



The Coal
Authority

Resolving the **impacts** of mining

Competency framework



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Introduction

In April 2013, following extensive consultation across government, the Civil Service introduced a new competency framework to support the *Civil Service Reform Plan* - a radical change for much of the public sector. This framework incorporated all of the professions within government therefore eliminating the need for separate professional frameworks.

Our new framework sets out how we want people to work at the Authority. By 2023 the Authority aims to be '**a world leader in resolving the impacts of mining**', which incorporates our **brand values**.

Brand values:

- Expert
- All Angles
- Inventive
- Agile

These align to the 3 high level leadership behaviours - known as 'clusters' - that each of us should model regardless of our grade and role in the organisation.

Clusters:

1. Setting direction
2. Engaging people
3. Delivering results

Underneath these clusters sit 10 competencies. The competencies are the skills, knowledge and behaviours that lead to successful performance and support our strategic plan.

For each competency there is:

- a description of what this means in practice
- examples of effective and ineffective behaviours at all levels

The competencies are intended to be discrete and cumulative, with each level building on the levels below, covering roles from CAA all the way to Executive level.

These indicators should provide you with a clear understanding of what is expected at all levels within the organisation.

Clusters and competencies



What does this mean for me?

From April 2015 the framework will be used for recruitment, performance management and individual development planning. Your objectives will set out **what** you need to achieve over the year and the new competency framework will set out **how** you work to achieve those objectives.

What if I'm applying for a position?

This competency framework is used for recruitment to our positions - used to assess candidates during the application and interview process. Interview questions are based on the competencies detailed in this document.

If you are applying for a position at the Authority you should refer to the job description shown in the advertisement to see what competency levels have been set for that post.

Setting direction

1.1 Seeing the big picture

Seeing the big picture is about having **an in-depth understanding and knowledge of how your role fits with and supports the Authority's business priorities.**

For all employees, it is about focusing your contribution on the activities which will meet our corporate objectives and deliver the greatest value.

At senior levels, it is about scanning the broad internal and external environment and taking account of wider impacts to develop long term implementation strategies that maximise opportunities to add value to customers and support sustainable growth.

Level 6	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ develop an in-depth insight into the dynamics and issues surrounding the Authority including political, economic, social, environmental, technological and legal impacts	✗ focus on short-term concerns, neglect long-term thinking about evolving and future issues and considerations for the Authority and the external environment in which we operate
✓ clarify and shape the Authority's role and purpose in delivering commercial and public service priorities	✗ show limited insight into stakeholder expectations that we will generate value, revenue and growth
✓ understand opportunities for the Authority to add value to the public sector	✗ focus on own immediate area of concern and not see interconnections within the organisation and across the public sector
✓ identify the Authority's business priorities in a compelling way and help people to see how they contribute	✗ lack clarity about own role and that of employees in delivering the Authority's business priorities
✓ create clear, long-term strategies, focused on adding sustainable value to the public sector, our commercial partners and customers	✗ focus primarily on continuing historical activities based on short-term priorities not linked to clear value and delivery to the public sector, our commercial partners and customers
✓ fully engage with and utilise external experts wider experience and knowledge to support strategic decision making	✗ operate independently without reference to the wider system of knowledge and experience around them

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ anticipate and predict the long-term impact of political, economic, social, environmental, technological and legal developments, ensuring these are reflected in departmental priorities and plans	✗ have limited insight into changes and developments impacting on departmental plans
✓ identify how the departmental plans support the Authority's business priorities	✗ give limited attention to how your area supports the Authority's business priorities
✓ create strategies and plans that add value for stakeholders	✗ develop strategies and plans with little reference to their potential impact and value for stakeholders
✓ fully engage with and utilise internal and external expertise and knowledge to support departmental planning	✗ operate independently, without reference to internal and external expertise and knowledge
✓ translate the Authority's business priorities into specific objectives for the team, understanding interdependencies with other groups	✗ maintain a siloed perspective, allowing your business area to become disconnected from the Authority's business priorities
✓ ensure that relevant issues related to the business unit are reflected within business priorities	✗ fail to take opportunities to ensure that important issues are considered by the Executive Team

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ anticipate the external environment to ensure objectives are relevant	✗ demonstrate a lack of knowledge and insight into the external environment and how it relates to your area of expertise
✓ identify how corporate objectives and business plans impact your area of expertise	✗ operate within your own area, without sufficient regard to how it creates value and supports business priorities
✓ focus on the key priorities outlined in the corporate plan and organise resources and time appropriately	✗ fail to consider the wider corporate plan when organising resources and time
✓ define objectives that meet internal/external customers' needs, based on recognised best practice	✗ continue to apply outdated practices which do not meet the diverse needs of customers
✓ ensure relevant issues related to your area of expertise are reflected in corporate plans	✗ miss opportunities to ensure important issues are considered by the business group
✓ understand the business priorities and ensure alignment of your objectives to the corporate plan	✗ only consider the context of your own department's plan, whilst disregarding that of the Authority
✓ engage with internal and external stakeholders to ensure your objectives meet customer and stakeholder needs	✗ disregard customer and stakeholder needs when setting objectives

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ be alert to emerging issues and trends which might impact or benefit your and/or your team's work	✗ ignore changes in the external environment that have implications for your and/or your team's work
✓ develop an understanding of your department's plan and how this contributes to the Authority's strategic plan	✗ shows limited interest in, or understanding of the Authority's strategic plans and how they relate to your team's/department's purpose
✓ ensure your objectives are aligned to the corporate plan	✗ only consider your own and/or your team's objectives, disregarding the business group plan
✓ where appropriate, challenge upwards when objectives are not linked to business priorities	
✓ actively seek out and share experiences to develop your understanding and knowledge of your work and the team's business area	✗ take actions which conflict with or misalign to other activities
✓ understand how objectives and the corporate plan combine to create value for our customers and stakeholders	✗ commit to actions without consideration of their impact on the diverse needs of customers and stakeholders

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ keep up to date with issues relating to your role at the Authority	✗ have a narrow view of your role, without understanding how it contributes to the corporate plan
✓ develop a good understanding of the work of other teams and how these relate to the overall corporate plan	✗ show little interest in the work of other teams not appreciating the wider agenda of the Authority
✓ develop understanding of how your role and the team's purpose support achievement of the corporate plan	✗ perform your tasks without considering how your role impacts the rest of the team or others
✓ focus on the overall goal and intent of your work, not just the task	✗ fail to identify when professional judgement and personal initiative are necessary to meet your objectives
✓ take an active interest in areas beyond immediate tasks, expanding your capability	✗ rely solely on your existing capability

Level 1	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ keep up to date with internal sources of information relevant to your role	✗ take actions/decisions without regard to the bigger picture
✓ understand what is required of you and how this contributes to the team and the corporate plan	✗ show little interest in the work of the Authority, not appreciating how your role contributes to achieving the corporate plan
✓ consider how your work links with, and impacts on, others	✗ work on your own tasks, in isolation

1.2 Changing and improving

People who are effective in this area are **responsive, innovative and seek out opportunities for continuous improvement**.

For all employees, it's about being open to change, suggesting ideas for improvements to the way things are done and working in smarter, more focused ways.

