



Competency Behaviours Framework



GRADES 1 - 4	GRADES 5 - 8	GRADES 9 - 10	GRADES 11 - 12	CHIEF OFFICER
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 4

Competency Framework

Great Service

We are committed to delivering Public service and working effectively with Partners, Suppliers & Stakeholders to deliver Value for Money services to external & internal customers. We use feedback to resolve complaints and inform Service improvements and accessibility. We manage & deploy (shared) Resources to deliver services that are seamless and accessible from a single point.

Benefits

*Better understanding of customer needs & issues helps build better relationships with our customers and suppliers, resolve potential complaints early and avoid recurring issues so everyday service runs more smoothly.
Working in partnership with others to deliver services enables sharing of knowledge & resources.*

Change

We work constructively together and in collaboration with customers, staff, partners and stakeholders to prepare & equip ourselves for the future. We use recognised change models to plan & implement service changes and reflective ls to enable continuous improvement & problem solving.

Benefits

Greater consistency & discipline in using recognised change methodology, with outcomes focused on service delivery, using the reflection stage of change to quantify & recognise our successes and continuously improve and learn from mistakes.

Working Together

We work constructively together, putting our customers & staff at the heart of what we do. We build an ethos of collaboration, mutual respect & knowledge sharing to enable productive discussions which are critical to achieving service improvement & change that delivers SBC Priorities & outcomes.

Benefits

Teams are focussed, constructive, disciplined, commercially and business aware with clear outcomes, sharing of knowledge, suggestions, resolving problems. Teams from different services, partners, suppliers & stakeholders work constructively together.

Diversity

We maintain a positive culture of respect for all employees, customers, partners & stakeholders feel valued as individuals, can give their best and participate in Services. We embrace the values & benefits of a diverse living and working environment.

Benefits

Staff feel valued as individuals and able to give their best in a safe environment working effectively, competently and confidently. Staff reflect the community and enable our customers & communities to engage in our Services.

Communication

We aim to use clear, unambiguous language that enables an accurate exchange of relevant, factual information and which is appropriate to the audience. It avoids misinformation which can lead to mistakes and undermine our trust in each other. Meaningful communication underpins all our activities, meetings, plans and customer interactions and enables us to be more effective in all aspects of work.

Benefits

Factual, meaningful conversations underpin all activities from interacting with customers & suppliers, participating in Appraisal, team work, project meetings to resolving complaints. It engenders mutual trust, enabling our working relationships and interaction with our customers, partners, suppliers & stakeholders.

Performance

We understand the expectations of our individual & team roles. Employees feel engaged and enabled. We identify development needs and how they support delivery of SBC priorities, value commercial awareness, understanding the financial, budget and supplier impact on performance. We value and seek constructive feedback to inform performance improvements.

Benefits

Individual and team development is stronger and more closely aligned to Service delivery. Increased value for money and best value from partners, suppliers and stakeholders. Increase in Appraisal quality & completion rates.

Competency Framework

Performance Ratings Explained

Does Not Meet Expectations

Personal performance does not meet target objectives. There is no evidence of a contribution to the achievement of the commitments in Behaviours (For an individual who was previously NOT PERFORMING under formal performance management, this rating could be applied to demonstrate that despite support, coaching, training and guidance being provided. Performance improvement has not been evident.)

Rating 1

Partially Meets Expectations

Personal performance does not fully meet all target objectives but there is evidence of achievement. There is no/little evidence of a contribution to the achievement of the commitments in Behaviours. (For an individual who was previously NOT PERFORMING under formal performance management, this rating could be applied to give evidence that they have demonstrated some improvement.)

Rating 2

Consistently Meets Expectations

Personal performance fully meets all target objectives. No evidence to show that objectives have been exceeded. There is evidence of a contribution to the achievement of the commitments in Behaviours.

Rating 3

Exceeds Expectations

Personal performance fully meets and exceeds all target objectives. There is evidence of additional effort/ output in order to exceed agreed goals. Achievement at this level could be recognised internally or externally. There is evidence of a considerable contribution to the achievement of the commitments in Behaviours.

Rating 4

Far Exceeds Expectations

Personal performance significantly exceeds all target objectives. There is strong evidence of significant additional effort and/or output in order to exceed all agreed goals. Achievement at this level could be recognised both internally and externally. There is evidence of a major contribution to the achievement of the commitments in Behaviours.

