptions in favour of person specifications which seek to identify candidates’ underlying attributes and qualities, taking a broader approach.

“Professional competence is conceptualized as the ability to draw on and integrate a variety of knowledge, skills, abilities and personal attributes in order to address realistic workplace problems.” (Jimmieson, 1999)

And as a UK study notes;

“The Employers Organisation [for Local Government] is not aware of any evidence to suggest that the competence-based approach to leadership development is the only – or most effective – approach. Indeed,
However, because of the complexity of the drivers impacting on senior managers and the variability of management skills, styles and approaches, competency or capability frameworks are the preferred development and assessment tool for the majority of organisations.

3. Core Public Sector Senior Management Competencies and Frameworks

Competency frameworks tend to be organized around the following broad categories, with variations at state and national levels and in the frameworks of other western democracies.

- **Managing the job** - planning, organizing, leading and controlling, compliance, code of practice and enterprise-specific factors
- **Interpersonal relationships** - internal and external relationships, networking, communication skills, negotiating, conflict resolution, political understanding
- **Developing people** - managing human resources functions, delegation, performance appraisal, motivation and discipline
- **Self-management** - goal-setting, time management and self-awareness

Other dimensions have been added such as Emotional Intelligence and ethical behaviour. Competency frameworks are capable of incorporating all dimensions of management performance, behaviours and attitudes.

A recent Australian study discusses competency in terms of technical, cognitive and behavioural skills. It argues that the behavioural skills, while hardest to assess, are those most critical to employers. The report also discusses the concept of “skill ecosystems...clusters of high, intermediate or low-level competencies in a particular region or industry shaped by interlocking networks of firms, markets and institutions”. (BVET, 2001)

**United Kingdom National Management Competencies**

The UK national framework has been developed as a generic tool that can be used as a starting point for an examination of specific industry and sector competencies.

**UK National Classification of Management Competencies**

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skills</td>
<td>Awareness of risk assessment, contract management, use of performance data, ability to recognize new uses of information and communication technology. Education levels. Specialist expertise.</td>
</tr>
<tr>
<td>Management Skills</td>
<td>Communication skills, knowledge and understanding of how a local authority works, motivating staff. Customer service, business competitiveness measures.</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>Managing change, managing culture, developing relationships with other organizations. Managerial openness, innovation, ability to communicate vision and convert mission statement into well-defined objectives</td>
</tr>
<tr>
<td>Entrepreneurial Skills</td>
<td>Ability to explore business opportunities, take advantage of them, accept financial risks and initiate new business relationships</td>
</tr>
<tr>
<td>Acceptance of Responsibility</td>
<td>Willingness to take responsibility for decisions and delegate responsibility effectively</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Willingness to adapt to cultural differences, regulatory requirements and industrial relations requirements</td>
</tr>
<tr>
<td>Cross-cultural skills</td>
<td>Willingness to accept cultural difference, establish relationships with other cultures and be aware of cultural differences</td>
</tr>
<tr>
<td>Ability to look into the long-term future</td>
<td>Long-term vision, ability to explore business opportunities, willingness to invest in technology, capital assets, human resources and make a commitment to Research and Development. Anticipate developments and design strategies to account for them</td>
</tr>
</tbody>
</table>

A recent study by the UK Employers Organisation for Local Government introduces the concept of “meta-competencies” such as communication, decision-making, impact and influence, personal management, drive and strategic focus. (EO 2003). In the Australian competency models examined below, these are often described as “underpinning knowledge and skills”.

New Zealand Public Service Leadership Capability Profile 2003

This profile was developed in response to increased demand for skilled leaders and senior managers.

“An important initial focus...is building a pool of talented managers of the required quality, quantity and diversity to meet the future needs of a dynamic Public Service. A key element of the [strategy] is ensuring we make it clear what qualities are expected of future leaders of the public sector.”

(NZ State Services Commission 2003)

It is set in a context which aims to strengthen people, culture and leadership, be more community centred, focus on results and develop a whole of government perspective and delivery mechanism.

<table>
<thead>
<tr>
<th>New Zealand Public Service Leaders</th>
<th>Managing “The Business” and Leading the Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the required PERSONAL ATTRIBUTES</td>
<td>And through a depth and breadth of PATHWAYS and EXPERIENCES</td>
</tr>
<tr>
<td>Agile mind</td>
<td>Public and private sectors</td>
</tr>
<tr>
<td>Personal strength and courage</td>
<td>Voluntary/unpaid</td>
</tr>
<tr>
<td>Connect with people</td>
<td>Iwi (nation) / Hapu (clan) roles</td>
</tr>
<tr>
<td>Integrity</td>
<td>Overseas experience</td>
</tr>
<tr>
<td>Energy and drive</td>
<td>Stretch assignments</td>
</tr>
<tr>
<td></td>
<td>Special projects</td>
</tr>
<tr>
<td></td>
<td>Influential people/events</td>
</tr>
<tr>
<td></td>
<td>Support from others</td>
</tr>
</tbody>
</table>

Canadian Public Sector

Similar developments are occurring in the Canadian public sector, which also faces the challenge of recruiting and developing the next generation of leaders, people able to learn quickly, to undertake lifelong learning and to think broadly. Organisations needed to learn how to learn, which was seen as a competency in itself, and to become employers of choice.

“A workplace of choice should nurture strong managerial and professional rigour, value all individuals, diversity of ideas and styles, support risk taking and foster open communication. [It] should promote innovation...empower individuals...challenge creativity and value contribution...[and] manage the workload issues and resources while staying focused on the principal mission.” (Aucoin, 2003)

Common elements of Canadian public sector competency frameworks

<table>
<thead>
<tr>
<th>Conceptual competencies</th>
<th>Strategic vision, planning skills, sense of priorities, innovation creative thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>People-oriented competencies</td>
<td>Influence, communication, relations, partnership, discretion, integrity and ethics</td>
</tr>
<tr>
<td>Knowledge competencies</td>
<td>Organizational understanding and business competency</td>
</tr>
<tr>
<td>Personal attributes</td>
<td>Self-confidence, stamina and judgment</td>
</tr>
</tbody>
</table>

As 70% of Canada’s senior public sector managers will retire in the next decade, the paper emphasises the need to retain and attract senior managers through providing them with opportunities to develop.

“A serious assessment of what leadership styles are being rewarded within the organization may be opportune, along with the development of a list of the management competencies that are being valued. These competencies should be published internally, with all recruitment, development, performance appraisals and promotions being based upon these.” (Ibid.)

The Australian Public Service faces a similar challenge, with 69% of SES employees and 47% of Executive Level employees aged 45 or over and “a likely departure of a significant proportion of its workforce (around 23%) over the next five years.” (APSC, 2003) It is likely that local government sector statistics show similar trends.

Attracting and retaining employees is not entirely a matter of competency development, however. A Public Service Commission of Canada study identified among the main motivators for those considering future careers in public service the opportunity to do interesting work, to do something that makes one feel good
about themselves, to balance work and family life, a workplace that respects differences among people and the chance to accomplish something worthwhile. “The recruiting power of the government lies in connecting with the idealism of people who feel they can serve a larger good.” (Ibid)

**Australian Public Service Commission Capability Framework**

In 1999 the Australian Public Service Commission launched a capability framework for senior executives which "seeks to establish a shared understanding of the critical success factors for performance in APS leadership roles now and into the future.” (APSC, 2003). The APSC chose the term ‘capability’ rather than ‘competency’ as more accurately describing the range, scope and nature of the skills, attitudes and attributes required at senior levels, seeing ‘competency’ as a term which is oriented more to the description and measurement of occupational skills and capacity to complete defined tasks.

