

Competency Framework

About this framework

We are introducing a competency framework to provide a signal to employees across the Council on the areas and levels of performance that the organisation expects.

The framework provides a map of the behaviours, as well as the skills, that will be valued and recognised by the Council.

The competency framework sets out “how” we want people within Stevenage Borough Council to work.



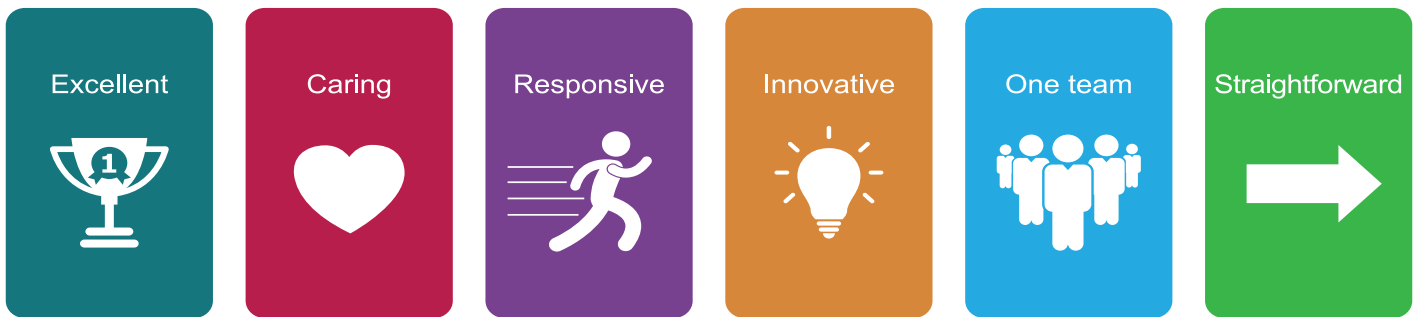
What does it mean for me?

The framework will be used for recruitment, performance management and development and workforce planning. In future this will also inform succession planning and talent management discussions.

You and your manager will identify “what” you need to achieve over the year and this competency framework will set out “how” you will need to work to achieve these objectives.

If you work as part of a profession with a separate framework this will complement your professional framework and should be used alongside it.

The competency framework also supports the delivery and operation of our Values.



The competency framework also aligns and reinforces the Co-operative Council principles adopted by Stevenage Borough Council

- The council as a strong community leader
- Working together with the community and other agencies to provide services based on needs
- Communities empowered to design and deliver services and play a role in their local community
- A clear understanding between the council and our communities – this is what we do, this is what we will help you to do
- Joined-up and accessible services that offer value for money and focus on the customer.

Introducing the framework

The framework is made up of 10 competencies. Below is a list of all the competencies with a high level summary of each one.



Strategic Cluster: Setting Direction

1. Seeing the Big Picture

Seeing the big picture is about understanding how your role contributes and supports organisational objectives and the wider public needs and by being a strong **community leader**.

2. Effective Decision Making

Effective decision making is about being able to make objective evidence based decisions, whilst being creative and innovative.

3. Adaptable to Change

Being flexible and adaptable to change is about embracing and understanding the need to respond to both internal and external challenges, in a creative and innovative manner, and delivering best value for money.



Strategic Cluster: Engaging People

4. Communicating and Engaging

Communicating and engaging is about leading from the front and communicating with clarity, conviction and enthusiasm. It is about being open and transparent, valuing diversity and having a pride and passion in where we work and **empowering communities**

5. Collaboration

Collaborative working is about **joined-up and accessible services** creating and maintaining positive and professional working relationships with a wide range of internal and external **partners and stakeholders**. It involves building rapport and strong working relationships to provide excellent services.

6. Effective Performance

Effective performance is about having a strong focus on continuous learning for you, others and the organisation. It is about creating a learning and knowledge culture across the Council to inform future plans and support transformational change.



Strategic Cluster: Delivering Results

7. Financial Awareness

Achieving financial security is about maintaining an economic, long term focus in all our activities and **services that offer value for money**. For all, it's about having a financial, commercial and sustainable mind-set to ensure activities deliver value for money and added value.

8. Customer Focussed

Managing a quality service is about being organised to deliver service objectives and striving to continuously improve the quality of service **focussed on the customer**, with a right first time approach and being solution focussed, minimising customer handoffs. It's also about modelling professional excellence.

9. Delivering at pace

Delivering at pace is about delivering timely and quality outcomes, and taking responsibility and accountability. It is about an energetic approach and innovative and creative thinking to ensure we adopt the most effective and efficient process and systems for delivery.

10. Learning from delivering

Learning from delivering is about reflecting and identifying the quality of performance, recognising high performance and challenging areas where performance could be improved. This is about making evidenced based decisions to improve organisational and individual performance and taking responsibility for our own individual and organisational learning.

Strategic Cluster – Seeing the Big Picture



Seeing the Big Picture

Seeing the Big Picture is about understanding how your role contributes and supports organisational objectives and the wider public needs.

For all staff, this is about focussing your contribution on activities that support strategic objectives and deliver the greatest value.

For senior levels, this is about considering the short and medium term challenges, horizon scanning ever changing and complex environments, anticipating emerging challenges and opportunities, and developing appropriate and innovative plans. Develop well informed strategies in response to these challenges in addition to motivating, inspiring and gaining support from others to deliver these plans.

