

| One Team | Engaging communication | | |
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| I communicate clearly, tailoring my approach to suit the audience so that I can engage, influence and persuade people. | | | |
| Level 1 | Level 2 | Level 3 | Level 4 |
| <ul style="list-style-type: none"> • Communicating clearly and concisely • Adapting tone of communication to suit people of all levels • Giving the right level and quantity of information to suit the audience • Explaining things in straightforward language • Gaining credibility through an open and honest approach • Showing enthusiasm and passion for the subject • Checking that others have understood what has been said or written • Showing a polite and professional style to external people | <ul style="list-style-type: none"> • Clearly articulating the key points of an argument • Using a range of different approaches to influence and meet different people's needs • Being open to new ways of communicating • Having the influencing skills to challenge stakeholders successfully • Motivating colleagues, creating positive energy • Talking positively about the Council • Influencing by putting a strong, reasoned case • Using different communication channels effectively (e.g. email, phone, in person) | <ul style="list-style-type: none"> • Inspiring belief and buy-in in the team or audience around any situation • Role-modelling good communications via different channels • Talking to people at their level, not yours • Distilling complexity into clear, core messages • Communicating effectively at all levels of the organisation or externally • Adapting tone and style to suit whatever arises in conversation • Understanding the political context of communications • Influencing across the matrix without authority | <ul style="list-style-type: none"> • Presenting clearly and with impact • Setting up good communication systems, e.g. establishing email etiquette • Negotiating confidently, with credibility and conviction • Setting expectations of ways to communicate • Leading the way on using different media/channels to communicate effectively • Inspiring individuals, groups or teams to gain buy-in and build momentum • Navigating the politics of different stakeholders wisely • Ensuring the Council is represented positively to internal and external audiences |
| <p>Negative behaviours: Being hard to understand (e.g. not enough detail or too wordy); Over-relying on one form of communication (e.g. email); Using jargon inappropriately; Using the same style without adapting even when it's not working; Imposing /forcing a view; Dishonesty; Misjudging the tone of communication (e.g. too formal, or using bad language); Failing to enthuse, motivate or inspire; Letting negativity drain engagement; Missing the subtle messages.</p> | | | |

| One team | Working together | | |
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| I get to know people in order to support, share information, work across boundaries and act in the best interests of the whole organisation. | | | |
| Level 1 | Level 2 | Level 3 | Level 4 |
| <ul style="list-style-type: none"> • Being kind; looking out for others and offering help • Building rapport easily; having an open, approachable manner • Being friendly; making an effort to get to know people • Sharing information freely and promptly • Showing appreciation, saying 'thank you' • Inviting people's ideas and considering their points of view • Being considerate and managing your impact on other people • Asking for help | <ul style="list-style-type: none"> • Volunteering for activities so as to share out workload fairly • Being willing to find a compromise • Letting people know what's going on • Making people feel included and valued • Supporting agreed outcomes • Being tolerant and considerate of people's pressures • Taking a real interest in the team's welfare • Addressing concerns through constructive conversation • Getting to know people beyond your immediate team | <ul style="list-style-type: none"> • Taking the team's opinions into account and providing appropriate feedback • Sharing plans with others early enough so activities are aligned • Making time to get to know your team, their needs and interests • Supporting your team, e.g. sharing credit or taking collective responsibility for problems • Having crucial conversations promptly and constructively • Being proactive in reaching out to other teams • Developing a network of positive working relationships internally and externally • Creating an environment where people feel able to ask for help or offer ideas | <ul style="list-style-type: none"> • Being visible and available • Making time to get to know staff, teams and what they do • Supporting staff wellbeing • Creating systems to ensure the right people get the right communication at the right time • Acting in the best interests of the organisation (e.g. aware of reputation) • Building collaborations, e.g. joint ventures, partnerships • Creating a one-team culture that breaks down silos and fosters joined-up working • Understanding the agendas of a wide range of stakeholders |
| <p>Negative behaviours: Being rude, arrogant or argumentative; Playing people off against each other; Back-stabbing; Gossiping or rumour-spreading; Being selfish; Isolating yourself; Holding onto information; Being uncontactable; Blaming others; Ignoring others' struggles; Being unhelpful; Taking credit unfairly; Being grumpy or unapproachable; Dismissing others' ideas; Being tactless; Reinforcing silos.</p> | | | |