### APSC Senior Executive Leadership Capability Framework

<table>
<thead>
<tr>
<th>Core Criteria for High Performance</th>
<th>Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shapes Strategic Thinking</strong></td>
<td>- Inspires a sense of purpose and direction</td>
</tr>
<tr>
<td></td>
<td>- Focuses strategically</td>
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<td></td>
<td>- Harnesses information and opportunities</td>
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<td></td>
<td>- Shows judgement, intelligence and common sense</td>
</tr>
<tr>
<td><strong>Achieves Results</strong></td>
<td>- Builds organizational capability and responsiveness</td>
</tr>
<tr>
<td></td>
<td>- Marshals professional expertise</td>
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<tr>
<td></td>
<td>- Steers and implements change and deals with uncertainty</td>
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<tr>
<td></td>
<td>- Ensures closure and delivers on intended results</td>
</tr>
<tr>
<td><strong>Cultivates Productive Working Relationships</strong></td>
<td>- Nurtures internal and external relationships</td>
</tr>
<tr>
<td></td>
<td>- Facilitates cooperation and partnerships</td>
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<tr>
<td></td>
<td>- Values individual differences and diversity</td>
</tr>
<tr>
<td></td>
<td>- Guides, mentors and develops people</td>
</tr>
<tr>
<td><strong>Exemplifies Personal Drive and Integrity</strong></td>
<td>- Demonstrates public service professionalism and probity</td>
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<tr>
<td></td>
<td>- Engages with risk and shows personal courage</td>
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<tr>
<td></td>
<td>- Commits to action</td>
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<tr>
<td></td>
<td>- Displays resilience</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates self-awareness and a commitment to personal development</td>
</tr>
<tr>
<td><strong>Communicates with Influence</strong></td>
<td>- Communicates clearly</td>
</tr>
<tr>
<td></td>
<td>- Listens, understands and adapts to audience</td>
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<tr>
<td></td>
<td>- Negotiates persuasively</td>
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</table>

The framework is offered as a flexible tool. Agencies determine the appropriate balance between and within the criteria and add agency-specific criteria as required. The use of the framework was reviewed in 2002 and found to be “successful in providing a strong focus for SES recruitment, development and, increasingly, performance assessment.” (Ibid.) It was seen to be equally applicable to technical and generalist SES employees and was also seen as valuable in developing future SES employees.

The APSC framework capabilities are also directly linked to the characteristics of high performing organizations such as customer focus, continuous improvement, innovation, values, standardised processes and open communication systems. Several core criteria, such as Shapes Strategic Thinking, appear against each characteristic.

**South Australian Government**

The South Australian Office for the Commissioner for Public Employment has developed the *Executive Leadership Competencies: Core Leadership Competency Framework for Executives in the Public Sector* (OCPE 2002), due for release 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. It is to be offered to, not imposed on, portfolios and agencies to use for any of these purposes. A 360-degree feedback questionnaire is also being developed. The six core competencies include a description, elements of the competency and performance criteria (not included below as observable behaviours demonstrating the competency.)
## Core Leadership Competency Framework for Executives in the SA Public Sector

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Descriptions and Elements</th>
</tr>
</thead>
</table>
| **1. Creates Vision and Gives Direction** | **Description:** Assumes an important role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of the organisation’s goals in order to create an effective work environment.  
  **Elements:**  
  - Creates vision – develops a shared vision for the organisation  
  - Inspires – Inspires and influences others to assume ownership of organisation’s goals  
  - Strategic planning – Displays thinking and planning to ensure organization moves towards its vision  
  - Judges – Acts decisively in an environment of ambiguity or insufficient information |
| **2. Develops People** | **Description:** Develops people through empowering, motivating and creating a work environment that promotes lifelong learning, diversity, mutual trust and respect.  
  **Elements:**  
  - Develops – Improves the skills and effectiveness of individuals through a range of development strategies  
  - Motivates – Motivates people towards achieving quality results  
  - Empowers – Empowers people to achieve or exceed organisation’s goals by delegating sufficient authority, responsibility, accountability and providing support |
| **3. Manages resources** | **Description:** Ensures that resources, including human resources, financial, physical, technological and information requirements are available and effectively deployed to meet strategic organizational and customer needs and maintain sustained product and/or service delivery.  
  **Elements:**  
  - Negotiates and obtains – Negotiates effectively to obtain resources to achieve outcomes  
  - Allocates – Allocates resources to projects and programs to achieve outcomes  
  - Evaluates – Evaluates use of organisation’s resources in relation to planned outcomes  
  - Complies – Manages the organization in compliance with the current provisions of the relevant Acts and within Public Sector policy |
| **4. Promotes and Achieves Quality Outcomes** | **Description:** Develops a quality focused environment through setting, promoting, delivering and evaluating high quality customer product and/or service standards.  
  **Elements:**  
  - Sets standards – Establishes high quality customer product and service standards  
  - Promotes and monitors – Promotes and monitors standards and continuous improvement to achieve highest quality product or service  
  - Delivers – Promotes the achievement of excellence in delivering a product or service linked to planned outcomes |
| **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:**  
  - External Customers and Stakeholders  
    - Networks – Develops and maintains positive and beneficial relationships with relevant networks across the sectors  
    - Represents – Develops and maintains a positive image and profile of the organizations  
  - Ministers, Chief Executives and Other Public Sector Leaders  
    - Relates effectively – Relates effectively with all public sector leaders  
    - Is politically savvy – Approaches all situations with a clear perception of the political context and reality |
### 6. Self-Awareness and Self-Management

**Description:** Seeks to increase self-awareness of own strengths and development needs and acts to improve oneself and one’s performance at work based on this knowledge and 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.

**Elements:**
- **Is a lifelong learner** – Engages in regular critical reflection on feedback and experiences in the workplace and acts on reflections to facilitate professional growth
- **Models** – Models appropriate social, ethical and organizational standards
- **Achieves** – Sets challenging goals for self to achieve high quality outcomes
- **Values well-being** – Values the well-being of self through managing stress levels and work-life balance

### Portfolio and/or Agency Specific Competencies

- Any number of competencies* as are required by Executives in their particular portfolio, agency or division
  
  * See below for discussion of local government-specific management competencies

### Underpinning Knowledge and Skills

**Underpinning Knowledge**
- **Business concepts**
  - e.g. change management, benchmarking, performance measurement, financial management, risk management
- **The Environment**
  - e.g. government direction, policies, codes and values
- **Legislation**
  - e.g. legislation, codes, by-laws, regulatory frameworks
- **Working with others**
  - e.g. consultative processes, morale, time management, principles of lifelong learning, career management, diversity, mediation

**Underpinning Skills**
- **Analytical skills**
  - e.g. analyse complex information, deal with ambiguity, creativity
- **Business skills**
  - e.g. change management, project management, financial management, performance measurement skills
- **Learning skills**
  - e.g. developing career plans, self-assessment, identifying learning needs and styles
- **Communication skills**
  - e.g. relating to diverse people, writing, providing feedback, mentoring, gain trust, mediating, negotiating, presenting

As the Core Leadership Competency Framework is designed for use across the whole of the SA public sector, with scope for adaptation and the addition of specific competencies, it would appear to be of great potential benefit to the local government sector, not only for use within the sector, but in promoting ease of movement of senior managers between levels of government.

All of the competency or capability frameworks reviewed for this research have been presented to their target audiences and stakeholders as tools and resources rather than mandatory checklists, with several having become well-established and broadly accepted in their sectors.
4. Local Government Senior Management Competencies

The Australian and international local government senior management competencies examined share common features with each other and with the generic core competencies for public servants. They also recognize the changing roles of senior executives.

“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 organization together [and] occupies a crucial position at the political-managerial interface of the council.” (Jones, 2002)

A major UK study of current and future skill demands of local government senior management teams found that senior managers expected the focus to be on developing existing skills.

“Senior managers are already facing developments where the challenge lies in having to manage issues that are divergent, conflicting and unclear. Senior managers are overwhelmed by the number of initiatives they are asked to undertake but have limited choices about how far and fast they can deliver change.” (LGNTO 2003)

Major challenges were seen as organizational culture, statutory frameworks and balancing the competing interests of all stakeholders in socially and ethically acceptable ways.

An examination of chief executive and senior management job and person specifications from several South Australian metro and country councils reveals many common features including;

- Leadership
- Council liaison
- Corporate and statutory management
- Financial and asset management
- Strategic direction and development
- Operational management
- External relationships
- Marketing and media

The job and person specifications are similar for CEO and senior management positions in terms of functions and personal qualities, differing mainly in levels of responsibility and degrees of relationship with elected members and other stakeholders. They focus on the position’s functions, responsibilities and outcomes but also include references to many qualities and attributes that typically appear in competency frameworks, including innovation and drive, development of self and others, including elected members. Senior managers are expected to display personal qualities such as sensitivity, resilience, diplomacy, maturity, tenacity, self-confidence and judgement.