At senior levels, it is about creating and contributing to a culture of practical creativity and innovation and allowing people to consider and take managed risks. Doing this well means continuously seeking out ways to build a leaner, more agile and responsive organisation.

Level 6	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ challenge bureaucratic decision making, resourcing structures and processes across the Authority and beyond	✗ create/tolerate bureaucracies and inefficient ways of working which hinder effectiveness
✓ create an environment that fosters knowledge sharing and innovation and have the courage to take risks to enable significant improvements	✗ argue to retain the status quo, support current approaches, activities and processes without challenge, avoiding innovations and risks
✓ create a culture of flexibility and responsiveness, mobilising the Authority to respond quickly to changing priorities	✗ tolerate colleagues operating in rigid, bureaucratic ways
✓ challenge the status quo and accepted assumptions at the highest level across the Authority and beyond	✗ support the status quo and fail to question assumptions at the highest level across the Authority and beyond
✓ consider fully the impact of change on organisational culture	✗ adopt a piecemeal approach to change management, focusing on tasks at the expense of culture and morale

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ seek and encourage ideas, improvements and measured risk-taking within your department to deliver better approaches and services	✗ restrict changes to your own department – do not integrate or align with change in other areas
✓ encourage a culture of innovative thinking and genuinely listen to ideas from employees and stakeholders	✗ create a punitive environment for taking acceptable levels of risk – show intolerance of mistakes or minor errors
✓ champion improvements that quickly transform flexibility, responsiveness and quality of service	✗ allow your area to become outdated with evolving changes in the internal and external environment
✓ challenge the status quo in your department, and across others, to deliver value-added improvements and change	✗ contribute to a culture of inertia by maintaining the status quo
✓ ensure that the Authority is at the forefront of technological advances when possible	✗ fail to capitalise on improvements enabled by latest technology
✓ ensure appropriate governance and systems exist to effectively manage change and respond promptly to critical events	✗ adopt an unsystematic approach to change management – cause confusion about priorities and timelines - pay limited attention to risk management

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ effectively capture, utilise and share customer feedback and views from a diverse range of stakeholders to ensure new or improved products and services	✗ fail to effectively capture, utilise and share customer insight appropriately in the development/delivery of products/services
✓ encourage a culture of innovation focused on adding value – give people space to think creatively	✗ take a narrow and risk averse approach to proposed new changes by not investigating potential opportunities
✓ constructively challenge senior leaders on change proposals, which will affect your area	✗ spend limited time on engaging experts and relevant individuals in developing change proposals
✓ actively coach others on managing change	✗ fail to support others through change management initiatives
✓ understand the impact of implementing change on your area (culture, structure, service and morale)	✗ give limited time to acknowledge anxieties and overcoming cynicism when implementing change
✓ advocate change and improvements and engage team members to deliver sustainable solutions	✗ fail to advocate change /improvements by not challenging and/or echoing cynicism /negativity
✓ understand and identify the role of technology in delivering the Authority's business priorities	✗ ignore developments in technology that could benefit the Authority's performance

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ regularly review procedures or systems with teams to identify improvements and simplify processes and decision making	✗ repeat mistakes and overlook lessons learned from changes that have been less effective in the past
✓ actively encourage ideas from a wide range of sources and stakeholders and use these to inform your own change proposals	✗ not listen to suggested changes and not give reasons why the suggestion is not feasible
✓ be willing to meet the challenges of difficult or complex changes, encouraging and supporting others to do the same	✗ resist changing your approach in response to the new demands – adopting a position of ‘we’ve always done things like this’
✓ be prepared to take managed risks, ensuring these are planned and their impact assessed	✗ have ideas that are unfocused and have little connection to the realities of the business or customer needs
✓ find ways to improve systems and structures to deliver efficiencies	✗ maintain inefficient resources and structures that are considered too difficult to change
✓ prepare for and respond appropriately to the range of possible effects that change may have on your own role/team - adapts quickly and flexibly to the requirements of change	✗ take little responsibility for suggesting or progressing change

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ adopt new working practices in line with changes and improvements	✗ stick rigidly to established working practices, not adapting to changing needs
✓ consider and suggest ideas for improvements, sharing this feedback with others in a constructive manner	✗ be reluctant to consider ways to improve services within the team, even when improvements are urgently required
✓ put aside preconceptions and consider new ideas on their merits	✗ be closed to alternative approaches, preferring to maintain the status quo
✓ communicate change in a constructive and supportive manner to help colleagues and stakeholders to understand changes and why they have been introduced	✗ fail to understand and respond to colleagues’ and stakeholders’ concerns regarding change
✓ identify, resolve or escalate positive and negative effects that change may have on your role	✗ adopt change in a thoughtless and unstructured way, having not considered its possible effects
✓ understand and apply technology to achieve efficient results	✗ avoid use of technology and stick to tried and tested means of delivering business objectives

Level 1	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ review working practices and come up with ideas to improve the way things are done	✗ remain attached to outdated procedures and technologies
✓ learn new procedures and technologies and help colleagues to do the same	✗ adopt new processes without reporting difficulties that occur
✓ maintain a positive outlook and be open to change and consider ways to implement and adapt	✗ make negative comments about change – be unwilling to consider potential benefits
✓ be constructive in raising and resolving issues with managers about implemented changes and their possible impact	✗ fail to raise and/or resolve issues arising from change
✓ respond effectively to critical events	✗ resist unforeseen changes to usual work routine
✓ willing to learn and take on new ideas	✗ avoids opportunities for learning, preferring to stick to old methods and approaches

1.3 Making effective decisions

Effectiveness in this area is about **being objective; using sound judgement, evidence and knowledge to provide accurate, expert and professional advice.**

For all employees, it means showing clarity of thought, setting priorities, analysing and using evidence to evaluate options before arriving at well-reasoned, justifiable decisions.

At senior levels, leaders will be creating evidence-based strategies, evaluating options, impacts, risks and solutions. They will aim to maximise sustainable outcomes.

Level 6	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ navigate and balance external pressures to shape the Authority's strategy and business priorities	✗ omit consideration of external factors when developing our strategy and business priorities
✓ quickly analyse complex and ambiguous data to provide clarity of thinking to the Authority and make timely decisions	✗ lack confidence in making decisions when the situation is unclear – delay such decisions by seeking total assurance of impacts
✓ promptly engage stakeholders and partners in making recommendations or decisions	✗ provide recommendations or decisions without engaging stakeholders and partners
✓ identify and evaluate risks and options and develop strategies and business priorities to manage and mitigate these	✗ make decisions without evaluation of risk and impact of options
✓ have the courage to make unpopular decisions and defend them at the highest level when required	✗ avoid making unpopular decisions or prolong the process by seeking further information
✓ give unbiased advice based on robust analysis and evidence	✗ give advice which stakeholders and partners want to hear and ignore contrary evidence