LEVEL 6 (Chief Executive/Strategic Director)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Articulates a clear vision for the Council, its services and the place.	Unable to explain the vision with clarity, resulting in the wider organisation not understanding their role and contribution.
Clarify and shape the Strategic Leadership Team's role and purpose in delivering the Council's priorities.	
Articulate the Council's target operating model and help people see their role within it and motivate and inspire them to deliver it.	Lack clarity about own role and that of staff in delivering the work of the Council.
Create and articulate clear short, medium and long-term strategies focused on adding real value to our customers and making real, lasting change for the town.	Focus primarily on continuing historical activities based on short term priorities not linked to clear value and delivery for the customer.
Anticipate and predict the long term impact of local, regional and national developments, including economic, political, environmental, social and technological, for the Council	Have limited insight into the possibilities, opportunities and changes and developments surrounding own area.
Create joined up strategies and plans that have positive impact and add value for stakeholders, customers and our community.	Develop strategies and plans in silo and with limited reference to the impact and value they will bring to our customer now and in the future.
Shape strategies and plans which help put into practice and support the Council's vision and long-term direction, including those shared with other departments	Maintain a narrow perspective – allow own area to become out of step or work against the overall objectives of the Council.



LEVEL 3 (Grades 7-9)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Awareness of emerging issues and trends which may impact on own and team's activities	Knowledge is limited with no awareness of wider organisational pressures
Aligns own and team activities with Business Unit priorities	Fails to make the connection between own and team's objectives and the wider Business Unit objectives
Proactively shares experience to develop own and team's knowledge	Does not engage in sharing learning experiences and/or actions conflict with other activities
Develops an understanding of the team, Business Unit and wider strategies work together to deliver for the customer	Fails to consider the customer impact and/or the need to tailor services to the diverse range of customers.

LEVEL 2 (Grades 4-6)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Proactively takes responsibility for keeping themselves informed about a broad range of matters relating to the Business Unit	Knowledge is limited to the scope of their role and no evidence of trying to expand knowledge about the wider organisation
Focus on the overall goal they are trying to achieve, not just the task	Fails to recognise when professional judgement is required to achieve the overall goal
Understands how their own and the team's work contributes to corporate objectives	Undertakes own role without regard for the team and how this may impact on other teams

LEVEL 1 (Grades 1-3)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Understand what is required of them in their own role and how this contributes to the corporate objectives	Shows little interest in the overall performance of the team and how this contributes to the bigger picture
Considers the impact of their own role on colleagues and partner organisations	Acts without regard of impact on the wider Business Unit/Organisation
Proactively seeks information to from a range of sources to inform own role	Works in isolation and shows no interest in areas outside of their immediate role

Effective Decision Making



Effective decision making is about being able to make objective evidence based decisions, whilst being creative and innovative.

For all staff, this means taking responsibility to analyse information and reach sound decisions, demonstrating accountability.

For senior leaders, this means identifying key issues, breaking down problems and establishing facts. Using sound judgement to make informed decisions that take into account the political, financial, resource management and wider local priorities and the Council’s Value’s.

LEVEL 6 (Chief Executive/Strategic Director)	
EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Takes timely, confident decisions at a strategic level to move things forward to meet organisational goals	Constantly change decisions based on new opinions, information or challenge
Outlines direction of travel, recommendations and decisions for their area	Overlook key information relating to legal, financial, security and implementation issues
Ensures involvement and consultation where necessary and take decisive action when required	Fail to follow a broad consultation process when coming to key decisions
Interprets a wide range of political, local, regional and national pressures and influences to develop strategies	Give limited consideration to long-term sustainability or diversity impacts when shaping strategies and plans
Demonstrates innovation & creativity, including considering future digital capability and capacity.	Continue with existing ways rather than look for ways to improve and innovate.

LEVEL 5 (Assistant Director/Head of Service)	
EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Makes sound corporate strategic decisions post considering key issues and risks.	Reaches decisions without taking account of wider internal and external influences
Anticipates and effectively leads the resolution of strategic risks and opportunities for the Council and the place.	Does not demonstrate ability to clearly anticipate risks and put appropriate strategies and measures in place.
Identifies strategic planning and policy gaps and works effectively with colleagues corporately and those within partner agencies to ensure plans and decisions reflect customer needs and resource availability.	Lack of consultation and engagement with stakeholders in reaching strategic decisions
Empowers employees to come up with proposals and recommendations and supports/challenges them appropriately	Operates in a very traditional and hierarchical manner and stifles employee development.



LEVEL 4 (Grades 10-12)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Ensure decision making is made at the right level within their teams, not allow unnecessary bureaucracy and structure to suppress innovation and delivery	Involve only those in their peer group or direct reporting line in decision making
Take responsibility for making difficult decisions by pragmatically weighing the complexities involved against the need to act	Fail to take responsibility for decisions made or make expedient decisions that offer less resistance or risk to themselves rather than decisions that are best for the Business
Gather, analyse and evaluate data from various sources to identify pros and cons and identify risks to present reasonable conclusions and make well considered decisions.	Get confused by complexity and ambiguity and consider only simple or straightforward evidence Take decisions without regard for the context, or risk.
Make difficult decisions by pragmatically weighing the complexities involved against the need to act	Make expedient decisions that offer less resistance or risk to themselves rather than decisions that are best for the Council
Use innovative and creative approaches to identify solutions and address complex problems	Fails to address problems in a solution focussed way.

LEVEL 3 (Grades 7-9)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Takes decisions as required of role and demonstrates ownership of these, even when the decision may be unpopular	Causes delays in reaching a decision
Considers a range of information in reaching an informed decision, including identifying trends and patterns	Reaches conclusions which are not supported by evidence.
Shows awareness of own decision making authority and also empowers team to reach decisions	Fails to empower team and omits to share information about decisions taken, resulting in confusion.
Invites challenge from others to achieve engagement and robust decision making	Works in isolation to reach decisions/recommendations



LEVEL 2 (Grades 4-6)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Accountable for making sound decision making judgments	Avoids taking decisions which are part of own remit and attempts to escalate these
Clearly articulates, both verbally and in writing, how a decision has been made	Unable to clearly explain the rationale for the decision
Provides feedback and seeks advice in the decision making process	Acts in isolation in reaching decisions

LEVEL 1 (Grades 1-3)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Thinks through the implications of own decisions before confirming how to approach an issue/problem	Limited evidence of considering the potential impact before taking action
Seeks clarity on decisions and challenges constructively as appropriate	Fails to engage in constructive conversations and/or misinterprets information given.
Undertakes appropriate analysis to support decision making and/or recommendations	Fails to research or use relevant information to reach decisions/recommendations



Strategic Cluster – Setting Direction

Adaptable to Change

Being flexible and adaptable to change is about embracing and understanding the need to respond to both internal and external challenges, in a creative and innovative manner, and delivering best value for money.