Local government bodies have developed supporting resources such as LGMA Queensland’s Executive Performance Management Systems Manual. It provides guidelines for CEOs and elected members and looks at quality and quantity of work in managing council relations, the organization and external relations, motivation and attitudes, judgment and interpersonal effectiveness.

The LGA of SA has developed the Performance Evaluation and Review Program (P.E.R.P.) guidelines.

**P.E.R.P. Performance Criteria and Performance Assessment**

<table>
<thead>
<tr>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Manage operations and resources in an efficient and effective manner, in cooperation with the Council</td>
<td></td>
</tr>
<tr>
<td>Advise elected members in matters of statute, financial management, community, strategic and corporate planning and human resource management</td>
<td></td>
</tr>
<tr>
<td>Develop policies, systems and procedures to ensure the organization meets its community service obligations by providing quality service</td>
<td></td>
</tr>
<tr>
<td>Promote the Council as a highly professional, accountable and effective authority in all dealings with Federal and State Governments, other organizations and the community</td>
<td></td>
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<table>
<thead>
<tr>
<th>Skills and Characteristics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Standards</td>
<td>Analysis</td>
</tr>
<tr>
<td>Organisation</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Productivity</td>
<td>Resourcefulness</td>
</tr>
<tr>
<td>Decisiveness</td>
<td>Impact</td>
</tr>
<tr>
<td>Financial Management</td>
<td>Human Relations</td>
</tr>
</tbody>
</table>
Across Australia and internationally, many councils have developed comprehensive performance review and competency statements or frameworks. UK Employers Organisation for Local Government provides several case studies and competency frameworks developed by individual authorities, such as the following.

### Bolton Metropolitan Borough Council: Chief Officers’ Competency Model

- Valuing Diversity
- Networking and Influencing/Working in Partnership
- Organisational Effectiveness
- Information and Communication Management
- Developing a Learning Organisation
- Valuing People
- Problem Solving
- Leadership
- Resource Management
- Self Management
- Strategic Thinking/Decision Making
- Leading the challenge on Continuous Service Improvement  (EO 2003)

The Employers Organisation notes that none of the case studies represents an ‘off the shelf’ product and that every local government authority must develop solutions to match its own challenges.

The Corporation of the City of Adelaide in 1997 introduced an Executive Management Development Profile as well as profiles for managers, middle managers and frontline managers, to meet the “need to be very clear about the competencies managers in the Corporation require both now and into the future” and to provide “a checklist for all current managers and those aspiring to management roles. They are the foundations of all our management development strategies and programs.” (CCA 1997)

<table>
<thead>
<tr>
<th>Key Role 1: Delivering Competitive Services</th>
<th>Creating a responsive Corporate business culture in a competitive service environment</th>
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<tr>
<td>Key Role 2: Thinking and Planning Strategically</td>
<td>Developing and implementing the strategic direction and vision for the Corporation</td>
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<tr>
<td>Key Role 3: Being a Leader</td>
<td>Providing direction and leadership for the Corporation and division</td>
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<td>Key Role 4: Developing the Corporate Environment</td>
<td>Developing a flexible, productive, safe and equitable Corporate environment</td>
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<tr>
<td>Key Role 5: Allocating Strategic Resources</td>
<td>Allocating strategic Corporate physical and financial resources</td>
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Elected members have a significant role in designing and using competency frameworks. An American paper on enhancing public sector senior leadership highlights this aspect of local government competency framework development by asking whether attention should not also be focused on elected political leaders, highlighting the inter-relationship of competencies for both groups.

“For example, one could certainly argue that issues of managing a diverse workforce are a great deal more relevant to senior civil servants than to elected members of a legislative body. On the other hand, one could also argue that it is the members of the elected legislative body who pass the legislation, or shape the policy, that requires the creation and maintenance of a diverse workplace organization. Consequently, a better understanding of this topic is equally relevant for them.” (Rosenbaum, 2003)

The SA Local Government Association’s governance manual for council members addresses this issue. There are similarities with senior management competency elements in the seven governance areas it covers, which include Elected Representation, Community Participation, Roles and Relationships, Strategic Direction, Policies and Procedures, Accountability and Council and Committee Meetings. Elected members’ performance areas include interpersonal relationships, ethics, non-discrimination, information sharing, conflict resolution, strategic thinking and work-life balance, all of which appear in management frameworks.

The governance issues in each area are mainly expressed in terms of quite specific responsibilities, mechanisms and procedures. There are also several broad competencies such as understanding and developing relationships, strategic thinking and leadership. The general and the specific are intertwined throughout the Governance Checklist, as illustrated in these two items in the Elected Representation area, under Leadership.
“15. Having the responsibility to lead the community means that sometimes Council Members have to challenge existing perceptions within the electorate.  
16. Council members keep existing policy, strategic management plans and financial plans under annual review...as required by the Local Government Act.” (LGA 2003)

Given the increasing understanding of and influence on local government management by elected members, it is clear that the development of competency frameworks needs to be a collaborative effort.

5. Summary of Perceptions and Issues Regarding Competency Frameworks

Several common themes emerged from consultations with CEOs, executive managers, elected members, HR managers, state government agencies, training organizations, recruitment firms, consultants and academics.

Increased demands on senior managers

All respondents concurred that CEOs and senior managers’ roles were becoming more complex and demanding across all 18 metropolitan and 60 country councils. A common competency framework that reflected the complexity of the roles was seen as a valuable tool in its own right. Country senior managers, who were responsible for a wider range of functional responsibilities, saw competency frameworks as a very useful tool for professional development.

Senior management competencies

Respondents generally agree that generic public sector senior management competency frameworks accurately reflect the skills and attributes of local government leaders. However, a common competency framework for SA local government must take into account the skills and knowledge developed by the older generation of executives. A competency framework couched entirely in modern ‘managerial’ language might not be useful or appropriate in all contexts.

A competency framework must also address the difference between the CEO’s relationship to council and to the senior management team as well as the differences in management styles, which were critical in managing within the different community contexts and cultures.

Emerging competencies

While respondents agreed that the perennial local government management and leadership competencies were still crucial, they noted several emerging trends which would need to be addressed in a competency framework:

- the increased importance of dealing with the political dimensions
- having a strong sense of purpose
- fostering ethical behaviour and respect for diversity at all levels
- developing and maintaining partnerships
- having a global view of the local government context and being able to predict impacts of globalisation
- the increasing demand for transparency in both external and internal dealings
- the importance of the ability of newly-appointed CEOs to maintain continuity of initiatives, culture and relationships

Some respondents noted an increasing shift from a service focussed public service model to an outcomes focussed business model, with its attendant demands for changes in the skills bases and broader competencies of senior managers and elected members.

Roles of elected members

Elected members are increasingly influencing business and management processes and require continuing professional development. The introduction of competency frameworks for planning and appraisal processes should involve elected members. Competency concepts and tools need to be accessible and straightforward, particularly in view of the variability of elected members’ educational and occupational backgrounds.

A common competency framework, made available to all existing and newly appointed elected members, would enhance their understanding of the nature of local government management and the
process of performance assessment. Its use would also streamline the process and reduce any reluctance to undertake assessments.

**Performance development and assessment**

The immediate value of a common competency framework for incumbent senior managers is in self-assessment and peer review, leading to the identification of areas for professional development. Another value was seen in ensuring that executives are assessed by objective and consistent standards from year to year, thus providing protection from subjective criticism. Middle managers would find a common framework of great value in career and professional development planning. Graduates entering the local government sector would also benefit from the existence of a generic competency framework.

Current practices in conducting performance assessments of CEOs vary from council to council. Common practice is to focus on reviewing adherence to the job description and the extent to which CEOs have met specific objectives. This approach appears not to examine broader attributes such as vision and leadership and systematic planning for professional development.

Some councils find it difficult to meet annual requirements to review CEOs as day to day business and elections take precedence. In some circumstances, CEOs may also be reviewed by newly-elected councillors who may have little previous experience in such matters. Establishing a common competency framework with accompanying guidelines would help to reduce the ‘information asymmetry’ between managers and elected members that could reduce the effectiveness of performance review and the achievement of full accountability.

**Recruitment and selection**

Councils prescribe CEO and senior management selection and performance criteria according to their particular employment contracts and job and person specifications which, although diverse, have similar features. A comprehensive, common competency framework would enhance the human resources and organizational development functions by introducing more standardized classifications and terminology. It would also add the capacity to measure emerging competencies and attributes such as commitment to ethical behaviour, the environment, diversity and inclusiveness.

