



HR DELIVERY

Making Sure HR Delivers

HR DELIVERY WORKSHOP SERIES

Behavioural Competencies

Behavioural Competencies: Describe What Good Work Looks Like

Turn broad behavioural expectations into observable actions relevant to a role. Practise writing indicators, examining examples and testing interpretation with colleagues, then plan a small developmental pilot with clear ownership and appropriate evidence boundaries.



01 DAY

Introductory taster

IN-HOUSE

Your people. Your context.

PRACTICAL

Explore, discuss and apply

A PRACTICAL STARTING POINT

Understand the topic. Try it in practice.

Competency statements such as effective communication or collaboration can mean different things to different managers. Useful expectations describe relevant actions in context and allow more than one effective personal style. This workshop introduces the design of behavioural indicators that people can understand, discuss and practise, while keeping expectations distinct from an assessment of a person.

Participants use the behavioural layer of the Competency and Capabilities Framework to draft selected role indicators. They connect behaviours to work outcomes, compare examples and test wording, then identify how a small development pilot could reveal ambiguity, inappropriate assumptions and practical improvements before wider use.

WHO IS IT FOR?

HR practitioners, competency designers, learning specialists, managers and role experts who define behavioural expectations or use competency language in development conversations and want a more observable and consistent approach.

BY THE END OF THE DAY, PARTICIPANTS CAN:

- 01 Connect behaviour to work**
Explain why a proposed behavioural expectation matters to a role outcome rather than relying on a desirable but vague personal attribute.
- 02 Write observable indicators**
Draft a behaviour that names an action, relevant context and useful effect, avoiding personality labels or assumptions about a single effective style.
- 03 Describe contribution scope**
Describe how an expectation may differ with complexity, independence or responsibility without assuming that tenure or job title establishes capability.
- 04 Examine acceptable evidence**
Identify work examples that could inform a development conversation and distinguish missing evidence from a demonstrated gap against the agreed expectation.
- 05 Test interpretation**
Compare how colleagues interpret a draft indicator, locate ambiguous wording and revise it so relevant work examples are easier to discuss consistently.
- 06 Plan a governed pilot**
Outline a small developmental trial with employee input, content ownership and a review process, keeping assessment and employment decisions within their own requirements.