For all staff, this is about understanding the need for change; being open to change, learning from what has worked well/not so well and suggesting ideas for improvements to the way we work.

For senior levels this is about understanding the need for change and embracing it in a positive manner. It is about communicating the vision and creating and contributing to a culture of innovation and allowing people to consider and take managed risks.

LEVEL 6 (Chief Executive/Strategic Director)

EFFECTIVE BEHAVIOUR

Passionate self-developer who demonstrates high levels of emotional intelligence and self-awareness

High levels of personal drive and resilience and commitment.

Lives, advocates and helps develop the values of the organisation

Proactively seeks out and tackles key strategic issues with new and innovative approaches and ideas

Empowers others to put forward creative and innovative approaches and take appropriate risks.

Demonstrates a commitment to delivery effective organisational change

INEFFECTIVE BEHAVIOUR

Demonstrates limited self-awareness and does not regularly and proactively seek feedback on own performance

Limited personal resilience which impacts upon corporate leadership

Does not consistently role model the Values of the Council.

Tackles strategic issues without regard for emerging technology and/or best practice/Improved ways of working

Takes a very traditional leadership role and stifles

Does not consider the wider impact of display emotional intelligence.



LEVEL 3 (Grades 7-9)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Proactive in improving systems and structures to deliver more streamlined services	Remains attached to resource heavy ways of working that may be considered too difficult to change
Actively encourages ideas and contributions from a wide range of stakeholders to build engagement in the change process	Fails to listen to ideas and contributions from others and doesn't achieve buy-in to the change
Positively prepares for and responds to the impact of change for own role and team	Limited evidence of taking responsibility for delivering change and lack of control of the processes
Within the remit of their role, takes appropriate informed and managed risks	Fails to consider the needs of the business and/or customer and how to achieve the desired goal

LEVEL 2 (Grades 4-6)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Support colleagues, customers and partners to understand the need for change	Implements change in an unstructured way and fails to explain the reasons for the change
Take initiative to put forward suggested improvements in a constructive way, including utilising technology	Reluctant to consider improved ways of working and/or use of technology
Identify, resolve and escalate the positive and negative effects of change on the team	Fails to consider the impact of change of self, others and team

LEVEL 1 (Grades 1-3)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Reviews working practices and identifies areas for improvement.	Remains committed to old working practices and technologies
Learns new procedures, seek to utilise technology and support colleagues to do the same	Fails to actively engage in introducing new processes and doesn't provide constructive feedback
Be open to the possibility of change and consider how to adapt to change in your own role	Unwilling to consider change and how to respond to it



Strategic Cluster – Engaging People

Communicating and Engaging

Communicating and engaging is about leading from the front and communicating with clarity, conviction and enthusiasm. It is about being open and transparent, and valuing diversity and having a pride and passion in where we work.

For all staff, this is about treating everyone fairly and opportunity for all, and respecting and valuing the diverse range of customers.

For senior levels, this is about encouraging, motivating and supporting their team/department, partners and stakeholders to work together. They understand what makes a good team and value individual contribution and recognise success. They empower others by communicating effectively, with integrity and showing empathy

LEVEL 6 (Chief Executive/Strategic Director)	
EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Inspire employees, stakeholders and our partners to engage fully with delivering the council's vision and priorities.	Make limited effort to create clarity for others around strategy or purpose, leave staff to work through changes on their own
Champions a can do and entrepreneurial culture which achieves effective delivery through strong performance management.	Driven by traditional performance management approaches, rather than being outcome focussed and lack of recognition for commercialism and entrepreneurial potential
Identifies nurtures and leads talent effectively to help meet future strategic objectives.	Considers future talent for succession planning and does not recognise the value of talent management for the benefit of the council and employee engagement and personal development.
Champions diversity to help achieve innovation and creativity.	Does not recognise and value diversity in supporting the effective delivery to customers
Ability to adapt leadership style and approach in order to secure desired place and other outcomes.	Has a limited range of leadership styles and tools and is not able to flex and adapt as the situation requires.



LEVEL 5 (Assistant Director/Grade 13)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Advocates and articulates the corporate strategy and inspires stakeholder to engage with the vision	Communicates the visions but does not achieve stakeholder buy-in and commitment to delivery.
Lead from the front, demonstrating credibility and visibility and communicating in a straightforward, truthful and candid way	Unable to translate, articulate and inspire people around vision or stretching goals
Actively promote diversity and equality of opportunity inside and outside the Council, valuing difference and external experience	Disregard the need to consistently value difference and external experience
Where possible, engage and involve our employees, customers and partners in making recommendations or decisions in our plans.	Provide recommendations or decisions without full and proper consultation
Encourage teams to engage with a variety of delivery partners and stakeholders and listen to their feedback	Give teams limited support about how to work collaboratively with delivery partners, discourage early engagement

LEVEL 4 (GRADE 10-12)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Demonstrate genuine care for staff and others, is approachable and build a strong interpersonal relationships	Neglect to maintain relationships during difficult times
Stand by, promote or defend own and team's actions and decisions where needed	Leave team members to cope alone in difficult situations – provide little support for their teams
Be visible to staff and stakeholders and regularly undertake activities to engage and build trust with people across teams and the council.	Only speak to staff and stakeholders in a face-to-face environment when pressured to do so
Lead by example; communicate in a truthful, straightforward manner with integrity, impartiality and promoting a working environment that is aligned to the Council's values.	Act in ways that are at odds with the council's or their own their expressed beliefs
Clarify strategies and plans; communicate purpose and direction with clarity and enthusiasm.	Leave team unclear about vision and goals of their immediate business area