Recruitment firms saw potential benefit in the adoption of a common competency framework. It would be a valuable addition to the tools available, would provide a generic basis for all consultants and would to some extent simplify assignments. It would also help consultants to educate elected members and better inform them of the range of parameters they should consider in selecting senior managers.

Smaller councils would welcome a common competency framework and related resources to enable them to carry out more of their own recruitment, selection and appraisal, thus giving them greater control over the process and reducing the costs of engaging external consultants.

**Training, Education and Professional Development**

Finding and accessing suitable professional development programs and the time to undertake them presents difficulties for senior managers. Most used informal approaches to continuous learning, including peer interaction, conferences and seminars, personal reading and advice from professional bodies such as the LGA and LGMA. The literature indicated a growing trend among senior managers to refer to mentors.

Training providers reported that local government managers are well represented in generic management courses and that they undertake post-graduate courses, often by external study.

**Sector-specific professional development pathways are also available in the higher education and vocational education and training sectors. For example, the nine graduate diploma units for Governance and Administration In the Local Government Training Package all address competencies required of senior managers, several being designated (*) as particularly suitable for CEOs and elected members.**

- Govern councils*
- Manage the HR process
- Lead and develop local government staff
- Lead the strategic management process*
- Manage and improve organizational processes
- Develop risk management systems
- Use financial and economic information for strategic decision-making*
- Develop, lead and build community capacity*
- Build business opportunities and community initiatives* (LGTA 2003)

The training package is designed to eventually articulate with higher education.
University public administration courses with local government options, available from graduate certificate to PhD levels vary in scope and specificity but tend to address a common range of issues such as the following listing from the Flinders Institute of Public Policy and Management;

- leadership and decision-making in public sector organisations
- strategic management, managing the processes of transformation and change
- evolving structures and styles of Government
- theoretical and value issues in public policy; the implications of public choice
- policy analysis in: social, urban, housing, education, health, environment, economic development
- best practice, performance and accountability, audit and evaluation (FIPPM 2003)

Most respondents believed that a common competency framework would be of value in developing personal professional development plans, in the assessment of current competencies and in guiding middle managers in their career development.

6. Competency Framework Applications and Benefits

There are several potential applications and benefits of a common competency framework for the South Australian local government sector.

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<tr>
<th>Applications</th>
<th>Benefits</th>
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<tbody>
<tr>
<td><strong>Recruitment and Selection</strong></td>
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<tr>
<td>Job and Person Specifications</td>
<td>Ensure consistency and comprehensiveness</td>
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<tr>
<td>Recruitment</td>
<td>Enhance candidates’ ability to make informed career decisions</td>
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<td></td>
<td>Enhance professionalism of local government sector</td>
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<tr>
<td>Selection</td>
<td>Improved design of interview schedules, basing skills and behaviours questions on established performance criteria</td>
</tr>
<tr>
<td>Assessment Centres</td>
<td>Ensure uniform design of environments and systems through which candidates can be observed in simulated work tasks and provided with opportunities to demonstrate competencies.</td>
</tr>
<tr>
<td><strong>Performance Development and Appraisal</strong></td>
<td></td>
</tr>
<tr>
<td>Performance Development Planning</td>
<td>Enable managers to identify competencies for further development and plan strategies to develop them. Enhance ability of training and education providers to coordinate and implement learning pathways. Assist mentors and consultants.</td>
</tr>
<tr>
<td>Development Centres</td>
<td>Consistency in design of development centre activities including written exercises, presentations, discussions and interviews based on the competency framework</td>
</tr>
<tr>
<td>360 Degree Feedback</td>
<td>Consistency and comprehensiveness in design of formal and informal 360-degree feedback questionnaires. Usage over time would lead to establishment of benchmarks in core areas.</td>
</tr>
<tr>
<td>Performance Appraisal</td>
<td>Greater objectivity and professionalism in performance appraisal process. Usage over time would lead to establishment of benchmarks for executive performance and rewards.</td>
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More general benefits of a competency framework were also seen in terms of helping the Organisational Development and HR functions of council to better plan responses to changing and emerging needs and improving organizational alignment around core values and visions. The fact that the best competency frameworks examined are gradually being extended to lower levels of management was also seen as of potentially great benefit in succession planning.
7. Competency Framework Development and Implementation

All respondents and research findings emphasise that any tool for enhancing management competencies must add value to the work and processes of the organization. A well-designed, accessible and supported competency framework can be widely applied across the full range of local government authorities. However, even theoretically-sound and comprehensive framework 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 organizational 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, organizations should address culture, strategy and process issues instead of, or before, or in parallel with implementing competencies.” (Schoonover, 2002)

Most respondents agreed that there would be benefits in a well-designed common competency framework but were emphatic that the uses and techniques of applying the framework and its benefits to CEOs, senior managers and elected members would need to be very clearly spelled out.

Critical Design Elements of Competency Frameworks

According to Stephen Schoonover, a US competencies expert, effective competency frameworks share the following features:

- **Focus on organizational goals**: Frameworks for senior managers describe superior or best practice performance in terms of achieving the goals of the total organization and the functions and career levels of the management positions described.

- **Future orientation**: The most useful frameworks are those which are valid for current circumstances and also anticipate coming trends, critical events and the pace of change. The framework needs to be robust enough to incorporate changes and still remain valid for several years.

- **Structure of competencies**: Frameworks group related behaviours clearly and logically for ease of making decisions for assessment and development.

- **Content and complexity**: Ideally, frameworks enable organizations to select the competencies that most impact on specific desired outcomes.

  “Frequently, competency initiatives fail because models are too long and too detailed or because organizations spend too much time and too many resources researching and editing behaviours…fail to provide a simple framework to users in a timely manner. Models that work best follow the 80-20 rule. They provide the 20% of behaviours that drive 80% of excellent performance.” (Schoonover, 2002)

Characteristics of Successful Competency Framework Implementation

Several common characteristics of implementation emerged from the research and consultations.

- Competency frameworks must be offered for voluntary use, not imposed.

- Framework design must be based on a realistic analysis of organization needs, cultures and contexts and be seen as directly relevant to local government administration.

- Frameworks need to be used over a sufficient length of time to become integral to continuous improvement and the achievement of strategic goals.

  “CEOs are likely to be highly motivated if they …are involved in establishing objectives and performance measures which are realistic and challenging, agree to the performance measures and receive regular feedback.” (LGMA Qld, 1999)

Typically, successful competency initiatives include the following implementation steps:

- **Draft frameworks incorporate the core competencies and the best features of existing models.**

- **Drafts are presented to the key stakeholders for evaluation and comment, with particular emphasis on the views of top performers.**
- Findings of the draft evaluation are incorporated into a framework available to all users.

- ‘Roll-out’ involves promotion, marketing and introduction, incorporating face-to-face workshops along with clear application guidelines and support materials.

- Councils should be shown how to align the framework with their own cultures, contexts and communities and how to integrate it with HR functions and strategic planning.

- Follow-up support should be available from the auspicing agency, including evaluation of the process of implementing a competency framework. This can involve experts who can follow up with both parties to a CEO appraisal, for example, or consult with senior managers to determine value of the framework in self assessment and professional development design.

**Essentially, the successful implementation of a competency framework across the sector or within individual councils must follow a systems approach that incorporates all of the above characteristics.**

Its design should be informed by existing local, national and international frameworks but must be fully based on the South Australian local government environment, now and into the future.

Developing an entirely new competency framework for local government in SA is possible but very resource intensive and would delay the introduction of the tool for many months. At this stage, the best option might be to examine the SA Government Executive Leadership Competencies framework in detail, match its core competencies to the concepts and terminology of the local government sector, then add sector-specific competencies to the framework before undertaking the implementation steps described above.