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ devolve decision-making appropriately, minimising bureaucracy and overcoming obstacles to innovation and delivery	✗ involve only peers and your manager(s) when making decisions, potentially reducing accountability and engagement of the wider team
✓ interpret a wide range of customer and stakeholder pressures and influences to inform business priorities	✗ give limited consideration to external factors when developing strategy and business priorities
✓ evaluate differing perspectives to make effective decisions that support achievement of our business priorities	✗ frequently revisit decisions, due to earlier insufficient analysis and evidence-gathering
✓ engage appropriately with customers and stakeholders and take decisive action when required	✗ fail to appropriately engage others when making key decisions
✓ evaluate reputational risks and impacts, understanding the wider environment and recommend plans to manage and mitigate	✗ provide advice without full consideration of risks and impact of options
✓ make prompt confident decisions at a strategic level to achieve business priorities	✗ regularly change decisions based on new opinions, information or challenges
✓ take sounding on your options, while still making up your own mind	✗ never use others as sounding board
✓ give direction, recommendations and decisions for your department, understanding operational and financial impacts	✗ fail to consider operational and financial impacts when making decisions

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ consider information from various sources, recognising when to consult experts	✗ fail to consider required evidence or to involve experts sufficiently early
✓ evaluate pros and cons and identify risks in order to make decisions that take account of the broader impact and sustainability	✗ take decisions without regard for broader impact and sustainability
✓ draw together and present reasonable conclusions from a wide range of incomplete and complex evidence and data	✗ get confused by complexity and ambiguity and consider only simple or straightforward evidence
✓ identify the main issues in complex problems, clarify understanding and/or stakeholder expectations, to seek the best option	✗ provide unclear, incoherent or illogical analysis of core issues
✓ make difficult decisions by pragmatically weighing the complexities involved against the need to act, being able to determine appropriate action when details are unclear	✗ make decisions that minimise impact on yourself or your business group, rather than those that benefit the Authority

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ make decisions in a timely manner, even with incomplete data	✗ avoid making decisions when information is not complete
✓ make proactive decisions when needed, even if they prove difficult or unpopular	✗ miss opportunities or deadlines by delaying decisions
✓ identify and use a range of internal and external information sources to make effective decisions	✗ only use a narrow range of evidence sources that support your own perspective
✓ recognise patterns and trends in a wide range of evidence/data and draw key conclusions	✗ come to conclusions that are not supported by evidence
✓ explore different options and their impact on costs and benefits, taking action to mitigate risks	✗ give little consideration to the impact of decisions
✓ proactively seek empowerment and clarify your remit to make decisions, for yourself and/or your team	✗ make decisions without referring to, or fully engaging, stakeholders – producing ineffective outcomes that fail to your stakeholders' needs
✓ invite challenge from others and, where appropriate, involve others in decision making – to build engagement and identify robust recommendations	✗ consistently make decisions in isolation or within a select group

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ demonstrate accountability and make effective and timely decisions	✗ avoid making decisions that you have the authority to make; continually push decisions upwards
✓ research and examine complex information to make accurate decisions	✗ disregard important evidence or make hasty judgements
✓ engage with relevant people in order to obtain the most accurate information and get advice when you are unsure of how to proceed	✗ fail to check issues and relevance of information before using it
✓ explain clearly how a decision has been reached	✗ be unable to provide a clear rationale to support your decisions
✓ provide advice and feedback to support others to make accurate decisions	✗ be unable to provide constructive feedback to enable effective decisions within the team
✓ ensure accurate information is stored and readily accessible, to support effective decision making	✗ fail to follow information processing requirements that enable effective decision making

Level 1	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ make and record effective decisions following the appropriate decision making criteria, framework or guidance	✗ fail to make and record effective decisions following the appropriate decision making criteria, framework or guidance
✓ clarify when faced with ambiguity	✗ fail to research or use relevant information or support to perform tasks
✓ undertake appropriate analysis to support decisions or recommendations	✗ make decisions or recommendations without the evidence to back them up
✓ investigate and respond to gaps, errors and irregularities in information	✗ overlook anomalies in evidence presented
✓ speak up to clarify decisions and query these constructively	✗ miss opportunities to take part in constructive conversations about decisions
✓ consider implications of your decisions before confirming how to approach a problem/issue	✗ give limited consideration to the impact of your decisions

Engaging people

2.1 Leading and communicating

Leadership behaviours are relevant and important for us all at the Authority and not just for those in management roles.

At all levels, effectiveness in this area is about **leading from the front and communicating with clarity, conviction and enthusiasm**. It is about supporting principles of fairness of opportunity for all and dedication to a diverse range of stakeholders, including internal and external customers, partners and team members.

At management levels, it is about establishing a strong direction and a persuasive future vision - managing and engaging people with honesty and integrity and upholding the reputation of the Authority.

Level 6	
Effective behaviour	Ineffective behaviour
People who are effective are likely to...	People who are less effective are likely to...
✓ actively develop and protect the reputation of the Authority	✗ overlook opportunities to champion achievements of the Authority and its workforce
✓ promote and role model our values and competencies to achieve desired culture	✗ demonstrate behaviour that is inconsistent with our values, competencies and desired culture
✓ create and articulate in an inspiring and engaging way at all levels across the Authority and externally	✗ miss opportunities to communicate with impact - give confused or uninspiring messages when communicating, internally or externally
✓ engage positively in debate and seek to resolve issues across the Authority and externally	✗ operate independently, rarely seeking input and engagement from key stakeholders
✓ ensure the Authority's business priorities maximise sustainability, equality and diversity	✗ fail to maximise sustainability, equality and diversity opportunities when identifying the Authority's business priorities

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ consistently lead by inspiring people about the Authority's vision and values, motivating them towards stretching goals	✗ be unable to articulate the vision or to inspire people to achieve stretching goals
✓ actively promote the Authority's reputation externally and internally – publicise successes widely	✗ avoid or miss opportunities to enhance the Authority's reputation
✓ inspire and give clarity to employees, stakeholders and partners, so that they can engage fully with the Authority's vision and business priorities	✗ make limited effort to clarify the Authority's business priorities
✓ actively promote diversity and equality of opportunity, inside and outside the Authority	✗ disregard the need to consistently promote good diversity and equality practice
✓ communicate with conviction and clarity, especially when facing challenging or opposing scenarios	✗ concede readily when facing challenging or opposing scenarios
✓ successfully influence and negotiate with external partners, stakeholders and customers at all levels to secure commitment to decisions and plans	✗ lack insight into the different motivations and agendas of diverse stakeholders

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ actively engage with employees and stakeholders, building trust and commitment to decisions and priorities	✗ fail to engage and communicate effectively with employees and stakeholders
✓ clarify business priorities and business plans in a compelling way, inspiring and engaging others	✗ be vague and unclear when communicating the business priorities and plans
✓ promote or defend own and team's actions/decisions when necessary	✗ neglect, or provide insufficient support to the team during challenging situations
✓ lead by example to build diverse teams and promote a working environment that supports our values and desired culture	✗ act in ways that contradict our values and desired culture
✓ be open and inviting to a broad range of alternative views and respond constructively	✗ take actions without listening to others or adapting where relevant
✓ create an inclusive environment with respectful working practices and communications	✗ be unaware of divisive or inappropriate communication and behaviours within the team or fail to address these – including bullying, harassment or discrimination
✓ establish the underlying motives of the agendas of others	✗ fail to consider the motivations of others when seeking to secure the commitment of others