Customer First

Understanding others

I find out other people's needs and perspectives with openness, showing my understanding through empathy, listening and respect.

| Level 1 | Level 2 | Level 3 | Level 4 |
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| <ul style="list-style-type: none"> • Gathering feedback and other information to understand customer needs • Giving people space to talk • Showing you are listening through body language, tone and thoughtful answers • Being open-minded to other points of view • Empathising with others' concerns or difficulties • Acting on what you have heard • Showing respect and courtesy; treating people consistently and fairly, regardless of background • Acting in the best interests of the customer/stakeholder where appropriate | <ul style="list-style-type: none"> • Being interested in other people's views • Creating an atmosphere where people feel it's ok to talk • Being objective to listen to a range of viewpoints • Ensuring that actions and decisions are suitable for all customers/stakeholders • Using emotional intelligence to understand and empathise with a wide range of people • Being patient and considerate when people struggle • Honouring confidentiality in conversations • Taking personal responsibility to understand and represent customers | <ul style="list-style-type: none"> • Treating all team members fairly and equally • Making time to gather and listen to staff ideas and concerns • Driving a non-judgemental culture where people feel able to raise any issue • Letting people feel that they have a voice and can influence decisions • Embracing diversity • Being proactive in capturing customer/stakeholder insight • Taking care to fully understand stakeholder requirements • Designing services and processes around the needs of the customer • Having regular check-ins with team members | <ul style="list-style-type: none"> • Showing understanding of different team's challenges when shaping organisational change • Setting systems and expectations of regular check-ins with staff to understand their needs • Defining data capture requirements to ensure sound customer / stakeholder insight • Role-modelling an impartial and objective approach to dealing with emotive issues • Understanding the needs of the local community • Creating a culture where diversity and difference are celebrated • Ensuring equality of access to services |
| <p>Negative behaviours: Being judgemental; Taking a one-size fits all approach; Lying; Being stubborn and closed-minded to other views; Talking over people; Showing favouritism; Seeing customers as a burden; Not seeing the demands or challenges facing someone; Ignoring people's feelings; Making others feel unimportant; Focusing on number regardless of human impact; Not listening if it's not what you wanted to hear; Using stereotypes.</p> | | | |

| Customer First | | Integrity and ownership I take responsibility to do what is right, being proactive and working hard to get good outcomes and follow through on commitments. | |
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| Level 1 | Level 2 | Level 3 | Level 4 |
| <ul style="list-style-type: none"> • Being dedicated and working hard to see things through • Going the extra mile to get things done well • Being able to work on your own initiative • Being proactive; spotting something needs doing and doing it • Taking responsibility even when it goes beyond your job description • Being reliable; following through on promises • Putting self forward to get involved • Speaking up when you have an idea or challenge | | <ul style="list-style-type: none"> • Leading by example, acting as you say • Role-modelling the courage to tackle difficult issues • Offering to take some of the load without waiting to be asked • Using initiative to take the next step or decision • Encouraging a culture where people have a sense of ownership to resolve issues • Being honest in fulfilling corporate objectives • Acting robustly to uphold and enforce ethical behaviour and decisions • Ensuring initiatives maintain momentum and are seen through | |
| <p>Negative behaviours: Needing close supervision; Needing to be told what to do; Being scared to make a decision; Hiding behind other staff; Avoiding difficult issues; Clock-watching;; Not getting things done; Having a can't-be-bothered attitude; Leaving it for someone else; Passing the buck; Cutting corners; Missing deadlines or details; Not acting in the face of problems or ethical breaches.</p> | | | |

Thinking Ahead

Reasoned thinking

I use the right range of information to create sound, commercially informed solutions.