There is a positive climate for such an undertaking and the potential work involved in developing such a framework is within the capabilities of the South Australian local government sector and its professional bodies.
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Lynne Walden, Financial Services Director, City of Port Pirie

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<th>Organisation/Role</th>
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<td>Principal</td>
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LGMA Survey Report

Competencies for Local Government Chief Executives and Senior Managers

December 2003 – January 2004

Project Manager: Joe Williams, Executive Director LGMA (SA)
Project Consultant: Robert Bean Consulting

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LGMA Survey Report

Competencies for Local Government Chief Executives and Senior Managers

1. Introduction
Local Government Managers Australia (SA) was commissioned in September 2003 through the South Australian Local Government Association’s Research and Development Scheme to investigate the need for a common competency framework for South Australian local government senior managers. The findings of the initial research stage are presented in the Executive Summary and Discussion Paper, December 2003. (See Appendices B and C)

A survey (see Appendix A) of 190 CEOs, Mayors, LGMA members, academics and consultants was conducted in December 2003. It investigated current local government use of senior management competency frameworks and views on the need for, value of and design features of a common competency framework for the South Australian local government sector. A total of 33 responses was received, constituting a response rate of 17.4% of the target group.

In the final stage of this project, the LGMA reference group and the consultant will review the research findings and recommend possible ways forward and the scope of future work.

2. Executive Summary
The findings of this survey, outlined in the key points below, reveal 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 survey findings are consistent with the results of research and consultations undertaken at the beginning of the project and presented in the Discussion Paper. Taken together, the findings from this research project provide clear directions for the scope and nature of the development of a local government common competency framework.

1. There is a widespread use of competency frameworks in local government
The survey revealed a widespread, though uneven, use of competency frameworks in performance assessment and development. Almost 85% of Councils use a framework occasionally or regularly. Several Councils have developed their own frameworks, others conduct performance assessments based mainly on job descriptions and agreed targets, while others rely on external consultants’ resources.

2. There is strong interest in a common framework
There is very strong interest in the development of a common competency framework for the South Australian local government sector, with 48.4% stating it is definitely needed and 36.4% saying it is probably needed. Respondents identified potential benefits such as more comprehensive and objective performance appraisal, improved mobility and career development for middle and senior managers and better informed elected members.

3. Most councils would use the SA Public Sector competency framework as a basis
A large majority (84.8%) indicated that their Council would use a framework similar to the newly-developed 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.
4. The framework would be applied widely in human resource management and development

The framework would be applied to all relevant aspects of human resource management and would be most commonly used in senior management performance assessment (93.9%) and professional development planning (78.8%). It could also be linked to organizational development and governance.

5. Training in the use of a competency framework would be needed

The majority (72.7%) of respondents indicated that they personally would need training in applying the framework to the range of HR functions, particularly in performance measurement and professional development planning. Nearly 91% indicated that Chief executives, senior managers, elected members and middle managers were also in need of such training.

6. The SA Public Sector framework would be a suitable platform

A large majority (87.8%) agreed that the Executive Leadership Competency Framework is a suitable platform for a local government common competency framework. There were numerous comments concerning the kinds of adjustments and inclusions that would be required to contextualise the framework to the local government sector and to ensure an accurate reflection of the diversity and complexity of senior management roles and attributes.

General Comments

There was a commonly-expressed view in the numerous qualitative comments submitted that Councils must maintain control over the design and application of a competency framework to ensure its appropriateness to their characteristics, circumstances and particularly their organizational and community cultures. A common competency framework would have to be constructed and presented as a flexible resource rather than as a prescriptive model.

Several respondents commented on the limitations of competency models to accurately assess personal attributes and management styles. A competency framework would also need to be able to address or incorporate key performance indicators relating to specific strategies and plans. Some warned that the use of a competency framework by employees or elected members lacking training and sound understanding of the underlying principles could be counter-productive.

The few respondents who rejected or were unsure about the use of a common competency framework either already had workable models or believed that there was nothing wrong with the status quo.

Conclusions

Because the results of this survey closely reflect the research findings of Step 1 it can be concluded that the survey presents a sufficiently accurate view of the industry’s positions, attitudes and concerns regarding senior management competency frameworks on which to base plans for the development of a common framework. The fact that the use of competency frameworks is now widespread in Australia and other Western democracies at all levels of government and business reinforces this conclusion.

Given the positive response to the concept of introducing a common competency framework for chief executives and senior managers, it can be concluded that the South Australian local government sector in general would support further development and would use such a resource if it were made available in an appropriately flexible format and supported by training and expertise.

On this basis, a proposal to develop, introduce and trial a common competency framework should be presented for consideration.

The development process would need to incorporate the recommendations and address the concerns of the respondents to the research consultations and this survey.

A discussion paper outlining the nature and extent of the work required to establish a competency framework follows.
3. Quantitative Findings
The responses to the quantitative questions are presented below as charts with comments including percentages.

Question 1. Does your Council use a competency/capability framework to review the performance of senior executives?

- 84.8% of Councils currently use a competency/capability framework to review the performance of senior executives. 42.4% use a framework occasionally. 24.2% use a framework frequently. 18.2% always use a framework.
- 12.1% never use a competency framework.

Additional comments stated that some Councils have developed their own frameworks while others use those provided by external agencies such as the LGA and private consultants.

Question 2. Is a common SA local government senior management competency/capability framework needed?

- 84.8% believe a common competency framework for local government CEOs and senior managers is probably or definitely needed.
- 48.4% believe such a framework is definitely needed.
- 36.4% believe such a framework is probably needed.
- 12.1% state that it is possibly needed or are unsure.
- 3.1% do not believe such a framework is needed.

This distribution closely reflects the views of those consulted in the development of the initial discussion paper.
Question 3. Would your Council use a framework similar to the SA Public Sector Executive Leadership Competency Framework attached if it was modified to reflect the Local Government context and allowed Council to add its own specific competencies?

- 84.8% of respondents believe that their Council would occasionally or regularly use such a framework with modifications and the addition of specific competencies.
- 51.5% would use such a framework regularly
- 33.3% would use such a framework occasionally
- 6% would rarely use such a framework

Question 4. For which of the following purposes would your Council use a competency framework?

The purposes for which Councils would use such a framework are, in rank order:

1. Performance Measurement 93.9%
2. Professional Development Planning 78.8%
3. Recruitment 75.7%
4. 360 Degree Feedback 51.5%
5. Selection 39.3%
Question 5. Would you need training in the use of competency frameworks for any of these purposes?

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<th>Training Needed: Self N=33</th>
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<td>7</td>
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- 72.7% indicated they personally would need training.
- 21.2% indicated they would not need training
- 6% don’t know if they would need training

The strongly perceived need for training in the use of competency frameworks was emphasized by several written comments and is reflected in the research findings.

Question 5b. If Yes, for which purposes?

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<th>5b. Training Needs Areas N=33</th>
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<tr>
<td>Recruitment</td>
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<td>Series1</td>
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Training needs areas in rank order:

- 66.6% Performance Measurement
- 60.6% Professional Development Planning
- 45.4% 360 degree Feedback
- 33.3% Recruitment
- 27.3% Selection

Individual respondents tended to indicate a need for training in the applications they selected from the above list. Just under half of all respondents indicated that they would need training in all the applications. Those who said they would not need training commented that they had received such training and/or were already skilled in applying competency frameworks.

This finding reflects comments made in the first stages of this research project concerning the necessity of all managers and elected members to improve their skills in competency assessment and development.
Question 6. Do you believe other staff would need training in the use of competency frameworks?

- 90.9% believed that other staff would need training
- 9.1% did not believe or did not know if other staff would need training

Question 6b. If so, which of the following categories of staff would need training?

Categories needing training in rank order:
- 69.7% Senior Managers
- 63.6% Chief Executives/City Managers
- 63.6% Elected Members
- 57.5% Middle Managers
- 24.2% Frontline Managers
- 15% Entry-level graduates
- 15% Consultants

While there is quite an even distribution of perceived need for training for chief executives, senior managers, middle managers and elected members, there were several comments that elected members should be the priority audience for training in the area of performance measurement. The management categories would require training in all areas relevant to their areas of responsibility.

Front line managers and entry-level graduates are not deemed to be as much in need of training until such time as competency frameworks are extended to those categories. The low number indicating that training would be required by consultants is due to the small proportion of respondents who work directly with consultants and the small number of respondents from recruitment firm and government agencies. The latter generally indicated that consultants would need training.
Question 7. (Question 8 in survey form) From your reading of the attached Core Leadership Competency Framework for Executives in the SA Public Sector, do you think it is a suitable platform for a Local Government sector competency framework?