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ take opportunities to regularly communicate and interact with colleagues at all levels, helping to clarify objectives and their links to business priorities	✗ use limited, one-way methods to communicate, or focus solely on colleagues within your immediate team
✓ recognise and celebrate others' contribution and achievements	✗ fail to recognise others' achievements and/or take credit for these yourself
✓ communicate effectively and maintain composure when being challenged, and when challenging others	✗ fail to challenge appropriately and/or back down readily when you are challenged by others
✓ communicate using a range of appropriate styles, methods and timing to maximise understanding and impact, especially when conveying complex information	✗ communicate without considering your desired outcomes and the target audience's needs
✓ be an advocate for the Authority and proactively support our values and desired culture	✗ be negative or indifferent about the Authority, our values and desired culture
✓ convey enthusiasm and energy, and encourage others to do the same	✗ fail to convey enthusiasm and energy when communicating
✓ confront, and promptly address, inappropriate language or behaviours – including bullying, harassment or discrimination	✗ avoid challenging inappropriate language or behaviours, including bullying, harassment or discrimination

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ display enthusiasm about your objectives, adopting a positive approach when interacting with others	✗ be negative or indifferent when discussing your objectives
✓ listen to, understand, respect and accept the value of different views, ideas and ways of working	✗ adopt a biased, exclusive or disrespectful approach in your work
✓ articulate ideas effectively, with respect, and understand how you impact others	✗ fail to consider how your behaviour impacts others and/or how they might potentially react to your proposals
✓ confidently handle challenging conversations and anticipate how others may react	✗ be unable to deal objectively with conflict and disputes

Level 1	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ explain your views in a clear and constructive manner, choosing an appropriate communication method	✗ fail to express your views clearly and constructively
✓ work with others in a fair and respectful way	✗ show bias, or a lack of respect, and treat some groups of people more favourably than others
✓ write clearly in plain, simple language, checking spelling and grammar - learn from previous inaccuracies	✗ fail to communicate effectively in writing
✓ use effective questioning and summarising to check your understanding and that of others	✗ be unlikely to seek the clarity necessary to fully understand a situation

2.2 Collaborating and partnering

People skilled in this competency **create and maintain positive, professional and trusting working relationships with a wide range of people**, within and outside the Authority, to achieve results.

At all levels, this requires working effectively, sharing information and building supportive, responsive relationships with colleagues and stakeholders – whilst having the confidence to challenge assumptions.

At management levels, this includes creating an inclusive environment, encouraging collaboration and building effective partnerships to deliver business priorities.

Level 6	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ build a strong network of collaborative relationships and partnerships globally, in order to achieve our objectives, whilst supporting wider stakeholder agendas	✗ restrict collaboration to your existing relationships, giving limited attention to the importance of building networks and alliances
✓ be an effective member of The Executive leadership team to deliver our business priorities	✗ fail to contribute effectively to The Executive team to deliver our business priorities
✓ create a diverse and collaborative working culture, which encourages transparency and open communication	✗ allow silos and narrow ways of working within and across the Authority
✓ constructively confront issues and challenge assumptions at the highest levels with partners, stakeholders and customers	✗ fail to constructively confront issues and challenge assumptions at the highest levels with partners, stakeholders and customers – or do so in ways that damage relationships
✓ utilise the experience and input of external partners, non-executive directors and industry experts to improve effectiveness	✗ fail to utilise the experience and input offered by external partners, non-executive directors and industry specialists

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ proactively create, maintain and promote a strong network of connections with colleagues across the Authority and external stakeholders	✗ focus on delivery at the expense of building networks and effective relationships across and beyond the Authority
✓ actively promote knowledge and resource sharing across business groups	✗ consistently protect resources and interests of own department at the expense of the Authority
✓ proactively encourage team members to work across internal and external boundaries	✗ resist opportunities for self and team members to collaborate within and outside the Authority
✓ maximise opportunities for teams to engage with a variety of partners and stakeholders - listen to, and act upon their feedback	✗ give team's limited support about how to work collaboratively with partners and stakeholders and/or discourage early engagement
✓ create an inclusive environment and set out clear expectations that bullying, harassment and discrimination are unacceptable	✗ permit unacceptable or disrespectful behaviour to persist in your business group and with other teams

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ actively build and maintain internal and external networks to achieve progress on objectives and shared interests	✗ fail to build an effective network or neglect to use contacts to achieve progress on objectives
✓ actively build awareness and knowledge of developments in the profession and wider community to support the delivery of objectives	✗ fail to take into account developments from across the profession and community beyond the Authority
✓ establish and maintain strong interpersonal relationships with team members and others	✗ neglect, or fail to consider the importance of, interpersonal relationships
✓ regularly and consistently encourage contributions and involvement from a broad and diverse range of people	✗ operate within a narrow frame of reference, by limiting contributions and involvement from others
✓ effectively identify and manage the dynamics of your team and those of others that you contribute to	✗ fail to consider team dynamics and how they impact results
✓ actively involve others to deliver business results through collaboration, to achieve better results for all	✗ fail to invite, or disregard, others' contribution and miss opportunities for effective collaboration
✓ seek constructive outcomes in discussions and challenge assumptions, remaining willing to compromise when it is beneficial to progress	✗ fail to consider alternative perspectives and be reluctant to compromise

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ establish relationships with a range of internal and external stakeholders, to support delivery of business	✗ devote limited time to networking or engaging with immediate stakeholders, preferring to work in isolation
✓ support a common team purpose, overcome barriers and constructively challenge negativity	✗ demonstrate limited capability to get the best from people - create barriers or negative feelings between and within teams
✓ actively seek input from a diverse range of internal and external people	✗ display little appreciation for the value of different contributions and perspectives
✓ readily share resources to support broader organisational priorities	✗ create reasons why resources and support cannot be shared
✓ deal with conflict in a prompt, calm and constructive manner	✗ respond to conflict inappropriately, for example, by ignoring, avoiding or responding emotionally
✓ encourage collaborative team working within your team and across the Authority	✗ support individual or silo ways of working

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ develop a range of contacts outside your team, using their knowledge and expertise to deliver results	✗ ignore the knowledge and expertise of colleagues and partners
✓ support and/or suggest ways of working to facilitate collaboration for the benefit of the team's work	✗ work in ways that limit collaboration - fail to contribute or participate as required
✓ pro-actively seek information, resources and support from others outside your immediate team, to achieve results	✗ take a narrow approach to resolving issues, failing to seek/explore alternative solutions
✓ readily share knowledge, information and learning with colleagues	✗ rarely share knowledge, information and learning
✓ demonstrate active listening and ask questions to enhance joint understanding	✗ show a lack of interest, or skills, when interacting with others
✓ take responsibility for creating a work environment that encourages equality, diversity and inclusion	✗ disregard the importance of equality, diversity and inclusion

Level 1	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ proactively contribute to the work of the whole team	✗ focus on your own objectives, at the expense of supporting colleagues
✓ build positive team/colleague relationships and understand their views and preferences	✗ be overly critical and blaming of people who have different views, preferences or working styles
✓ engage others when necessary in order to improve results and/or achieve your objectives	✗ miss opportunities to generate better outcomes for customers/stakeholders through collaboration
✓ be open to supporting others and taking on new responsibilities	✗ be inflexible when asked to support others or when faced with changing responsibilities
✓ try to see issues from others' perspectives and check understanding	✗ consider issues from your own viewpoint only
✓ demonstrate understanding of, and respect for, others' views	✗ fail to treat all colleagues fairly, equitably or with respect

2.3 Building capability for all

Effectiveness in this area is having a strong focus **on continuous learning for you, others and the organisation.**

For all of us, this requires being open to learning, keeping our own skills current and evolving.