| Level 1 | Level 2 | Level 3 | Level 4 |
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| <ul style="list-style-type: none"> • Being logical; able to explain what you are doing and why • Seeking out relevant information, data and views • Making decisions on the basis of a good mix of solid information • Making sure information is correct and representative • Choosing priorities having thought about their impact • Seeing potential problems and acting to pre-empt them • Finding a solution to a customer's/stakeholder's problem • Understanding the value of your time and using it wisely • Making decisions in a timely way | <ul style="list-style-type: none"> • Knowing what data / information is relevant to gather • Thinking about the cost implications of actions or decisions • Being aware of the constraints around a decision • Making sound decisions at pace • Being able to reconcile different instructions • Thinking ahead to prevent future problems • Recognising trends and patterns in information | <ul style="list-style-type: none"> • Identifying the key priorities in what needs to be done • Thinking through the business case; outlining risks, reasoning and likely returns • Finding ways to reduce costs or generate revenue • Recognising impacts beyond your area and into the longer-term • Tackling the causes, not just the symptoms • Supporting team members in going through robust decision making • Educating people about commercial awareness in their job • Using judgement when faced with ambiguous, missing or conflicting information • Understanding and managing the risks in a decision | <ul style="list-style-type: none"> • Setting a clear strategic vision for the team / department • Always factoring in value for money • Ensuring clarity on core goals • Identifying and pursuing current and future commercial opportunities • Showing ownership and accountability for Council resources • Undertaking considered financial planning • Showing good awareness of the wider context for decisions (internally and externally) • Drawing on regional, national and global trends |
| <p>Negative behaviours: Procrastinating; Making ill-considered decisions; Failing to change mind in light of new information; Making risky decisions without facts; Missing wider or longer-term impacts; Letting short-term pressure outweigh long-term impacts; Being a bottle-neck by making all decisions involve you; Struggling to make sense of information; Is unrealistic; Ignores cost implications</p> | | | |

| Thinking Ahead | Always improving I look for better ways to do things, challenging the current state and being creative to find new and efficient approaches. | | |
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| Level 1 | Level 2 | Level 3 | Level 4 |
| <ul style="list-style-type: none"> • Coming forward with solutions to problems • Looking for ways to improve own performance • Creating usable ideas • Finding ways to make things work more efficiently • Questioning current approaches • Getting involved with and embracing change; making suggestions • Embracing new technology • Being prepared to try, fail, learn and adapt | <ul style="list-style-type: none"> • Spotting opportunities for improvements • Turning ideas into reality • Driving efficiencies, e.g. avoiding duplication • Helping to shape change • Being brave enough to experiment and explore what is possible • Making the most of new technology to improve things • Challenging the norm • Being open to new and flexible ways of working | <ul style="list-style-type: none"> • Looking for best practice to improve service delivery • Improving procedures and systems • Getting the team together to brainstorm ideas • Understanding digital delivery • Proactively seeking out new and better ways, internally or externally • Encouraging and stimulating ideas, being supportive of suggestions • Making it ok for people to fail and learn | <ul style="list-style-type: none"> • Creating enthusiasm for and involvement in change • Championing continuous improvement of service design • Thinking about technical solutions as core • Driving a continuous improvement culture • Breaking down barriers to efficient work practices • Adapting to changing organisational priorities and needs • Taking considered risks to drive improvements |
| <p>Negative behaviours: Being too scared to try a new approach or technology; Presenting barriers rather than solutions; Creating change for change's sake; Settling for what you already have; Closing down challenges to ways of thinking; Blaming failure without embracing learning; Sticking to rigid ways of working; Focusing on problems not solutions; Being defensive when there is a problem with the service.</p> | | | |

| Performance Counts | | Making time count | |
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| I manage time well, organising work so everyone has clear expectations and we make good use of resources. | | | |
| Level 1 | Level 2 | Level 3 | Level 4 |
| <ul style="list-style-type: none"> • Taking responsibility to ask for what you need • Managing time and workload to get things done • Planning ahead to ensure priorities are taken care of • Managing expectations so people know what to expect when • Working accurately • Being able to focus to get things done • Being realistic and practical about how to get things done with finite resource • Sticking to regulatory guidelines | <ul style="list-style-type: none"> • Agreeing challenging but achievable targets • Making plans flexible to cope with the unexpected • Recognising where to liaise with others because your work impacts on each other's delivery • Managing resource to meet the needs of the team • Giving clear instructions so people know what is needed • Making use of others' skills and expertise to get things done • Keeping track of multiple activities • Being firm within the terms of policies | <ul style="list-style-type: none"> • Balancing workload across the team • Setting challenging targets, clear goals, guidelines and principles • Helping the team to prioritise activities • Delegating and empowering team members to work self-sufficiently • Using good project management skills • Pulling together skills and resources to get things done • Monitoring performance and acting on it • Tracking the benefits of actions / decisions • | <ul style="list-style-type: none"> • Creating structures with clear responsibilities so people know who is accountable for what • Ensuring that activities happen at the right level in the organisation • Forward planning to take account of likely developments • Showing good understanding of service delivery • Looking for ways to pool resources for joint outcomes • Establishing systems and processes to track and measure performance • Ensuring initiatives maintain momentum and are seen through |
| <p>Negative behaviours: Micro-managing; Wasting people's time; Setting unrealistic targets; Over-promising; Setting unrealistic targets; Getting involved with the wrong activities; Missing deadlines; Constantly fire-fighting; Giving inconsistent messages; Constantly changing the goal-posts; Not delegating tasks that should be left to others; Trying to do everything yourself; Failing to manage your impact on other people's priorities.</p> | | | |