Rating 5

Competency Framework

Great Service

We are committed to delivering Public Service and we are committed to working effectively with partners, suppliers & stakeholders to deliver Value for Money services to external & internal customers. We use feedback to resolve complaints and inform Service improvements and accessibility. We manage & deploy (shared) resources to deliver services that are seamless and accessible from a single point by:

- Establishing customer needs & building customer knowledge
- Delivering service that demonstrate Integrity & Respect for All
- Using feedback to resolve complaints & improve service outcomes/process
- Managing / deploying (shared) resources efficiently to deliver the service without conflict

Key Activities

- ✓ Establishes positive relationships
- ✓ Responds constructively & courteously
- ✓ Clarifies Service expectations
- ✓ Asks questions to establish need/issues
- ✓ Signposts to relevant services, other support
- ✓ Follows up enquiries, recognising, resolving / escalating complaints
- ✓ Raises service issues for resolution
- ✓ Maintains confidentiality of staff & customers
- ✓ Arranges resources required to deliver the Service

SBC Corporate Plan theme and commitments supported by this Competence

OUR SERVICES FOR YOU:

- Building staff skills to design and deliver services digitally
- Focus our face to face contact on supporting vulnerable individuals and families
- Develop our Customer Advice and Support Service as the “front door” to services (0300)
- Deal with complaints effectively and in line with SBC’s Complaints Handling Procedure, and learn from complaints

Values, Aspirations & Standards

- ✓ Public Service
- ✓ Committed
- ✓ Value for Money
- ✓ Integrity
- ✓ Respect for All
- ✓ Putting our staff & customers at the heart of what we do
- ✓ Working with partners, suppliers & stakeholders

Competency Framework

		Great Service
Level 1	Grades 1 - 4	Expected Behaviours
		You ask appropriate questions and listen to establish the facts to ensure that you understand your customer's needs.
		You do what you say you are going to do, and you give explanations to customers if you can't meet their needs. You refer the customer to the right department when needed.
		You recognise service issues, problems and complaints; you find out about the issue and escalate concerns or log complaints where applicable.
		You discuss your workload with your line manager to ensure workload is split fairly among team members to deliver great service
		Negative Indicators
		You ignore problems in the hope they go away and that someone else will deal with it, leaving customer queries unresolved.
		You don't recognise, log or follow up complaints.
		You show a lack of concern or interest in establishing the needs of others.
		You make promises that you do not keep.
		Great Service
Level 2	Grades 5 - 8	Expected Behaviours
		You learn from others by listening to feedback from customers and reviewing processes to identify any changes that could help improve customer service standards.
		You provide constructive feedback to customers and colleagues regarding standards of service delivery.
		You respond to issues, problems and complaints following the Council's agreed approach to complaint handling.
		You identify the barriers to great service and suggest areas of improvement to avoid issues reoccurring.
		Negative Indicators
		You do not identify or provide feedback about great or poor examples of service.
		You show little interest in service improvement.
You do not address issues or complaints raised by customers.		

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

		Great Service
Level 3	Grades 9 - 10	Expected Behaviours
		You demonstrate that you know what great service is by consistently delivering a high level of service to your customers. You remain positive when dealing with customers and colleagues to address complex issues, resolving problems quickly.
		You respond constructively to department service complaints on more complex issues and resolve issues promptly.
		You take a lead role in changes to service reviews or provision. You take action when you see what needs changed to improve service and you flag with your manager any bigger changes that's needed.
		You take a lead role in identifying what needs to be changed to improve service provision and resources, subsequently implementing approved service changes.
		Negative Indicators
		You do not problem solve or engage with teams to highlight the root cause of service issues.
You do not work with, or include other people from your department to identify different ways of working that could improve service delivery.		
		You are unsure of resource issues e.g. staffing levels, technology requirements impacting on service delivery.
		Great Service
Level 4	Grades 11 - CO	Expected Behaviours
		You take a lead role in setting the expectations and standards of good service, disseminating these standards and values through the management levels to ensure great service is being delivered.
		You collaborate with multi agency senior partners, suppliers and/or stakeholders to review and improve joint services.
		You learn how to improve service by keeping up to date with other approaches elsewhere.
		You work collaboratively with managers to resolve complex service wide complaints and issues.
		Negative Indicators
		You do not allow enough time to focus on the strategic priorities as you are heavily involved in the operational aspects of the service.
You compromise on quick wins and solutions to address service issues before understanding the root cause and exploring the alternatives.		

Account will need to be taken to reflect the level of responsibility, management and content of the post

Care should be taken of the wording used in the indicators e.g. "Aware" (have knowledge of), "Provide" (deliver/implement), "Ensure" (make certain it's done).

Remember that not all negative indicators apply to all roles and should not be used as a "tick box" exercise to decide on the overall rating.