At senior levels, this includes active succession planning and ensuring a diverse blend of capability and skills are identified and developed, to meet challenging future business needs. It also requires creating a learning culture across the organisation to foster problem solving, innovation and achieve transformational change.

Level 6	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ champion the strategic importance of people, succession planning and development, building a strong culture of continuous learning and knowledge sharing	✗ miss opportunities to identify, promote and retain organisational learning
✓ demonstrate an acute awareness of inclusivity, equality and diversity to support career development for all	✗ fail to create a culture of continuous learning and knowledge sharing
✓ develop and maintain organisational commitment to problem solving and innovation	✗ show little ability or commitment to enabling equal opportunities for people to realise their full potential
✓ empower people to experiment and achieve sustainable organisational results	✗ allow a belief that problem solving and innovation is only for a few individuals and only at certain times
✓ be respected as a mentor/coach/trusted advisor to employees seeking development	✗ invest little personal time to develop talent and potential leaders
✓ take a strategic and objective perspective to identifying potential and capability needs of the Authority, identifying and nurturing future leaders and innovators	✗ apply personal/subjective reasoning, and adopt a short-term perspective, to people and succession management issues - struggle to assess long-term and emerging people requirements
✓ role model continuous learning and self-development, evaluating your own effectiveness and growth and planning further development	✗ be resistant to, or dismissive of, personal feedback and see continued personal growth as irrelevant

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ champion development and career management for all employees and make learning a reality by encouraging and providing a range of development experiences	✗ allow delivery of results to dominate to the exclusion of learning and development activities, missing out on longer-term business benefits and ignoring the organisational learning dimension
✓ create an inclusive and diverse environment, where all employees can achieve their full potential	✗ permit discriminatory and/or subjective thinking and practices when building capability
✓ encourage a broad range of formal and informal learning opportunities, ensuring others take responsibility for their own learning and share this to increase organisational capability	✗ fail to ensure that others take full advantage of varied learning opportunities, practice new skills and share new learning to benefit the wider organisation
✓ dedicate time to supporting and empowering people through coaching and mentoring - clearly demonstrate that leadership and technical skills are equally valued	✗ focus resources on technical knowledge/skills gaps, at the expense of leadership skills
✓ proactively identify high-potential employees to meet future capability requirements	✗ react to short-term/immediate capability requirements
✓ remove obstacles to development when necessary, in order to deliver a sustainable succession pipeline	✗ fail to create development opportunities or remove obstacles that block long-term development
✓ demonstrate continuous learning and self-development, reflecting on your own effectiveness and growth and plan next learning steps accordingly	✗ seldom seek feedback and fail to seize opportunities for personal development
✓ identify tangible, objective business improvements and benefits when planning development for yourself or team and identify and track these through metrics, to demonstrate impact on business results	✗ fail to identify tangible, objective business improvements and benefits from planned development and omit tracking of these and fail to demonstrate how they have contributed to business results

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ ensure that individual and organisational learning and 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
✓ encourage a broad range of formal and informal learning opportunities, supporting development and career management for all employees	✗ fail to follow-up on learning, to ensure that colleagues practice and apply new skills to the benefit of the Authority
✓ coach and support others to take responsibility for their own development (through giving accountability, varied assignments and on-going feedback)	✗ make token efforts to coach and develop people, allowing employees to not prioritise their own development
✓ establish and drive functional and cross-functional discussions, to support the development of high performing teams	✗ be unaware of others' knowledge and experience and fail to leverage this across/within teams
✓ identify capability requirements needed to deliver future team objectives and manage resources to meet these needs	✗ allow team capability needs to remain unaddressed - fail to use development opportunities/effective performance management to maximise team capability
✓ promote and model continuous self-development, including leadership, management and people skills	✗ place low priority on self-development and seldom seek feedback or new challenges - prioritise professional/technical expertise over leadership, management and people skills
✓ drive team development by harnessing the value of diverse contributions, creating an inclusive environment where innovation can flourish	✗ fail to recognise the value of diverse contributions, develop teams and/or miss opportunities to develop innovation

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ identify and address team or individual capability requirements to deliver business objectives	✗ fail to identify and/or address team and self-development needs, allowing capability gaps to persist
✓ devote time to mentor, coach and support the growth of others to realise their potential	✗ neglect the development of team members or limit opportunities to a select few
✓ value and respond to different personal needs within team, using these to develop capability and promote inclusivity	✗ be insensitive to, and unaware of, the diverse needs and capability of all team members
✓ proactively manage your career and identify personal learning needs with your line manager - plan and complete a broad range of formal and informal learning opportunities	✗ passively expect others to identify and manage your learning needs
✓ continually seek and act on feedback to evaluate and improve your team's performance	✗ make little attempt to learn from or apply lessons from feedback
✓ identify opportunities to increase innovation to achieve team's objectives	✗ allow outdated work practices to persist, failing to consider and generate opportunities for innovation

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ take ownership of your development by identifying your capability needs and consistently achieving development objectives	✗ fail to address your capability needs or identify learning opportunities
✓ take responsibility for the quality of your work and seek opportunities for improvement through continuous learning and innovation	✗ resist opportunities to broaden your work responsibilities and/or expand your capability
✓ proactively support the development of other team members	✗ fail to support learning and development opportunities for other team members
✓ actively take opportunities to learn from a diverse range of people, in order to maximise your performance	✗ ignore opportunities to learn from others who have different perspectives or experience
✓ encourage, and be responsive to, developmental feedback from others	✗ be disinterested in giving/receiving constructive feedback

Level 1	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ identify your own skills, knowledge and behaviour gaps to inform your own development plan and discuss these with your line manager	✗ take a passive approach to your development, mostly relying on others to identify learning
✓ recognise, and take time to achieve, your learning and development objectives	✗ lack interest in personal development and/or decline formal/informal development opportunities
✓ find ways to learn and personally improve results, suggesting new approaches to benefit yourself and the team	✗ maintain a rigid view of your work, missing opportunities to learn or improve your approach and/or results
✓ share your learning with the team and other colleagues, contribute to the team's understanding	✗ keep knowledge and expertise to yourself, instead of sharing to benefit the whole team
✓ respond constructively to developmental feedback from a diverse range of people and make changes as a result	✗ do little to act on developmental feedback, ignore or dismiss its value

Delivering results



3.1 Achieving commercial outcomes

Being effective in this area is about **maintaining an economic, long-term focus in all activities**.

For all of us, it is about having a commercial, financial and sustainable mind-set to ensure all products and services deliver added value and stimulate growth.