LEVEL 3 (Grades 7-9)	
EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Recognise and respect and contribution of others and values diversity	Fails to value or respect the contribution of others and/ or give credit to others achievements
Communicates clearly and adapts style to suit the audience and ensure the message is understood	Uses jargon and/or fails to adapt message to the target audience
Encourages and role models energy and enthusiasm in undertaking their duties	Demonstrates limited or low energy and enthusiasm in carry out their role
Ensures effective two way communication to ensure a clear understanding of strategic objectives	Ad-hoc communication with staff which impacts upon wider understanding

LEVEL 2 (Grades 4-6)	
EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Proactivley puts forward ideas and suggestions in a constructive and professional manner, recognising sensitivity and respect for others	Does not consider the potential impact of their suggestion on others and/or appears disrespectful.
Listens, asks open questions and respects contributions from others	Fails to value the contribution and ideas from other view points and/or demonstrates a bias view
Challenges any inappropriate use of language or behaviours	Ignores of avoids challenging inappropriate behaviour/ language

LEVEL 1 (Grades 1-3)	
EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Puts forward constructive ideas using the appropriate method.	Limited evidence of putting forward ideas or suggestions and when they do these are not presented in a clear and constructive way
Treats others with respect and fairness	Demonstrates a lack of respect for others
Presents information in a clear and professional manner (without using jargon) and checking for errors.	Does not always present information in a manner that can be easily understood by others.



Strategic Cluster – Engaging People

Collaboration

Collaborative working is about creating and maintaining positive and professional working relationships with a wide range of internal and external partners and stakeholders. It involves building rapport and strong working relationships to provide excellent services.

For all staff, this means sharing information and building supportive and responsive relationships with colleagues and stakeholders. It encourages staff to work proactively with partners outside their own area to achieve targets.

For senior levels this means delivering through creating an inclusive environment, encouraging collaboration and building effective partnerships.

LEVEL 6 (Chief Executive/Strategic Director)	
EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Establishes and develops effective strategic working relationships with key colleagues and partner agencies (public and private sector).	Has a limited network of relationships with partner agencies and also demonstrates limited engagement with key partners
Engenders a corporate, inter agency, cross service and place based focus on addressing local matters through effective strategic liaison with key Government Departments, inspection / audit agencies and relevant professional bodies etc.	Does not role model partnership/ collaborative working and therefore does not encourage staff to take a collaborative approach.
Promotes cooperation, coordination, collaboration and co design when driving partnership working.	Works in isolation in developing service delivery models.
Identifies and articulates key place and service related strategic and/or policy related matters and priorities taking steps to address them through effective engagement with relevant agencies / organisations.	Unable to communicate effectively the key strategic priorities to partners to gain their support in service delivery.
Demonstrates a strategic awareness of the challenges faced by key partners and how they inter relate.	Displays limited knowledge and understanding of key challenges that partner’s agencies face and does not consider the Councils role in how we might support them to overcome these.



LEVEL 5 (Assistant Directors/Grade 13)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
<p>Work collaboratively with our employees, customers and stakeholders to manage, monitor and deliver against service level agreements</p>	<p>Fail to engage effectively or manage expectations with our employees, customers and our stakeholders</p>
<p>Proactively create, maintain and promote a strong network of connections with colleagues across Council and externally</p>	<p>Focus on delivery at the expense of building networks and effective relationships across and beyond their area</p>
<p>Encourage and establish principles of working effectively across boundaries to support the business</p>	<p>Act selfishly to protect own area and resist involvement from colleagues or experts</p>
<p>Create, establish and maintain a strong network of connections across the Council and with stakeholders and partners</p>	<p>Has a limited network of connections</p>
<p>Encourage and establish principles of working effectively across traditional boundaries to support the business</p>	<p>Works in traditional team environment without engaging wider relevant stakeholders</p>

LEVEL 4 (GRADE 10-12)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
<p>Actively build and maintain a strong network of colleagues to support the achievement of business objectives</p>	<p>Business performance is impacted by lack of engagement with colleagues and partners</p>
<p>Seek constructive outcomes in discussions, challenge assumptions but remain willing to compromise when it is beneficial to progress</p>	<p>Push forward initiatives on basis of personal agenda or advantage and refuse to compromise; stay wedded to one outcome</p>
<p>Work as an effective team player, managing team dynamics when working across Departmental and other boundaries</p>	<p>Be overly protective of own initiatives and miss opportunities to network across boundaries</p>
<p>Actively build and maintain a network of colleagues and contacts to achieve progress on objectives and shared interests</p>	<p>Only seek to build contacts in immediate work group, neglect to create a wider network beyond this</p>



LEVEL 3 (Grades 7-9)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Develops a network of relationships with a range of stakeholders across the organisation to support effective service delivery	Has a limited network of contacts and tends to focus on own team
Role models and encourages team members to work collaboratively across Business Units	Demonstrates silo working practices
Demonstrates a pragmatic approach to resource, recognising the value the flexibility can have to achieving corporate objectives	Inflexible in approach to resource management
Actively seeks input from a diverse range of stakeholders	Fails to value the contribution others make

LEVEL 2 (Grades 4-6)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Establishes effective relationships with a range of stakeholders	Has no network of contacts and mainly focuses upon immediate team
Actively works to develop their understanding and awareness of other areas of the organisation, outside of their immediate team	Their knowledge is limited to predominately their own Business Unit
Listens to others and shares learning and knowledge in the spirit of continuous improvement	Does not learn from mistakes

LEVEL 1 (Grades 1-3)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Actively contributes to the teams objectives	Fails to support the wider team and tends to focus on own objectives
Establishes good working relationships with team members and develops an understanding of their preferred ways of working	Is rigid in their working practices and fails to adapt working style and support colleagues
Recognises when they need to seek support to complete their work	Fails to escalate matters at the appropriate point and this may impact upon customer experience.