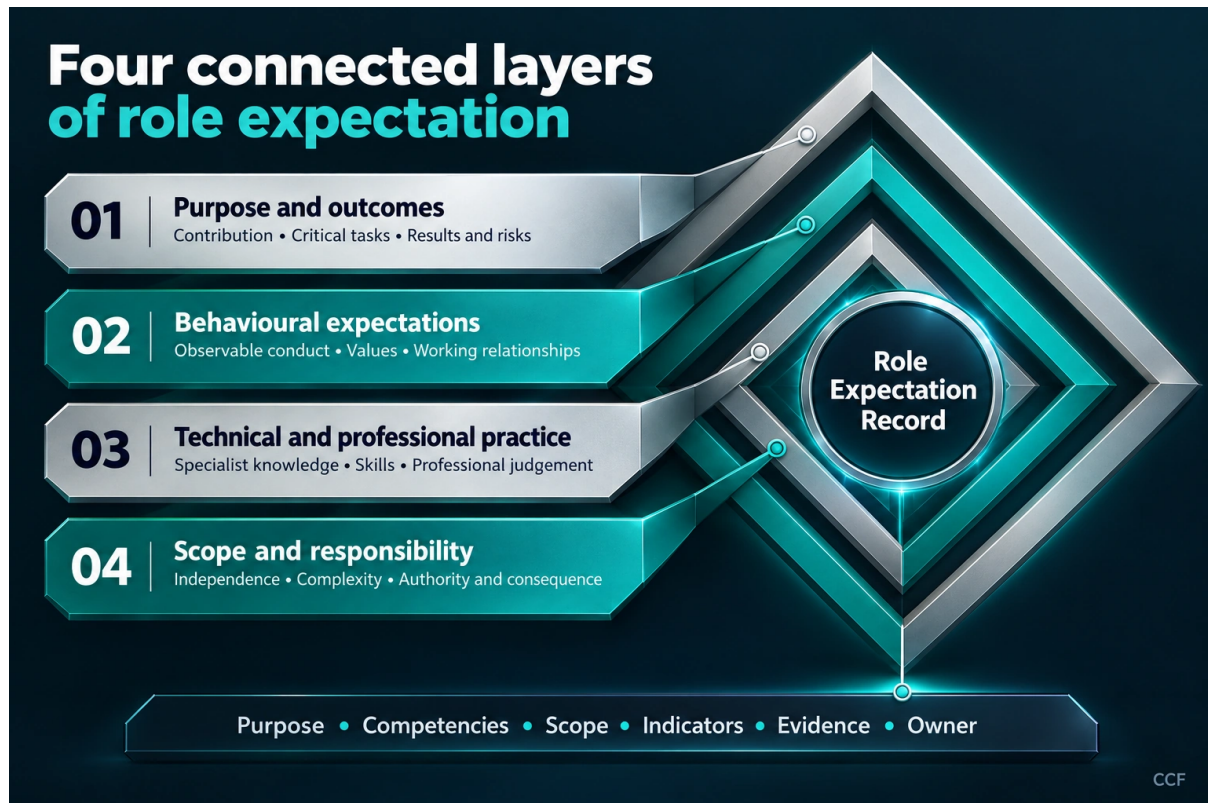
A useful first application

An introduction to drafting selected behavioural expectations for development. It does not create a complete competency dictionary, validated assessment instrument or decision rule for recruitment, promotion, grading or other consequential employment outcomes.

THE FRAMEWORK / WORKSHOP FOCUS

HR Delivery Competency and Capabilities Framework

CCF connects Purpose and outcomes, Behavioural expectations, Technical and professional practice, and Scope and responsibility. Six design stages guide commissioning, work analysis, architecture, profile testing, piloting and continuing governance of role expectations.



SIX QUESTIONS TO EXPLORE IN THE WORKSHOP

01 Work purpose

Which role outcome makes this behavioural expectation relevant and necessary?

03 Context and scope

How does complexity, independence or responsibility change the expected contribution?

05 Interpretation

Would different colleagues understand and apply the indicator in similar ways?

02 Observable action

What action would show the behaviour in a real work situation?

04 Evidence

What work examples could support a fair developmental conversation about it?

06 Ownership and pilot

Who will test, maintain and review the expectation with its users?

The six questions focus this workshop on behavioural expectations within the four-layer framework. They do not replace its design stages. Defining an indicator does not establish the validity or fairness of an assessment using it.

[Explore the full model >](#)

LEARN BY DOING

Explore. Challenge. Make the ideas useful.

Short explanations lead into lively exercises, paired discussion and small-group challenges. Participants test ideas, share experience and build a draft together. The tone is engaging and enjoyable, with time to reflect and connect learning to real work.

01 Replace the personality label

Groups rewrite descriptions such as confident, dynamic or a good fit into role-relevant actions. They test whether different effective communication styles could satisfy the revised behavioural expectation fairly.

02 Build the behaviour from the task

Pairs examine a stakeholder decision and identify the behaviour that supports a useful outcome. They draft indicators at two levels of scope without simply adding stronger adjectives to the wording.

03 The interpretation swap

Participants exchange indicators and independently match them to short work examples. They compare disagreements, identify wording that caused confusion and revise the indicator before repeating the exercise with another example.

04 Pilot the development conversation

Triads use one draft indicator in a brief development discussion. The observer checks whether the employee understands the expectation, can offer relevant evidence and can identify a realistic opportunity to practise it.

DIAGNOSE BEFORE YOU ACT

Evidence > shared feedback > agreed priorities

Use selected diagnostic prompts to distinguish known facts from assumptions. Discuss the findings and agree their meaning before proposing a solution. Feedback is part of diagnosis, not an afterthought.

ONE CASE, DEVELOPED THROUGH THE DAY

A service organisation expects employees to demonstrate collaboration, but managers interpret this as attending meetings, agreeing quickly or being socially confident. Employees in specialist and remote roles struggle to see how the expectation applies. HR wants clearer behaviours that support shared work while recognising different roles and effective working styles.

Groups define a role outcome, draft two observable collaboration indicators, compare their interpretation against work examples and plan a limited development pilot with employee input and review.

THE FACILITATOR WILL

Invite different perspectives.

Make assumptions visible.

Welcome constructive debate.

Capture practical learning.

SAMPLE WORKSHOP AGENDA

A working day, with room to think.

09:00-16:30 | Six hours of facilitated learning, plus lunch and breaks. The agenda, emphasis and timings are always agreed with the client, including local scheduling needs.