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

Level 6	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ role model leadership, influencing and accountability to create and deliver the corporate plan	✗ show little evidence of leadership, influencing and accountability to create and deliver the corporate plan
✓ draw on insights about current and future marketplace dynamics, to seize opportunities to stimulate sustainable growth	✗ pay little regard to marketplace dynamics and/or fail to exploit opportunities to maximise sustainable commercial growth
✓ drive and deliver a continuous pipeline of innovation in our business models, products and services to ensure sustainable commercial growth	✗ allow ineffective business models, products and services to continue, preventing achievement of commercial growth
✓ initiate and build strategic commercial relationships with the shareholder, partners, customers, competitors to deliver results	✗ pay little attention to the delivery of outcomes and benefits from strategic commercial relationships
✓ create and embed a culture of commercial awareness, ensuring that all employees understand the commercial environment in which we operate	✗ do little to promote and embed a culture of commercial awareness
✓ ensure that commercial considerations and risks are fully considered when defining the Authority's corporate plan and strategic priorities	✗ show little evidence of commercial understanding when shaping business plans and priorities

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ identify and implement best practice from a range of sectors and implement effectively to maximise commercial gains	✗ overlook opportunities to identify and implement best practice, missing opportunities to maximise commercial value
✓ promote a strong focus on customer/ stakeholders' needs to develop new and innovative commercial solutions	✗ fail to incorporate customers'/stakeholders' needs into innovative and sustainable solutions
✓ actively and effectively manage strategic commercial relationships and service provision, to provide ongoing value for customers and stakeholders	✗ show limited active management of commercial relationships, service provision and value creation
✓ invest in and utilise R&D, insight and trends to support sound commercial decision-making and recommendations	✗ rarely invest in/use R&D, insight and trends to support commercial activities
✓ take a broad view, successfully achieving common goals with organisations that have different priorities	✗ do little to manage the strategic commercial relationship with delivery partners – resulting in little or no longer-term information sharing or planning
✓ ensure teams appreciate the commercial realities that influence their customers, suppliers and partners, and use this to effect commercial decision-making	✗ allow teams to be unaware of important commercial considerations for their customers, suppliers and partners

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ take an entrepreneurial approach to recognising commercial opportunities, and for converting those opportunities into commercial income	✗ fails to recognise commercial opportunities and to generate income from these
✓ work effectively with customers, colleagues and stakeholders to understand their requirements and implement innovative and commercial solutions	✗ fail to work effectively with customers, colleagues and stakeholders to understand their requirements
✓ understand the commercial drivers that will influence our customers, stakeholders and suppliers, and how these can be used to achieve mutually beneficial outcomes	✗ show little or no understanding, or appreciation, of the economic or commercial drivers that will influence the behaviour of our customers, stakeholders and suppliers
✓ understand and utilise appropriate tools to validate contracts and commercial proposals, ensuring sustainable outcomes	✗ have little or no knowledge/capability to assess the commercial viability of contracts and proposals
✓ professionally negotiate with customers, stakeholders and commercial partners to achieve mutually beneficial agreements, for example, contracts for services, service level agreements	✗ fail to negotiate with customers, stakeholders and commercial partners to achieve mutually beneficial agreements
✓ agree service level agreements/key performance indicators with customers, stakeholders and commercial partners - monitor performance and take action to resolve any gaps	✗ assume that agreements with customers, stakeholders and commercial partners are delivering what is needed
✓ provide commercially focused recommendations based on sound market research, analysis and trends/best practice to support innovative growth	✗ fail to obtain/share market research, analysis and trends or show limited interest in best practice

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ recognise commercial opportunities and where necessary seeks support in converting those opportunities into income	✗ fails to recognise commercial opportunities
✓ gather and analyse evidence from a wide range of sources (for example, market research, best practice) to provide rationale for commercial decision-making	✗ rely on past experience, or select limited evidence, to support commercial decision-making
✓ engage effectively with customers, stakeholders and commercial partners in order to understand issues agree and/or improve service delivery	✗ fail to recognise/raise issues which have potential to impact service delivery when working with customers, stakeholders and commercial partners
✓ implement appropriate mechanisms to measure progress towards commercial results, identify shortfalls and raise awareness as necessary	✗ fail to identify or respond to shortfalls in agreed delivery standards
✓ identify and ensure that own objectives are focused on innovative solutions to achieve commercial outcomes identified in the corporate plan	✗ fail to ensure objectives require innovation/creativity to achieve commercial outcomes identified in the corporate plan

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ maintain effective working relationships within existing commercial agreements with customers, stakeholders and commercial partners to achieve desired results	✗ ignore, or work outside, existing commercial agreements with customers, stakeholders and commercial partners
✓ recognise when products and services derived from a commercial arrangement are not being delivered to the required level of quality or standard and take appropriate action	✗ not raise issues when costs or outcomes drift significantly from agreed service delivery standards and/or commercial results
✓ suggest innovative, alternative ways to achieve your objectives aligned to the corporate plan	✗ fail to ensure your objectives align with the business group plan and/or rely solely on existing ways of working to achieve them

Level 1	
Effective behaviour	Ineffective behaviour
People who are effective are likely to...	People who are less effective are likely to...
✓ demonstrate that you understand why others require information from you and provide this in an accurate and timely way	✗ show disinterest in why others require information from you and/or fail to ensure its accuracy/timeliness
✓ maintain accurate, timely records/ information in order to inform commercial decision making	✗ fail to maintain/process information as required
✓ follow existing guidelines and practices to enhance delivery and commercial outcomes	✗ fail to follow guidelines and practices – negatively impacting commercial outcomes or relationships

1.4 Delivering good value for money

Delivering value for money involves the **efficient, effective and economic use of all resources**, including taxpayers' money, to maximise return for the Authority's shareholder.

For all employees, this means achieving a good mix of quality and effectiveness for minimal cost and to improve return on investment. People who do this well base their decisions on evidence and follow agreed processes and policies, challenging these appropriately where they appear to prevent good value for money. They also focus their energy in areas with maximum potential for increased value.

Level 6	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ drive and deliver a culture that emphasises continuous improvement and efficient use of all revenue streams to maximise value for money	✗ allow people, resources, capital or investment spends to be focused on non-value added activities
✓ maintain a clear focus on maximising resource efficiency, continually questioning the value of activities against strategic priorities	✗ allow activities to divert funds and make decisions not in the best long-term financial interest of the Authority
✓ be fluent at interpreting a wide range of financial and performance information and use this to develop strategy	✗ develop strategy with insufficient exploration and consideration of financial or management information
✓ maintain good financial and budgetary discipline by ensuring full accountability for the setting of challenging key performance indicators and measurement of progress towards these	✗ fail to measure progress towards business results
✓ demonstrate transparency, both in terms of key investment decisions and appropriate use of resources	✗ fail to demonstrate full consideration of critical business decisions or ignore the need for transparency