7. SA Exec Framework Suitable Platform  N=33

- 87.8% believe it would be a suitable platform for a local government framework.
- 6.1% do not believe it would be suitable
- 6.1% do not know if it would be suitable

There were several comments concerning the nature and content of the SA government platform (see Section 4, below). The minority who did not believe it would be suitable rejected it either on the grounds that their Council’s system was working well or because of concerns that the SA framework did not adequately address the essence of leadership and senior executive competencies and attributes needed in the local government sector.

4. Qualitative Findings

Respondents were invited to comment on “Issues For Consideration in Senior Management Competency Development and Appraisal”. Indicative of the degree to which the sector is interested in or concerned about competency issues, all but six provided comments, either in writing or by telephone. Again, these comments reflected and corroborated many of the points raised in the initial research consultations and summarized in the Discussion Paper.

Question 7. From your reading of the attached Executive Summary and the optional Discussion Paper, are there any current or future issues which you believe have not been mentioned or which you would like to emphasise?

Respondents identified a need to place more emphasis on the special relationships between local government community service providers and the communities they served. Senior executives were seen to bear a great degree of responsibility for developing and maintaining these relationships, both with elected members and with Council employees.

The need for better support networks for CEOs that included mentoring and group interaction was identified, particularly for CEOs moving to new positions. Related to this was the observation that staff turnover could lead to loss of corporate knowledge.

For those who already had effective performance assessment and development there was a concern that introducing a new system could be confusing. As one commented; “If it isn’t broken, don’t fix it”.

Other issues mentioned included managing the media and incorporating measurements relating to sustainability, energy and environmental considerations.
Question 8. From your reading of the attached Core Leadership Competency Framework for Executives in the SA Public Sector, do you think it is a suitable platform for a Local Government sector competency framework?

As shown in the quantitative response to this question (See Question 7, above) the majority believe the SA Public Sector framework is a suitable platform. The majority of written comments concerned the adoption and adaptation of the framework to the local government context.

Perceived features and benefits
Several respondents commented that the Core Leadership Competency Framework was sufficiently well-balanced to measure the quality of individuals across all core competencies and the degree to which individuals achieved agreed quantitative measures, as long as it was closely ‘tuned’ to the governance relationships and respected the broad and diverse nature of the local government sector.

It was seen to offer consistency, better selection and appraisal and improved career planning. Middle managers would find it beneficial if they were well-grounded in its principles and applications. Benefit was also seen in promoting a common understanding among managers from all councils of the industry’s basic competency requirements.

It was also seen as beneficial in terms of executive career progression, offering a relatively uniform tool for measuring competencies in view of the mobility of senior managers. Adopting the features and terminology of the state government framework would also enhance communication and understanding between the state and local government sectors.

Other benefits were noted, including the framework’s comprehensiveness and focus on vision and influence as well as its inbuilt facility for customization.

Modifications required
Numerous comments were received concerning the process of adapting the framework to the local government context. A common theme is that the framework must be highly relevant to the sector and flexible in its application, rather than inflexible and prescriptive. To achieve this, it was recommended that leading local government executives and professionals be involved in ensuring that the framework made clear linkages between theory and application.

Current practice, focusing on the achievement of KPIs, must be recognized and accommodated in any new framework. A two-tiered approach was recommended to deal with the achievement of specific objectives as well as the demonstration of leadership and senior executive competencies in the broader sense.

It was recommended that the framework should include tools and guidance for clearly identifying and weighting desired outcomes and rewards for their achievement. It could also incorporate some of the attributes featured in the Australian Public Service Commission and United Kingdom capability frameworks outlined in the Discussion Paper.

Concerns
One respondent expressed concern that systematizing the assessment of managers by means of a competency framework could lead to taking a “reductionist approach of assessing some of the components [and] miss the very essence of what are star qualities”. The respondent felt that a simpler framework dealing with higher level issues, similar to the Canadian model outlined in the Discussion Paper, would be preferable to the SA model.

A framework that provides measures of performance would have to be carefully framed to minimize the potential for disputation.

This was echoed in other comments that measuring qualities such as trust, respect, and the modeling of social and ethical standards was difficult and would pose problems in translating them to an appraisal system.

Question 9. Further Comments
Two respondents opposed the use of 360 degree feedback as an assessment tool in the local government sector.

One respondent commented on the need to include attributes of leadership such as selflessness, consistency of personal behaviour and energy.

Another commented on the difficulty of attracting suitable candidates for management positions in country Councils.
APPENDIX A: Survey Questionnaire

LGMA Survey

Competencies for Local Government Chief Executives and Senior Managers

December 2003

Introduction:
LGMA (SA) has been commissioned by the LGA to investigate the need for a common competency framework for South Australian local government senior managers. The findings of the research stage are presented in the attached Executive Summary and Discussion Paper. Your views are essential in determining the way ahead.

Please read the attached 2-page Executive Summary and 3-page outline of the new SA Public Sector Executive Leadership Competency Framework before responding to this survey. You may also wish to read the full 14-page discussion paper, also attached.

Please send your completed survey to the project consultant, Robert Bean, by 23 December.
Email: rsbean@ozemail.com.au Fax: (08) 8598-3099
Post: PO Box 57, Delamere, SA 5204

You may also complete the survey by telephoning Robert on (08) 8598-3088 or Mobile: 0428-645-142

Thank you.
Joe Williams, Executive Director, LGMA SA Division

Survey Questions:
Please mark the appropriate box with an ‘x’. If you wish, please write any comments below the boxes.

1. Does your Council use a competency/capability framework to review the performance of senior executives?
   - Never
   - Occasionally
   - Don’t Know
   - Frequently
   - Always

2. Is a common SA local government senior management competency/capability framework needed?
   - Not at all
   - Possibly
   - Don’t know
   - Probably
   - Yes

3. Would your Council use a framework similar to the SA Public Sector Executive Leadership Competency Framework attached if it was modified to reflect the Local Government context and allowed Council to add its own specific competencies?
   - Never
   - Rarely
   - Don’t know
   - Occasionally
   - Regularly

4. For which of the following purposes would your Council use a competency framework?
   - Recruitment
   - Selection
   - 360 Degree Feedback
   - Performance Measurement
   - Professional Development Planning

5. Would you need training in the use of competency frameworks for any of these purposes?
   - No
   - Don’t know
   - Yes
   - If Yes, which ones: a b c d e

6. Do you believe other staff in any of the following groups would need training in the use of competency frameworks?
   - Chief Executives/City Managers
   - Senior Managers
   - Elected Members
   - Middle Managers
   - Frontline Managers
   - Entry-level graduates
   - Consultants
General Comment Section:

Issues For Consideration in Senior Management Competency Development and Appraisal

7. From your reading of the attached Executive Summary and the optional Discussion Paper, are there any current or future issues which you believe have not been mentioned or which you would like to emphasise?


8. From your reading of the attached Core Leadership Competency Framework for Executives in the SA Public Sector, do you think it is a suitable platform for a Local Government sector competency framework?

☐ No  ☐ Don’t know  ☐ Yes

If so, what features or benefits contribute to its suitability? What modifications if any would be needed?
If not, why, and what changes would need to be made to make it more suitable?
If you are not sure, what further information or consultation would you need to form an opinion?


9. Further Comments: Please add any other comments you wish to make.


Thank you for your contribution to this research project.

A complete report will be available on the LGMA website in February 2004.

If you would like to discuss the project or make further comments, please feel free to contact me.

Robert Bean, Project Consultant
Competencies for Local Government Chief Executives and Senior Managers

Recommendations for Future Work

February 2004

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Project Manager:  Joe Williams, Executive Director  
Local Government Managers Australia  (SA Division)

Project Consultant:  Robert Bean, Robert Bean Consulting  
Telephone: (08) 8598-3088  Mobile: 0428-645-142  
Fax: (08) 8598-3099  Email: rsbean@ozemail.com.au
1. Executive Summary

On the basis of research conducted into competencies for senior executives in local government and the findings of the survey, it is clear that there are strong arguments and a positive climate for the introduction of a common competency framework in the South Australian local government sector.

The LGMA (SA) project reference group recommends a development project to design, produce, promote and pilot the application of a common competency framework resource guide, funded under the Local Government Research and Development Scheme.

To achieve the objective of ensuring the acceptance and wide usage of a common competency framework in local government, three elements are considered essential; resources, support and motivation.

Resources: A comprehensive and accessible print and disk guide.

Support: Information, advisory and training services.

Motivation: A strong business and professional development case with articulation to governance, human resource management and organizational development.