Strategic Cluster – Engaging People



Effective Performance

Effective performance is about having a strong focus on continuous learning for you, others and the organisation, it about creating a learning and knowledge culture across the Council to inform future plans and support transformational change.

For all staff, it is about being open to learning, about taking personal responsibility for identifying your own development needs and maintaining own knowledge and skill set to improve your own personal, team and organisational performance. .

For senior levels, this is about investing in our workforce, developing the capability across the organisation now and in the future and giving clear, honest feedback. It is about supporting teams to succeed and managing our talent to ensure we have the right people with the right skills at the right time to deliver our goals

LEVEL 6 (Chief Executive/Strategic Director)

EFFECTIVE BEHAVIOUR

- Demonstrate insight into the link between moral and achieving organisation priorities
- Drive a diverse and collaborative working culture which encourages openness, approachability and challenge
- Champion the strategic importance of people, talent management and development, building a strong culture of continuous improvement
- Promote and encourage inclusiveness, equality and diversity and build capability to support personal development for employees
- Considers and anticipates the future workforce requirements, taking account of future service delivery models and the external market.

INEFFECTIVE BEHAVIOUR

- Disregard the link between moral and business performance
- Create or allow cliques and narrow ways of working within and across functions
- Does not value organisational learning
- Shows limited commitment to supporting employee personal development
- Fails to prepare and support workforce to be able to respond to future requirements.



LEVEL 5 (Assistant Director/Grade 13)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Champion development, talent and career management for all staff and make learning a reality by encouraging and providing a range of development experiences	Allow delivery to dominate to the exclusion of learning and development activities, missing out on longer term business benefits and ignoring the organisational learning dimension
Encourage and advocate work-place based learning, ensure colleagues take responsibility for their own learning and share it to build organisational capability	Fail to ensure colleagues practise and share new learning of benefit to the business
Identify capability requirements to deliver 3-5year service strategy and grow sustainable capability across all groups including those identified as having high potential	Allow ineffective performance management which fails to narrow capability gaps for the organisation or grow available talent
Take personal responsibility for and role model continuous learning and self-development, evaluating own effectiveness and growth and planning next learning steps accordingly	Seldom seek feedback and fail to understand the importance or impact of learning. Fail to seize opportunities for personal development
Create an inclusive environment, one from which all staff, including under-represented groups, can benefit	Tolerate discriminatory thinking and practices when building capability in the organisation

LEVEL 4 (GRADE 10-12)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Ensure that individual and organisational learning and talent development opportunities are fully exploited in order to enhance organisational capability	Ignore emerging learning and development opportunities and the sharing of that learning to benefit the organisation
Role model work-place based learning and encourage development, talent and career management for all staff	Not follow up on learning to ensure colleagues practise and apply new learning to the benefit of the organisation
Coach and support colleagues to take responsibility for their own development (through giving accountability, varied assignments and on-going feedback)	Make token efforts to coach and develop people, allow staff to de-prioritise own development
Identify capability requirements needed to deliver future team objectives and support teams to succeed in delivering to meet those needs	Allow team capability needs to go unaddressed and fail to use development opportunities and effective performance management to maximise team capability
Prioritise and role model continuous self-learning and development, including leadership, management and people skills	Place low priority on people management and development, seldom seek feedback or challenge, and prioritise professional expertise over leadership, management and people skills



LEVEL 3 (Grades 7-9)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Proactively identifies personal and team development needs, taking account of current and future organisational requirements	Limited manager interventions and allows skills gaps to arise/continue
Adopts a coaching/mentoring approach to support team development and also considers succession planning	Has an inconsistent approach to team development and limited evidence of considering the future
Continually seeks feedback to evaluate and improve personal and team performance	Does not value learning from experience to improve future performance.
Recognises the value in sharing knowledge and learning with team and wider stakeholders to support continuous improvement in organisational performance	Shares information and knowledge in a limited way and fails to recognise the benefit of sharing the learning.

LEVEL 2 (Grades 4-6)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Encourages personal and team development to support continuous organisational improvement	Fails to identify individual and/or team learning needs and/or take steps to address them
Values feedback and how this supports development, taking account of the diverse workforce and preferred workstyles	Is passive and/or defensive to feedback and fails to use this to improve personal or team performance
Recognises they are responsible for the quality of the work they and the team produce and upholds high standards	Fails to role model and uphold high standards of customer service.

LEVEL 1 (Grades 1-3)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Shares knowledge and learning to support the continuous improvement of the team	Tends to keep knowledge and learning to themselves
Takes personal responsibility for identifying their own development needs and takes steps to address areas for improvement	Demonstrate a lack of interest and accountability in their own development
Seeks feedback on own performance and responds constructively	May be defensive in response to feedback and lack of improvement in response to the feedback



Strategic Cluster – Delivering Results

Financial Awareness

Financial Awareness is about maintaining an economic, long term focus in all our activities. For all it's about having a financial, commercial and sustainable mind-set to ensure all activities value for money and are delivering deliver added value.

For all staff, this is about seeking out and implementing solutions which achieve the best mix of quality and effectiveness for the least outlay, delivering added value.

At a senior level, this is about identifying economic, market and customer issues and using these to promote innovative business models, commercial partnerships and agreements to deliver greatest value, and ensuring tight commercial controls of finances, resources and contracts to meet strategic priorities.