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
<ul style="list-style-type: none"> ✓ understand the financial position of your department, the Authority and the wider economy, and recognise impacts on delivering our products and services 	<ul style="list-style-type: none"> ✗ overlook opportunities to gather and make use of financial information in development of departmental objectives
<ul style="list-style-type: none"> ✓ make and encourage strategic investment decisions, challenging to ensure appropriate levels of expenditure and maximise return 	<ul style="list-style-type: none"> ✗ take a narrow view that low cost equates to good value, quality and effectiveness
<ul style="list-style-type: none"> ✓ promote and demonstrate a culture of value – challenge managers to identify and realise tangible benefits from costs 	<ul style="list-style-type: none"> ✗ adopt a short-term view of resources, thus compromising sustainability and growth
<ul style="list-style-type: none"> ✓ interpret a wide range of financial and management information and use this to inform effective decisions 	<ul style="list-style-type: none"> ✗ rarely use financial or management information to support analysis and decision making
<ul style="list-style-type: none"> ✓ develop robust business cases, with fully costed options, identifying clear business advantages and/or return on investment 	<ul style="list-style-type: none"> ✗ recommend investment or expenditure not justified by potential return or benefits
<ul style="list-style-type: none"> ✓ manage key financial drivers for own department and understand how these impact performance in other departments and, ultimately, across the Authority 	<ul style="list-style-type: none"> ✗ fail to recognise that your department's activities can impact achievement of other areas and the wider organisation

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
<ul style="list-style-type: none"> ✓ understand the financial position of your team, and that of the Authority and use this insight to align resources to activities that maximise value 	<ul style="list-style-type: none"> ✗ react to immediate pressures, failing to allocate resources to deliver maximum value
<ul style="list-style-type: none"> ✓ achieve the best return on investment and deliver maximum value by effectively managing resources align resources to activities that maximise value 	<ul style="list-style-type: none"> ✗ fail to identify and monitor metrics to demonstrate benefit realisation on expenditure
<ul style="list-style-type: none"> ✓ identify options, risks and benefits of proposed activities to maximise value and support delivery of the Authority's business priorities 	<ul style="list-style-type: none"> ✗ be overly focused on minimising expenditure, rather than ensuring it is well invested and provides sustainable added value
<ul style="list-style-type: none"> ✓ work with financial processes and tools to evaluate options and ensure financial and management information are accurately reflected in team plans 	<ul style="list-style-type: none"> ✗ present the business group plan and business cases that are not supported by robust or accurate financial and management information

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ take actions to achieve value, quality and effectiveness	✗ fail to identify opportunities to achieve value, quality and effectiveness
✓ cultivate and encourage an awareness of return on investment, using clear simple examples of benefits and how to measure them	✗ fail to recognise, or encourage awareness in others, that return on investment includes impacts beyond your own area
✓ work confidently with management and financial data to prepare forecasts and manage budget against agreed plans	✗ misinterpret or over-estimate management and financial data used to forecast and monitor budgets and plans
✓ follow appropriate financial procedures and monitor key performance indicators to deliver value and desired outcomes with available resources	✗ fail to follow financial procedures and/or be able to justify your own/team's use of resources

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ manage information and financial data so that it is accurate, easily located and can be utilised by yourself and others	✗ ignore management information procedures
✓ understand that all actions have a related cost, demonstrate accountability and clear rationale for effective allocation of resources	✗ fail to apply basic financial concepts and resource planning
✓ can account for expenditure and create well supported argument for extra expenditure	✗ misunderstand basic financial concepts
✓ highlight opportunities to increase value or challenge misuse of resources	✗ select work practices based on ease rather than added value – struggle to identify value-add opportunities
✓ ensure that recognised financial procedures and practices are maintained	✗ use financial procedures and practices inappropriately or inconsistently

Level 1	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ identify where own performance does not provide value for money (eg skills, knowledge and behaviour gaps) and discuss these with line manager	✗ waste resources or fail to identify savings opportunities
✓ understand the financial implications of your actions	✗ frequently choose convenience over cost effectiveness
✓ is aware of, and adheres to, financial procedures	✗ not follow appropriate control or authorisation processes
✓ produce and maintain accurate financial and performance data	✗ produce inaccurate financial and performance data with errors or omissions

1.5 Managing a quality service

Effectiveness in this area is about being positioned to enhance the use of our products and services to **manage our customer's needs and expectations**, continually seeking to **improve our quality of service**, whilst also **considering diverse expectations**.

Those who are effective plan, organise and manage their time and activities to deliver a high-quality customer experience. They also conduct themselves in a way that portrays great customer service and creates a positive impression of the Authority. Their behaviour demonstrates that they value customer feedback, proactively seek it and use it to improve how we deliver business results.

At senior levels, it is also about enhancing the external reputation of the Authority and ensuring that our strategic priorities drive excellent customer experiences. It also requires senior leaders to empower our people by removing obstacles to delivering quality service and products.

Level 6	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ ensure that an in-depth and evolving understanding of the broad range of our diverse customer needs is embedded in the Authority's strategic priorities	✗ allow the Authority to operate with only superficial or outdated understanding of customer requirements
✓ be an advocate for the Authority, enhancing our reputation and promoting our capability to understand and meet evolving customer needs	✗ fail to exploit opportunities to effectively promote the Authority's reputation and capability
✓ empower our people to exceed our customers' needs by removing obstacles and bureaucracy and clarifying conflicting priorities	✗ fail to delegate clear and appropriate levels of authority – or create confusing priorities – that distract our people from meeting customer needs
✓ drive a culture of quality service that clearly demonstrates we value and delight our internal and external customers	✗ fail to ensure customer needs are central to how we conduct business at the Authority

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ identify and promote customer needs, providing clarity on how the Authority and own business group will meet/exceed these	✗ disregard customer needs when defining priorities for the Authority and own business group
✓ continually and effectively promote the Authority's reputation when interacting with customers	✗ neglect opportunities to promote the Authority's reputation
✓ define and integrate clear structures, systems and resources required to meet customer needs, removing obstacles where necessary	✗ allow unrealistic or confusing priorities and/or bureaucracy to persist, leading to poor quality service
✓ seek frequent and structured feedback from customers and stakeholders to improve our services and products	✗ fail to identify appropriate success indicators for the department, or do so without considering customer needs and feedback
✓ seek and facilitate opportunities to expand and enhance products and services, in order to improve customer service	✗ fail to ensure that our products and services evolve to fulfil changing needs of diverse customers

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ ensure team objectives are aligned to current and future customer needs	✗ disregard customer needs when agreeing team objectives
✓ balance customer service and value for money in order to manage customer expectations	✗ fail to manage customer expectations up front
✓ role model positive customer service behaviours, skills and knowledge and promote a culture focused on ensuring customer needs are met	✗ fail to model positive customer service standards, potentially damaging the Authority's reputation
✓ identify and resolve barriers to excellent customer service, challenging when necessary to achieve a positive outcome	✗ allow barriers to excellent customer service to persist
✓ establish how the team/department compares to customer expectations and industry best practice and identify necessary improvements	✗ ignore emerging trends and fail to set appropriate customer service benchmarks
✓ ensure products and services meet customer needs and identify opportunities to increase and enhance their use	✗ fail to review and propose changes to products and services to meet evolving customer needs