To achieve the objective a 9–stage process over a two-year period is recommended, comprising the following stages and steps;

Stage 1: Resource Development 2004

1. Develop a Draft Local Government Competency Framework Resource Guide
2. Evaluate Framework through Consultation with Executives and Elected Members
3. Produce and Promote the Competency Framework Resource Guide
4. Establish Implementation Support Mechanism for Councils

Stage 2: Resource Introduction and Piloting 2004-2005

5. Design and Conduct Introductory Workshops
6. Pilot Competency Framework and Review User Experiences

Stage 3: Resource Consolidation, Promotion and Evaluation 2005

7. Conduct User Survey
8. Update Competency Framework Resource Guide
9. Promote and Distribute Updated Guide

Budget

Total funding required for the project is estimated at $67,520 as follows:
Stage 1: $33,420
Stage 2: $21,580
Stage 3: $12,520

Timeframe

It is recommended that Stage 1 of the project commence in mid-2004 to ensure the launch and dissemination of the resource guide by the end of the year and pilots and evaluation of the competency framework during 2005.
2. Proposed Development Project

The recommendations for future work are presented as a proposed development project in three stages over a 2-year period. The following notes represent a possible work plan for the project.

2.1 General Considerations
In considering the three elements essential to the success of the project, the following points should be incorporated into the project brief.

Resources:

- The resource guide should be designed and produced with the aim of providing the highest possible degree of user independence.
- Design principles should include plain English, logical sequencing, clear and accessible formatting and consistency of style with other LGA publications and products.
- The guide should also be informed by and articulated with other relevant LGA products including the recent Governance guide and the Performance Evaluation and Review Program.
- The guide should be provided in print format and on disk. The disk version should comprise the body of the guide and all templates needed for customisation by Councils.
- Additional resources such as relevant reports, papers and articles should be available through the LGA and LGMA websites.

Support:

- The LGA and LGMA Websites should provide relevant information and downloadable updates.
- The LGMA Website could be linked via LGNet for the main part of the process.
- A half-day introductory training workshop should be designed and delivered in conjunction with the launch of the guide and be available as needed through the LGA training program.
- The training workshop should be designed with accompanying trainer guides so that it can be delivered by any trainer qualified at the level of Certificate IV Assessment and Workplace Training.
- LGA and LGMA officers should be designated contact persons for enquiries and purchases.

Motivation:

- The promotion of the resource guide should be based on a strong business case articulated to governance, human resource management and organisational development.
- The promotion should also emphasise the career development benefits and professional development case for using a common competency framework.
- The relationship between performance assessment, legislative requirements of senior officers and elected members and the SA public sector code of conduct should be made clear.
- The use of the competency framework resources should be strongly endorsed by local government sector bodies and professional associations.
- It may be possible to adopt a system of awarding points for completion of performance assessments and career planning reviews using the framework with a view to making career progression in general dependent on regular competency assessment and development. This could be piloted by the LGMA in awarding Fellow status.
2.2 Project Team and Reference Group
The project would be conducted by a Project Team comprised of a project manager, project lead consultant and consultants engaged for specialist tasks as required. A Reference Group comprised of Chief Executive/s, Senior Manager/s, Elected Member/s and LGA and LGMA Representatives would advise and direct the project team.

2.3 Development Project Outline
The following outline is presented as one possible work plan. The actual tasks, objectives and timetables can be expected to vary as the project is negotiated and subsequently progresses. The timetable below is predicated on a starting date in March 2004.

2.4 Development Project Funding Sources
As the competency framework as outlined is widely seen as a potentially good product which would be acceptable to the local government sector in SA, a strong case can now be made for funding and human resources to produce and introduce a practical guide. The agencies to be approached include the LGA SA Local Government Research and Development Scheme, the LGMA National Research Program and other bodies such as the Australian Local Government Association and state and federal governments.

Stage 1. Resource Development

Proposed Timetable: July-October 2004
Estimated Budget: $33,420

Step 1. Develop a Draft Local Government Competency Framework Resource Guide

Objective:
• Produce a draft SA local government senior executive competency framework resource guide in print and disk formats.

Key Actions:

a) Adapt the SA Public Sector Executive Leadership Competencies Framework to the Local Government sector in consultation with key sector representatives and competency development specialists.

b) Design the Resource Guide. A possible structure is outlined below.

Section 1: Introduction
Context, Philosophy and Definitions
Relationship of CEO Competencies to principles of governance

Section 2: Applying the Competency Framework

The Competency Framework
Overview of framework and resources
Competency descriptions

Recommended Process for Applications
General guidelines
Guidelines for Elected Members
Guidelines for CEOs and Senior Executives
Guidelines for Consultants and Advisors

Application Guidelines and Templates
Performance Measurement
Professional Development
Recruitment and Selection
360 Degree Feedback

Section 3: Customisation Templates
Competencies Checklist
Form letters
Report formats
Step 2. Evaluate Framework through Consultation with Executives and Elected Members

Objectives:
- Elicit evaluation and feedback on the framework from executives, elected members and other stakeholders
- Incorporate feedback into revision of resource guide

Key Actions:
- a) Identify and contact experienced local government sector executives, elected members, specialist academics and consultants to establish a comprehensive representative review body
- b) Distribute draft guide to review body members
- c) Review and report on feedback

Step 3. Produce and Promote the Competency Framework Resource Guide

Objectives:
- Produce and promote the resource guide to all Councils
- Generate sufficient interest to proceed to Stage 2

Key Actions:
- a) Revise and produce resource guide.
- b) Develop promotional material and marketing strategies to raise awareness of the availability of the resource guide and the benefits of using a common competency framework.
- c) Publicise the development project through the normal information channels of LGA, LGMA and other relevant professional associations and organisations.
- d) Identify and confirm participants and schedule of training workshops for Stage 2.

Step 4. Establish Implementation Support Mechanism for Councils

Objectives:
- Provide support for Councils and individuals in the use of the resource guide
- Encourage all Councils to use the guide and undertake training

Key Actions:
- a) Establish website presences for the resource guide and supplementary information
- b) Designate an LGA staff member or consultant to act as first contact and advisor
- c) Publicise usage of resource through appropriate media and annual reports
Stage 2: Resource Introduction and Piloting

Proposed Timeframe: October 2004 – October 2005

Estimated Budget: $21,580

Step 5. Design and Conduct Introductory Workshops

Objectives:
- Successfully introduce the resource guide to a wide audience
- Train senior managers, elected members and other stakeholders in the use of the framework
- Stimulate interest in piloting the competency framework

Key Actions:
a) Design a half-day introductory workshop and participant materials
b) Organise training program
c) Conduct workshops for metropolitan and country areas
d) Evaluate and report on workshops
e) Confirm Councils willing to undertake pilot of competency framework.

Step 6. Pilot Competency Framework and Review User Experiences

Objectives:
- Establish a number of Councils willing to pilot the competency framework over a 1-year period.
- Maintain communication with and between piloting Councils.
- Review and report on user experiences.

Key Actions:

a) Confirm participating Councils and consult with senior executives and elected members to determine the nature and scope of the pilots.
b) Provide support and advice as required.
c) Liaise with participating Councils at agreed intervals.
d) Record and make available case studies of successful implementation
d) Conduct a survey to review the experiences of framework users.
e) Produce a review report with recommendations for Stage 3.
Stage 3: Resource Consolidation, Promotion and Evaluation

Proposed Timeframe: November - December 2005

Estimated Budget: $12,520

Step 7. Conduct User Survey

Objectives:
- Review the experiences of all framework users to determine the range of costs, benefits, required modifications and future applications.
- Establish/reinforce the business and personal cases for the use of a common competency framework.
- Produce empirical evidence of benefits to support future promotion and acceptance of the framework.

Key Actions:
- a) Review pilot council records, reports. Interview representative users.
- b) Design and distribute user survey.
- c) Collate survey results and produce survey report and recommendations for future action.

Step 8. Update Competency Framework Resource Guide

Objectives:
- Incorporate revisions and recommendations arising from the trailing and review process into the resource guide.
- Produce second edition of guide in print and electronic formats.

Key Actions:
- a) Revise resource guide.
- b) Produce second edition.

Step 9. Promote and Distribute Updated Guide

Objectives:
- Encourage wider usage of the common competency framework.
- Ensure that the resource guide is accessible.