LEVEL 6 (Chief Executive/Strategic Director)	
EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Promote a strong focus on the needs of customers, suppliers and other delivery partners to develop new commercial models for the delivery of policy and business goals	Define success too narrowly and focus mostly on own concerns, ignoring opportunities to form commercial alliances which could support delivery
Develop and apply market and economic understanding and insights, working with commercial experts, to support sound commercial decision-making and recommendations	Rarely approach or see limited value in working proactively with commercial experts to support commercial activities
Manage strategic commercial relationships and delivery arrangements actively and effectively to provide ongoing value for money to the tax payer	Show limited active management of commercial arrangements associated with delivery of policy and business outcomes
Interpret a wide range of financial and performance information and use this to determine policy and strategy delivery	Develop policy and/or strategy without regard for financial and/or performance information
Manage strategic commercial relationships and delivery arrangements to achieve best value for money in service delivery	Displays limited active management of commercial relationships and arrangements



LEVEL 5 (Assistant Director/Grade 13)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Understand the financial position of own area, the organisation and the wider economy and recognise impacts of this when delivering services	Overlook opportunities to gather and make use of financial information in development of policy and plans
Make and encourage strategic choices on spend, challenge high risk costly projects and forgo non-priority expenditure	Take narrow view that low cost equates to good value
Promote and visibly demonstrate a culture of value for money in own area/function in order to focus managers on getting a good return for taxpayers' money	Adopt a short-term, incremental view of resource thus compromising sustainability of resource savings
Interpret a wide range of financial and performance information to inform decision making	Limited use of financial and performance information in reaching decisions/recommendations
Be able to recognise and understand the commercial tools such as pricing models, open book accounting, supply chain management that commercial experts can deploy to extract value from contracts	Has little or no knowledge or understanding of the commercial tools used to extract value from contracts

LEVEL 4 (Grade 10-12)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Understand impacts of financial position in own area and that of the organisation and use insight to curtail or support business and investment activities	Overlook the impact of decisions on the whole organisation and make recommendations without awareness of the wider financial position
Achieve the best return on investment and deliver more for less on specific budgets by managing resources and maximising the use of assets	Deliberately spend money up to the level of the available budget, ignoring the effectiveness of committing the expenditure
Balance policy aspiration and delivery, outline risk and benefits of different options to achieve value for money ensuring all submissions contain appropriate financial information	Be overly focused on minimising expenditure rather than ensuring it is well spent and will provide lasting added value
Question and challenge the value being delivered through commercial arrangements with delivery partners	Overlook or ignore the detail or shortcomings in contract delivery
Work with financial processes and tools to evaluate options and ensure financial and management information are accurately reflected in business plans	Present business plans and cases that are not supported by robust or accurate financial and management information



LEVEL 3 (Grades 7-9)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Monitor the use of resources in accordance with Council procedure, including effective management of contracts	Fails to monitor financial spend and/or predict and plan for variances
Analyse and interpret financial data to make informed recommendations and achieve added value	Unable to interpret financial or performance data
Raise awareness of financial information and accountability with teams	Acts without regards to financial implications
Promote and role model achieving value for money	Acts in isolation without seeking appropriate advice from financial experts

LEVEL 2 (Grades 4-6)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Ensures information and financial data is accurate, reusable and accessible to stakeholders	Disregard for financial information and errors identified
Accountable for expenditure and monitoring spend against plans and forecasts	Takes no responsibility for monitoring use of resources.
Recognises responsibility for ensuring appropriate use of resources and challenges appropriately	Fails to manage resources appropriately
Ensures financial activity is in accordance with the Council's policies, procedures and regulations	Has no regard for approved financial governance

LEVEL 1 (Grades 1-3)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Values all types of resource (money, time, fuel etc) as an asset and uses appropriately	Shows no regard for utilising resources effectively or cost effectiveness
Seeks opportunities to add value and/or remove wastage	Continues operating in the same way, with no consideration of improvements to add value
Collates information accurately and in a timely manner to enable reliable financial reporting	Information is not recorded and/or presented with inaccuracies



Strategic Cluster – Delivering Results

Customer Focussed

Customer focus is about delivering service objectives and striving to continuously improve the quality of service, with a right first time approach and being solution focussed. It's also about modelling professional excellence.

For all staff, this is about planning, organising and managing their time and activities to deliver a high quality and efficient, professional service.

At a senior level, this is about creating an environment to deliver excellence and creating the most appropriate and cost effective delivery models.

LEVEL 6 (Chief Executive/Strategic Director)	
EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Works corporately and cross service / agency to ensure that the services provided meet the needs of customers / residents	Considerations to improving service delivery are focussed on internal service delivery and do not consider the wider aspects of working with partners
Passionately advocates the customer being at the heart of how SBC and other local services operate including championing the development of new digital access channels.	Does not recognise or advocate the importance of the customer
Works corporately to constructively challenge local and regional service provision both within and outside of SBC with a view to ensuring provision meets need wherever possible.	Does not engage with partners to consider challenges and proactively and collaboratively work to identify solutions.
Understands the effect of service outcomes on customer needs and plans strategically to ensure that those needs are met.	Fails to engage with key stakeholders to inform and understand customer needs before making changes to service provisions
Achieves excellence through driving continuous improvement within both the council and key partner agencies.	Limited evidence of review and evaluation of current performance within Council and with partners.
Ability to quickly interpret strategic data from a range of sources to identify key service and place based matters, gather high level insight and set out related actions.	Limited use of customer insight information to inform service provision still meets customer needs.



LEVEL 5 (Assistant Director/Grade 13)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
<p>Translate complex aims into clear and manageable plans and determine resource requirements to support implementation</p> <p>Maintain and improve service by managing risks to ensure own area and partners deliver against defined outcomes</p> <p>Use customer insight to determine and drive customer service outcomes and quality throughout own area</p> <p>Challenge the status quo in terms of how things are done and how they could be organised /delivered better</p> <p>Role model and encourage an environment that expects excellence.</p>	<p>Be unclear about overall service deliverables and resources required for implementation</p> <p>Establish unrealistic or confusing priorities and plans, leading to inefficiency in service/overlaps between activities</p> <p>Not involve delivery partners sufficiently in delivering quality and customer service outcomes</p> <p>Contribute to a culture that does not seek to improve, continue to deliver as always has done.</p> <p>Miss opportunities to deliver excellence. Fail to acknowledge and value the need for improvement and excellence.</p>