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ engage the team in setting priorities that reflect customer needs	✗ allocate or delegate work without clarifying the impact on the customer
✓ actively seek to identify customer needs, responding in a way that delivers an excellent customer experience	✗ fail to pro-actively identify or resolve customer needs, or respond in a way that could risk reputation
✓ identify and implement solutions to customer issues and challenge others to do the same	✗ avoid addressing, raising awareness of, or taking accountability to resolve, customer issues
✓ develop, implement, maintain and review systems and service standards to provide quality, efficiency and value for customers	✗ focus on delivering the task to the exclusion of enhancing the customer experience
✓ develop proposals to improve the quality of products and services based on input from a range of customers	✗ generate limited proposals to improve products and services, or do so without involving customers

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ work with team to set priorities and create clear plans to meet customer needs	✗ fail to take accountability for achieving customer needs when agreeing targets and objectives
✓ anticipate, and respond professionally to, customer needs, enhancing the customer experience	✗ behave in a way that negatively impacts the customer experience
✓ demonstrate ownership for customer issues, keeping them fully informed of progress and outcomes	✗ take little responsibility for addressing customer issues or keeping the customer informed
✓ ensure that levels of service are maintained, raising risks or concerns in order to meet customer needs	✗ focus on immediate service delivery and neglect overall quality or customer needs
✓ identify common problems or weaknesses in products or services that affect the customer experience and escalate these	✗ show a lack of desire to improve quality of products and services and customer experience

Level 1	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ identify your customers and demonstrate understanding of how your objectives and targets meet their needs	✗ be unaware of your customers – who they are and what they need from you
✓ respond to customer requirements professionally, leaving a favourable impression	✗ communicate with customers in a negative or unprepared way
✓ take ownership of queries and requests from customers and keep them informed of progress	✗ fail to escalate customer issues appropriately
✓ demonstrate the knowledge, skills and behaviours necessary to follow agreed practices and understand why they are important to meeting customer needs	✗ fail to follow agreed practices, negatively impacting the customer experience
✓ act to prevent problems, reporting issues where necessary	✗ allow service levels/results to drop, or problems to occur, before reporting

1.6 Delivering at pace

Effectiveness in this area means focusing on **delivering timely performance, with energy, and taking responsibility and accountability for high-quality outcomes.**

For all employees, this means delivering objectives and responding to challenges responsively and constructively.

At management levels, it requires building a performance culture to deliver results within agreed timescales. Leaders also need to provide enthusiasm, focus and energy to drive activities forward through others and encourage all employees to pace themselves to deliver priorities effectively during challenging times.

Level 6	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ set, maintain and ensure a clear direction for the Authority, with highly-focused priorities and results	✗ be unclear and convey a lack of purpose about direction and focus of the Authority
✓ model personal resilience and accountability for achieving strategic priorities and results	✗ allow the Authority's focus to stray from critical priorities and/or fail to deliver against them
✓ swiftly refocus the Authority on new priorities as changing situations dictate	✗ fail to adjust direction, even when events necessitate a change
✓ drive a performance culture across the Authority and achieve results through others	✗ allow the Authority to deliver poor results and permit inaction or late delivery
✓ hold others accountable for outcomes during challenging times and address under-performance	✗ tolerate under-performance
✓ encourage, support and inspire individuals and teams to energise delivery	✗ expect individuals to deliver results without support and encouragement
✓ enable the organisation to remain focussed on business priorities, irrespective of challenges	✗ readily allow challenges to distract from the Authority's business priorities

Level 5	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ translate strategic priorities into clear outcome-focused objectives for managers and provide the enthusiasm, energy and drive necessary for delivery	✗ set unrealistic, vague goals and lack clarity around expected outcomes
✓ take full ownership for delivery against targets, recognising others' contribution	✗ present poor business results as someone else's responsibility
✓ maintain a strong focus on priorities, holding others to account and swiftly respond to changing requirements	✗ constantly revisit and revise priorities and/or fail to respond to changing requirements
✓ drive a performance culture within own department, that supports and encourages a focus on performance - address under-performance to safeguard delivery	✗ fail to address under-performance and/or miss opportunities to follow through on actions, allowing focus to stray from business priorities
✓ model enthusiasm and energy to deliver business results and priorities	✗ overemphasise task achievement without motivating and energising others to deliver results
✓ demonstrate and promote resilience and responsiveness, being honest about challenges faced and actions required to address these	✗ overlook the significance of challenges and their impact on team and organisational resilience

Level 4	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ encourage, challenge and support team members to achieve objectives	✗ lose focus, giving a confusing sense of direction and priorities
✓ prioritise and clarify roles and responsibilities to secure individual and team ownership	✗ disassociate self and team from negative business results
✓ ensure performance management processes and principles are applied consistently to achieve corporate and team objectives	✗ fail to set challenging objectives, for self and team and/or to manage poor performance
✓ be a role model in supporting and energising teams to build confidence in their ability to deliver results	✗ overly focus on task delivery at the expense of motivating and building capability to deliver results
✓ maintain effective performance in difficult and challenging circumstances and encourage others to do the same	✗ fail to take a constructive approach to adversity, blaming others for shortcomings
✓ review, challenge and adjust performance levels to ensure quality outcomes are delivered within agreed time-frames and celebrate success	✗ fail to recognise and resolve issues quickly and miss opportunities to follow through on actions

Level 3	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ successfully manage, support and stretch self and others to deliver agreed goals and objectives	✗ allocate work to individuals without providing support to enable achievement of results
✓ demonstrate enthusiasm whilst keeping your efforts focused on priorities and goals	✗ allow work to lose momentum and fail to address priorities
✓ take responsibility for delivering quality results within agreed time-scales	✗ avoid responsibility for own delivery below expectations
✓ plan ahead and re-prioritise effectively if situations change or conflicting demands emerge	✗ fail to adjust or re-prioritise workloads when new challenges or conflicting demands emerge
✓ regularly monitor and discuss your own and team's performance (what and how) against expectations defined within the performance management system	✗ allow poor performance to go unchallenged, causing workload issues for other team members

Level 2	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ regularly review progress against targets (with team and manager) making necessary adjustments to deliver successfully	✗ fail to inform manager of obstacles to maintaining pace and progress against agreed targets
✓ demonstrate enthusiasm and interest when discussing own and team's targets	✗ display negativity or disinterest for your role and targets
✓ take ownership of problems within your area of responsibility	✗ avoid responsibility for identifying and resolving problems
✓ remain positive and focused on achieving results, despite setbacks	✗ fail to adjust, or react negatively, when things change or go wrong
✓ check own and team performance against results, suggest improvements or take corrective action when problems are identified	✗ neglect performance reviews and so be unable to give timely and constructive feedback

Level 1	
Effective behaviour People who are effective are likely to...	Ineffective behaviour People who are less effective are likely to...
✓ follow agreed work practices, using your knowledge and expertise to deliver on time and to standard	✗ fail to follow agreed work practices or deliver inaccurate or inefficient results
✓ work with enthusiasm, energy and pace to achieve results	✗ wait to be told what to do and rely on others to resolve obstacles and problems
✓ take responsibility for quality and time-scales, keeping manager informed of progress	✗ ignore your own part in ensuring the team can deliver – avoid supporting colleagues to achieve results when necessary
✓ maintain consistent performance, even during challenging times	✗ give up quickly when obstacles and problems are encountered – be easily discouraged or distracted