Key Actions:
- a) Revise current promotional material to incorporate success stories from competency framework pilot review.
- b) Plan and conduct promotional and marketing campaign.
- c) Produce sufficient copies to meet anticipated demand.
### 3. Proposed Project Timetable and Budget

#### 3.1 Timetable

The project timetable below is based on a starting date in March 2004 and is presented as a possible broad workplan. Several steps will overlap during the project.

<table>
<thead>
<tr>
<th>Main Activity</th>
<th>Days</th>
<th>Start-Finish Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1: Resource Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step 1: Develop draft resource guide</strong></td>
<td>27</td>
<td>1 July – 15 Sept</td>
</tr>
<tr>
<td>Consolidate and review LG competency research and models</td>
<td>3</td>
<td>July</td>
</tr>
<tr>
<td>Form reference group and consult with key framework developers and users</td>
<td>3</td>
<td>July</td>
</tr>
<tr>
<td>Design, write and distribute draft guide to reference group</td>
<td>15</td>
<td>July-August</td>
</tr>
<tr>
<td>Gather feedback and write evaluation report</td>
<td>3</td>
<td>September</td>
</tr>
<tr>
<td>Edit and produce guide.</td>
<td>3</td>
<td>September</td>
</tr>
<tr>
<td><strong>Step 2: Evaluate Framework</strong></td>
<td>5</td>
<td>15 - 30 Sept</td>
</tr>
<tr>
<td>Distribute guide to reference group and wider review body</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gather feedback from above</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Write feedback report to reference group</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Produce and Promote Framework Guide</strong></td>
<td>12</td>
<td>1-30 October</td>
</tr>
<tr>
<td>Revise and produce guide</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Develop and implement marketing/promotional/publicity materials and strategies.</td>
<td>5</td>
<td>*Promotion ongoing October-Dec 2004</td>
</tr>
<tr>
<td>Coordinate promotion with relevant bodies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Confirm and schedule training workshops and Council pilots</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Step 4: Establish Implementation Support Mechanism</strong></td>
<td>4</td>
<td>1 Sept –30 October</td>
</tr>
<tr>
<td>Appoint and brief LGA &amp; LGMA contact persons</td>
<td>2</td>
<td>September</td>
</tr>
<tr>
<td>Establish LGA and LGMA website presences and links</td>
<td>2</td>
<td>Sept-Oct</td>
</tr>
<tr>
<td><strong>Stage 2: Resource Introduction and Piloting</strong></td>
<td>26</td>
<td>Oct 2004 – Oct 2005</td>
</tr>
<tr>
<td><strong>Step 5: Design and Conduct Introductory Training Program</strong></td>
<td>12</td>
<td>October-Dec 2004</td>
</tr>
<tr>
<td>Design introductory workshop and workbook</td>
<td>5</td>
<td>October</td>
</tr>
<tr>
<td>Organise training program</td>
<td>1</td>
<td>October</td>
</tr>
<tr>
<td>Conduct workshops: e.g. 2 metro, 3 country</td>
<td>5</td>
<td>November-December</td>
</tr>
<tr>
<td>Write and distribute training evaluation report</td>
<td>1</td>
<td>Dec.</td>
</tr>
<tr>
<td><strong>Step 6: Pilot Competency Framework</strong></td>
<td>14</td>
<td>Nov 2004 – Oct 2005</td>
</tr>
<tr>
<td>Confirm piloting Councils</td>
<td>1</td>
<td>Nov-Dec 2004</td>
</tr>
<tr>
<td>Assist Councils to plan framework pilots (est 10 councils x ½ day)</td>
<td>5</td>
<td>Nov 2004 – Feb 2005</td>
</tr>
<tr>
<td>Liaise with piloting Councils as required. Maintain records.</td>
<td>6</td>
<td>Nov 04 – Oct 05</td>
</tr>
<tr>
<td>Write pilot program activity report</td>
<td>2</td>
<td>Oct 05</td>
</tr>
<tr>
<td><strong>Stage 3: Resource Evaluation and Consolidation</strong></td>
<td>16</td>
<td>Nov-Dec 2005</td>
</tr>
<tr>
<td><strong>Step 7: Conduct User Survey</strong></td>
<td>8</td>
<td>November 2005</td>
</tr>
<tr>
<td>Review pilot council records/reports, interview key users</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Design and distribute user survey</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Collate survey results, produce report and recommendations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Step 8: Update Framework Resource Guide</strong></td>
<td>5</td>
<td>December 2005</td>
</tr>
<tr>
<td>Revise resource guide to incorporate user recommendations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Assist in production of second edition</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Step 9: Promote and Distribute Updated Guide</strong></td>
<td>3</td>
<td>December 2005</td>
</tr>
<tr>
<td>Revise promotional material, promotion and marketing strategies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Promote and market (on going via LGA, LGMA and others)</td>
<td>2006</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** Levels of LGA, LGMA and other support, resourcing and involvement to be negotiated.
### 3.2 Budget

The project budget is based on a daily consultant rate of $640 ($80/hr) which includes all consultancy operating costs except ex-metro travel and resource guide production and distribution. Clerical support is based on a daily rate of $250 ($31/hr) which includes wage on-costs. Training facilitation costs are based on a half-day rate of $800 ($200/hr) which includes preparation, facilitation and evaluation.

These costs are loosely estimated below and are not off-set by any cost recovery that may accrue from sale of guides and workshop fees. In kind support will be sought at all stages, for example in the forms of training and meeting venues and assistance with promotion and publicity.

### Total Budget 2004-2006

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Amount (Excluding GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project manager and consultant/s</td>
<td>78 days @ $640/day</td>
</tr>
<tr>
<td>Training workshop facilitators</td>
<td>2.5 days @ $1600/day</td>
</tr>
<tr>
<td>Clerical support staff 11 days @ $250</td>
<td></td>
</tr>
<tr>
<td>Production costs: Draft guide 30 @ $15</td>
<td></td>
</tr>
<tr>
<td>1st Edition 100 @ $35</td>
<td></td>
</tr>
<tr>
<td>2nd Edition 100 @ $30</td>
<td></td>
</tr>
<tr>
<td>Training workshop workbooks 100 @ $10</td>
<td></td>
</tr>
<tr>
<td>Distribution: Postage and handling</td>
<td></td>
</tr>
<tr>
<td>Travel ex-metro: est for 3 country trips</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>GST 10%</td>
<td></td>
</tr>
<tr>
<td>Total Including GST</td>
<td></td>
</tr>
</tbody>
</table>

#### Stage 1 Budget: July - October 2004

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Amount (Excluding GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project manager and consultant/s</td>
<td>43 days @ $640/day</td>
</tr>
<tr>
<td>Clerical support staff 5 days @ $250/day</td>
<td></td>
</tr>
<tr>
<td>Production costs: Draft and 1st Edition</td>
<td></td>
</tr>
<tr>
<td>Distribution*: Postage and handling 70 @ $10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>GST 10%</td>
<td></td>
</tr>
<tr>
<td>Total Including GST</td>
<td></td>
</tr>
</tbody>
</table>

#### Stage 2 Budget: October 2004 – October 2005

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Amount (Excluding GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project manager and consultant/s</td>
<td>22 days @ $640/day</td>
</tr>
<tr>
<td>Workshop facilitator/s 2.5 days (20 hrs) @ $1600/day</td>
<td></td>
</tr>
<tr>
<td>Clerical support staff 4 days @ $250</td>
<td></td>
</tr>
<tr>
<td>Production costs: Participant workbook 100 @ $10</td>
<td></td>
</tr>
<tr>
<td>Travel: 3 country trips @ $500</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>GST 10%</td>
<td></td>
</tr>
<tr>
<td>Total Including GST</td>
<td></td>
</tr>
</tbody>
</table>

#### Stage 3 Budget: November-December 2005

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Amount (Excluding GST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project manager and consultant/s</td>
<td>13 days @ $640/day</td>
</tr>
<tr>
<td>Clerical support staff 2 days @ $250/day</td>
<td></td>
</tr>
<tr>
<td>Production costs: 2nd Edition $100 @ $30</td>
<td></td>
</tr>
<tr>
<td>Distribution*: Postage and handling 70 @ $10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>GST 10%</td>
<td></td>
</tr>
<tr>
<td>Total Including GST</td>
<td></td>
</tr>
</tbody>
</table>

* Distribution to all Councils. Other distribution at cost.