LEVEL 4 (GRADE 10-12)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
<p>Establish how the business area compares to customer service expectations and industry best practice and identify necessary improvements in plans</p> <p>Make clear, pragmatic and manageable plans for service delivery using programme and project management disciplines</p> <p>Create regular opportunities for staff and customers to help improve service quality and demonstrate a visible involvement</p> <p>Exemplify positive customer service behaviours and promote a culture focused on ensuring customer needs are met</p>	<p>Ignore external trends that impact on the business area</p> <p>Allow programmes or service delivery to lose momentum and focus and have no contingencies in place</p> <p>Make changes to service delivery with minimal involvement from others</p> <p>Take little action when customer needs are not being met</p>



LEVEL 3 (Grades 7-9)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Plan and manage service delivery effectively within the allocated resources including projects	Fails to effective resource or deliver the expected service levels
Lead and manage team, setting clear service standards, team and individual objectives to deliver high quality customer service	Provides no clear expectation in terms of expected customer service standards for team
Innovative and continuously striving to identify new ways of improving the quality of service, taking account of new innovations	Continues to deliver the services in the same way, which may impact on quality and/or efficiency of the service
Proactively monitor and evaluate the service performance, seeking and responding to feedback	Disregard for customer feedback and fails to take action to learn from and improve

LEVEL 2 (Grades 4-6)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Communicates clearly to customers the service which can be provided	Fails to clearly explain to customers the service offering available
Works collaboratively with team to agree service standards	Sets service standards in isolation and fails to achieve buy-in from team, which impacts on customer experience
Responds professional to feedback received and shares learning with relevant stakeholders	Responds defensively to feedback and fails to take steps to improve customer experience in response to this.
Sets out a clear workplan/priorities for the team to deliver	Fails to develop a clear plan and manage resources to deliver services to customers.

LEVEL 1 (Grades 1-3)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Communicates clearly and asks appropriate questions to gain relevant information to respond to customer enquiries	Communicates with customers in an unplanned manner
Is proactive in trying to prevent problems from arising, escalating concerns when appropriate	Allows service levels to drop and fails to take appropriate action to resolve
Takes personal responsibility of issues, and for keeping customers informed of progress, presenting a positive image of the Council	Fails to demonstrate a united image of the Council or try to proactively resolve matters for customers



Strategic Cluster – Delivering Results

Delivering at pace

Delivering at pace is about delivering timely and quality outcomes, and taking responsibility and accountability. It is about an energetic approach and innovative and creative thinking to ensure we adopt the most effective and efficient process and systems for delivery.

For all staff, this means working to agreed goals and activities and dealing with challenges in a constructive, solution focused manner.

For senior levels, this is about building a performance culture to deliver outcomes with a firm focus on prioritisation and addressing performance issues firmly and promptly. It is also about leaders providing the focus, autonomy and energy to drive forward and encourage staff to perform effectively during challenging and changing times

LEVEL 6 (Chief Executive/Strategic Director)

EFFECTIVE BEHAVIOUR

Translate strategic priorities into clear outcome-focused objectives and provide the energy and drive in achievement of these objectives

Maintain a strong focus on priorities, holding others to account whilst retaining overall accountability for achieving strategic objectives

Act as a role model for delivery by injecting enthusiasm and energy to achieve results

Promote resilience and responsiveness in the organisation by being open and honest about challenges, and the actions required to address unexpected developments

Agile and responsive to re-focus priorities as required

INEFFECTIVE BEHAVIOUR

Set unrealistic, vague or uninspiring goals and lack clarity around expected outcomes

Constantly revisit and revise priorities

Put an overly strong focus on achieving tasks without efforts to motivate and energise people to perform

Overlook the impact of challenges and the impact on team and organisational resilience

Continues with current priorities without taking account of other influences.



LEVEL 5 (Assistant Director/Grade 13)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
<p>Drive a performance culture within own area, allowing people space and authority to deliver their objectives</p> <p>Take ownership of delivery against outcomes and give credit for others' delivery</p> <p>Foster an environment which is responsive and resilient and can adapt and respond promptly to new challenges.</p> <p>Demonstrates commitment to deliver a prompt and timely service, whilst also maintaining focus on quality of service</p> <p>Consider new and innovative approaches to service delivery, including use of digital platforms, to expedite service delivery</p>	<p>Give limited personal support for delivery and allow the focus to drift away from critical priorities</p> <p>Present delivery as someone else's issue</p> <p>Does not anticipate changing environment and challenges and fails to prepare to respond to them</p> <p>Quality or timeliness of service is impacted by the commitment to deliver at pace.</p> <p>Continues to provide the service in the same way, without regard for how to streamline and expedite the service for customers.</p>

LEVEL 4 (GRADE 10-12)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
<p>Get the best out of people by giving enthusiastic and encouraging messages about priorities, objectives and expectations</p> <p>Clarify business priorities, roles and responsibilities and secure individual and team ownership</p> <p>acknowledging the contribution of their teams</p> <p>Act as a role model in supporting and energising teams to build confidence in their ability to deliver outcomes</p> <p>Review, challenge and adjust performance levels to ensure quality outcomes are delivered on time, rewarding success</p> <p>Adopt clear processes and standards for managing performance at all levels</p>	<p>Lose focus, giving a confusing sense of what is important</p> <p>Take the credit for delivery of outcomes without acknowledging the contribution of their teams</p> <p>Keep too tight control over performance at the expense of motivating and building capability to perform</p> <p>Allow performance to drop without challenging quickly and responsively - continually focus on the negatives</p> <p>Fail to set standards for timeliness and quality of monitoring in their own area of responsibility</p>