| Performance Counts | | Constantly building skills I continually build on my strengths, weaknesses and new areas to learn, and I share feedback and knowledge to help others develop. | |
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| Level 1 | Level 2 | Level 3 | Level 4 |
| <ul style="list-style-type: none"> • Looking for opportunities to learn and develop • Engaging with opportunities for training or learning new skills • Keeping up to date in your area • Continually building up your knowledge • Learning from mistakes and experience • Taking feedback constructively and acting on it • Sharing knowledge to help colleagues learn and develop | <ul style="list-style-type: none"> • Acknowledging and recognising others' good work • Giving constructive feedback • Making time to try out and develop new skills • Putting yourself forward for activities that will grow and stretch your skills • Showing expertise in your area • Thinking about your own learning and development • Showing self-awareness about your strengths and weaknesses • Acknowledging and using others' expertise | <ul style="list-style-type: none"> • Creating opportunities for people to learn, e.g. delegating or setting stretching targets • Empowering people to try things out and learn from mistakes • Making time to talk about development with people • Being proactive in addressing gaps in skills, knowledge or performance for self and others • Actively seeking feedback • Understanding and using the varied skills in the team • Encouraging cross-skilling to promote learning • Keeping skills and knowledge current in the team • Developing coaching skills to support the giving of feedback | <ul style="list-style-type: none"> • Creating a culture of constant learning, e.g. stretching people, challenging underperformance, reviewing and learning • Promoting the sharing of knowledge and expertise internally and externally • Using well-honed coaching skills • Investing time and resource in attracting, retaining and nurturing talent • Drawing on external expertise / experience where appropriate • Creating a sense of progression for staff • Planning ahead to ensure the right skills and knowledge for the future |
| <p>Negative behaviours: Thinking of learning solely in terms of training courses; Creating a fear of failure that stops people trying; Having blind-spots; Making the same mistakes over again; Lacking current knowledge; Being unwilling to learn or improve; Not providing adequate training; Not understanding their area; Allowing key skills or knowledge to get lost</p> | | | |

| Performance Counts | | Positive mindset I show a can-do attitude, adapting to change and keeping going through difficulties with resilience and a professional approach. | |
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| Level 1 | Level 2 | Level 3 | Level 4 |
| <ul style="list-style-type: none"> • Demonstrating a positive approach at all times • Treating the same person or task positively each time you come to it • Showing enthusiasm for work • Embracing a challenge or change • Being willing to adapt and take on new skills • Showing the flexibility to change plans where needed • Being able to manage your own wellbeing • Conducting yourself in a professional manner at all times • Staying calm under pressure • Accepting the final decision with good grace | | <ul style="list-style-type: none"> • Being open to new ways of working and new delivery models • Supporting the wellbeing of the team • Promoting the positives of change • Showing belief in the team, recognising strengths & weaknesses and celebrating success • Role-modelling the tenacity to keep going despite setbacks • Giving a constructive lead in a crisis • Being willing to move through the journey to meet organisational goals • Maintaining energy and resilience in the face of challenges | |
| <p>Negative behaviours: Taking things personally; Constant negativity; Making a drama out of a problem; Being unwilling to change and adapt; Unable to control emotions; Losing your temper; Being stuck in your ways; Being unable to move on; Bringing the rest of the team down; Performing badly under pressure; Being always sceptical or cynical; Being inflexible; Saying 'no' by default.</p> | | | |