09:00-09:20	Welcome and ambiguous expectations Examine competency words and discuss how differing interpretations affect development, especially when personal style is mistaken for relevant role behaviour.
09:20-10:15	Explore CCF and role outcomes Connect the behavioural layer to purpose, technical practice and scope, then select one expectation that matters in the case's work.
10:15-10:30	Break
10:30-11:30	Write observable behavioural indicators Draft actions with context and useful effect, removing personality assumptions and checking that different effective styles can meet the expectation.
11:30-12:30	Describe scope and work evidence Compare expectations across responsibility and complexity, then distinguish limited opportunity to demonstrate behaviour from evidence of a development gap.
12:30-13:30	Lunch
13:30-14:30	Test interpretation with colleagues Exchange indicators, test them against work examples and revise ambiguous wording that contributes to different interpretations among managers and employees.
14:30-14:45	Break
14:45-15:30	Rehearse a development conversation Use an indicator in a development discussion that invites employee evidence and agrees a realistic practice opportunity with manager support.
15:30-16:10	Design a small pilot and governance Plan a developmental pilot with role-holder input, content ownership and review, retaining appropriate boundaries around recruitment, grading and assessment decisions.
16:10-16:30	Agree the first profile conversation Choose one expectation to test with people who understand the role, and record evidence and review needs before wider application.

Connect behaviour to useful work, describe it observably and test whether people interpret and apply it fairly.

FROM THE SESSION TO YOUR DESK

Useful models. Practical working records.

The day combines reference materials with drafts developed in the exercises. Each has a clear use beyond the workshop; the work reflects the evidence and perspectives available in the room.

01 Four-layer CCF reference

A guide connecting outcomes, behavioural expectations, technical practice and scope, including design stages and ownership questions that anchor selected indicators in a coherent set of role expectations.

Use it to place behavioural indicators in their proper role context.

02 Behavioural indicator draft

Selected case indicators naming actions, context and useful effects, with personality labels removed and examples showing how different effective styles can meet the same relevant expectation in work.

Use it to test clearer wording with managers and role holders.

03 Scope comparison worksheet

A worked comparison of contribution at different levels of complexity, independence or responsibility, avoiding automatic links between behavioural capability, length of service, management status and formal job grade.

Use it to explain meaningful differences in expected work contribution.

04 Evidence and interpretation log

A record of work examples, differing interpretations and revisions from peer testing, distinguishing missing evidence and limited demonstration opportunities from an established gap against the agreed expectation.

Use it to improve indicators before relying on them in conversations.

05 Development conversation prompts

Questions for checking understanding, hearing employee examples and identifying realistic practice, developed through a short conversation using a draft behavioural indicator and feedback from an observer.

Use them to make competency language useful in a development discussion.

06 Pilot and ownership plan

A developmental pilot naming users, feedback questions, ownership and review arrangements, with assessment, recruitment or promotion applications identified as separate uses requiring appropriate evidence and governance.

Use it to test a small profile before expanding its use.

CONTINUE EXPLORING

Continue with the models, diagnostic manuals and development resources on the HR Delivery website. Workshop exercises provide a first application; a full organisational diagnostic or implementation assignment can be agreed separately.

[Open the framework >](#)

[Explore diagnostic resources >](#)

MAKE THE LEARNING COUNT

A better conversation. A practical next step.

Select one behavioural expectation for a defined role and test it with role holders and managers. Use work examples to expose ambiguous wording, revise the indicator and trial it in a development conversation before considering wider integration into people processes.

YOUR FIRST 30 DAYS

01

Days 1-7

Confirm the role outcome

Meet a manager and role holder to discuss the work outcome behind the proposed behaviour. Check whether the expectation is necessary and remove assumptions based on visibility, confidence or personal similarity.

02

Days 8-21

Test wording and examples

Ask colleagues to interpret the draft against a small set of relevant work examples. Record disagreements and missing evidence, revise ambiguous indicators and check that different effective styles remain acceptable.

03

Days 22-30

Review the pilot

Trial the revised wording in an agreed development conversation. Ask whether it helps the employee understand and practise the behaviour, then confirm content ownership and the next review before extending use.

Follow-through is participant-led. Additional facilitation, a full diagnostic or specialist support can be agreed separately.

AVAILABLE IN-HOUSE

Shaped around your organisation

Participants bring one existing behavioural competency or role expectation and a sanitised work example. The client clarifies the intended developmental use and role context; individual ratings and confidential assessment reports are unnecessary for the design and interpretation exercises.

PLAN YOUR IN-HOUSE WORKSHOP

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Discuss your workshop

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