LEVEL 3 (Grades 7-9)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Ambitious for self and team to continuously strive to improve delivery against agreed goals and standards	Fails to role model or demonstrate opportunities to
Plans ahead and predicts challenges that may impact upon service delivery and takes appropriate action	Fails to effectively monitor work or anticipate risks to service delivery and or take appropriate action to mitigate them
Takes responsibility for delivering overall outcomes, whilst empowering team to deliver	Does not address performance concerns and allows this to impact upon team
Recognises the importance of self and team having the required knowledge to be able to deliver efficiently and effectively	Gives team members work to do without supporting them to develop the required knowledge and understanding

LEVEL 2 (Grades 4-6)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Take a positive approach to their own and teams work	Demonstrates limited or no enthusiasm for their work
Takes personal responsibility for delivering expected outcomes and standards, delivering at pace	Fails to maintain pace or service standards
Identifies challenges and barriers to delivering services and resolves or escalates appropriately	Avoid addressing challenges or barriers
Sets themselves realistic and stretching goals to continuously improve service delivery	Takes no responsibility for quality and pace of service and blames others

LEVEL 1 (Grades 1-3)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Maintains focus on delivering services for customers	Is easily distracted and this impacts on services to customers
Has an organised approach to work to ensure they deliver services on time and to the standards required	Works in a chaotic and disorganised manner and this impacts on service delivery
Approaches work with energy and enthusiasm	Awaits instruction or direction from others



Strategic Cluster – Delivering Results

Learning from delivering

Learning from delivering is about reflecting and identifying the quality of performance, recognising high performance and challenging areas where performance could be improved. This is about making evidenced based decisions to improve organisational and individual performance and taking responsibility for our own individual and organisational learning.

For all staff this is about learning from each other and sharing learning what has worked well/ not so well to improve how we do things in the future. It is about being open to change and improvement. It is about continuously seeking to improve the services we deliver.

For senior levels this is about creating space, autonomy and energy for working in a smarter more focussed way and supporting delivering excellence. It is about continuously seeking out new ways to deliver or improve how we deliver our services, and to build a leaner, more flexible and responsive service.

LEVEL 6 (Chief Executive/Strategic Director)

EFFECTIVE BEHAVIOUR

Develop and maintain commitment to problem solving, empowering people to take risks and achieve organisational goals

Able to Inspire employees, stakeholders and our partners to engage fully with delivering the council's vision and priorities.

Role model continuous learning and self-development, evaluating own effectiveness and identifying own development steps.

Challenge bureaucratic processes and governance to create a lean, flat and effective organisation

Consider the impact of change of the organisation culture, stakeholder and partner organisations

INEFFECTIVE BEHAVIOUR

Does not role model proactive problem solving and does not encourage others to do the same.

Unable to sell the vision and priorities to stakeholders and resulting in a lack of stakeholder engagement

Resistant to personal feedback and does not recognise the value of personal development to their own role.

Accepting the status quo and not challenging inefficiencies

Implements change proposals without consideration of the wider impact



LEVEL 5 (Assistant Director/Grade 13)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Able to Identify and implement different ways of working to maximise the use of resources, assets and commercial arrangements	To continue to deliver services in the usual approach and not reflect on individual or organisational performance
Ability to Identify implications of political priorities and strategy on own area to ensure plans and activities reflect these	Lack of consideration of external and internal implications that may impact upon service delivery
To create an environment where continuous review and reflection of performance is valued, and suggestions for improving service delivery are encouraged.	Not undertaking regular reviews and evaluations of performance and service delivery.
To continuously seek out new and innovative approaches for service delivery, striving for excellence and to deliver a leaner and more agile service	Not keeping up with new and best practice approaches to service delivery.
Lead the transformation of services to users, moving to a digital approach whenever possible	Miss opportunities to use alternative delivery models.

LEVEL 4 (GRADE 10-12)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Able to reflect and identify success and areas of improvement, based upon evidence and use this to improve future service delivery	Making decisions without analysing performance and results
To seek out new and innovative processes and systems of working, considering internal and external influences	To continue to deliver services in the usual way, without regard for other influences, such as other organisations and systems of working
To role model and encourage staff to review and reflect on their own performance and encourage continuous personal development	Not taking personal responsibility for improving your own or supporting your teams continuous development
To proactively recognise and value good performance and to challenge areas of concern, both individually and organisationally	Lack of recognition or challenge in relation to levels of individual or organisational performance
To provide constructive challenge to senior management on change proposals which will affect own service delivery unity	Limited engagement with stakeholders, effectively considering proposals to gather feedback and provide insight and challenge to senior management.



LEVEL 3 (Grades 7-9)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Identify and address team or individual capability requirements and gaps to deliver current and future work	Fails to identify capability gaps and take action to address them
Continually seek and act upon feedback to evaluate and improve own and teams performance	Demonstrates no interest in reflecting upon and improving own and team performance as a result of feedback
Contribute proactively to supporting the development of team members, including consideration of succession planning and career pathways	Development is limited to those of similar characteristics
Recognises the importance of self and team having the required knowledge to be able to deliver efficiently and effectively	Gives team members work to do without supporting them to develop the required knowledge and understanding

LEVEL 2 (Grades 4-6)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Encourage and be open to developmental feedback	Lack of interest in proactively providing or receiving feedback
Takes responsibility for quality of own work and seeking opportunities for improvement through continuous learning	Reluctant to embrace opportunities to broaden organisational knowledge or learn from experience
Take ownership of own and team development by identify skills gaps and development plans	Fails to identify capability needs or related learning opportunities
Sets themselves realistic and stretching goals to continuously improve service delivery	Takes no responsibility for quality and pace of service and blames others

LEVEL 1 (Grades 1-3)

EFFECTIVE BEHAVIOUR	INEFFECTIVE BEHAVIOUR
Takes responsibility for identifying own skills gap and development plan, and discusses with manager	Tends to rely on others to identify learning opportunities
Responds constructively to developmental feedback and seeks to make a change as a result	Ignores the value in constructive feedback and does little to act upon this
Shares learning with colleagues, to support shared knowledge and development of the team	Retains knowledge and experience themselves



Competency Framework