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

Change

We work constructively together and in collaboration with customers, staff, partners, suppliers and stakeholders to prepare & equip ourselves for the future. We use recognised change models to plan & implement service changes and reflective tools to enable continuous improvement & problem solving.

- Working with clear objectives/outcomes that support SBC priorities & values
- Recognising successful outcomes, learning from mistakes using a continuous collaborative improvement cycle
- Implementing & supporting change projects using recognised project principles
- Working to understand and assess future customer & service needs

Key Activities

- ✓ Ensures understanding of purpose of work and impact on Service
- ✓ Contributes constructively to work or Service reviews
- ✓ Contributes constructively to problem solving
- ✓ Shares knowledge / experience on aspects of Service Provision

SBC Corporate Plan theme and commitments supported by this Competence

OUR SERVICES FOR YOU

- Drive out waste and inefficiency, cut unnecessary red tape and provide better value for money. Maximise the use of digital technology to improve services where possible
- Continue to explore different models for delivering our services e.g. with communities
- Reduce the amount of property we own and operate (including the school estate) to reduce costs, energy consumption & improve the facilities we need for the future
- Involve communities in the services we deliver and in decisions that affect them and make use of our Area Partnerships

Values, Aspirations & Standards

- ✓ Public Service
- ✓ Courage
- ✓ Commitment
- ✓ Continually improve our Services
- ✓ Work with partners, suppliers & stakeholders
- ✓ Deliver value for Money

Competency Framework

Change		
Level 1	Grades 1 - 4	Expected Behaviours
		You understand the purpose of your job and how it fits within the wider context of the Council.
		You take part in team discussions and raise suggestions on what is working well and what has not been working well.
		You share with the team and your manager the successes or challenges faced with any relevant change to inform service delivery or working practices.
		You support change by making constructive suggestions and raise potential risks, issues and offer solutions that deliver best value for money, for the Council and the community.
		Negative Indicators
		You don't question or clarify anything to do with your role, or seek clarity as to why change is required.
		You argue, blame others, side track discussions and don't share relevant information about change and do not contribute or raise suggestions to help with change.
Change		
Level 2	Grades 5 - 8	Expected Behaviours
		You respond positively to change and help others understand the reasons for change e.g. customers, colleagues and team members.
		You encourage others to discuss change and invite suggestions from those directly affected by the change.
		You ensure, support, suggest and deliver best value for money, for the Council and the community.
		You involve others early in the change implementation process to increase commitment and address concerns.
		Negative Indicators
		You speak negatively about the change and do not help others see the benefits of change.
		You do not address other people's concerns regarding change, leaving issues unresolved.
You don't contribute constructively to group/one to one discussions about change and best value suggestions.		
You don't share or invite contributions with others to inform discussions.		

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

Change		
Level 3	Grades 9 - 10	Expected Behaviours
		You contribute in project/service/multi-disciplinary reviews using the Council's agreed change and project management tools to support change projects within your department/service area, delivering best value for money, for the Council & the community, in a commercial and business context.
		You collate relevant information to inform change e.g. political, legislative, national policy, economics, resources, themes, best practice and benchmarking information.
		You report on the progress of change projects including feedback from others, highlighting any success or challenges as a result of the change.
		Negative Indicators
		You do not take a planned approach or define outcomes when involved in a change project with minimal or no collation of information or engagement of Department, partners, suppliers and/or stakeholders
		You do not take account or responsibility for delivering and implementing best value for money, for the Council & the community, in a commercial and business context.
		You do not keep others affected by the change informed and up to date.
Change		
Level 4	Grades 11 - CO	Expected Behaviours
		You lead SBC / multi Agency reviews, transformation projects by setting the vision and scope and act as an advocate of change.
		You demonstrate the ability to view situations with a commercial acumen and from a business perspective, reviewing current market and trends, the competition, company culture, threats and opportunities, business decisions and innovative thinking.
		You engage with your management team(s) and are open to feedback and willing to provide constructive feedback to others to ensure project milestones can be achieved.
		Negative Indicators
		You do not take ownership and lead as sponsor of change programmes
		You do not demonstrate commercial acumen, avoiding difficult and challenging changes required to be implemented.
		You do not engage with management team(s) regarding the scope of change and project milestones are slipping behind.
		You do not allow for reflection on project success, resulting in long standing issues remaining unresolved.
		You are unable to give feedback on the effectiveness of a change project and identify areas for improvement.

Account will need to be taken to reflect the level of responsibility, management and content of the post

Care should be taken of the wording used in the indicators e.g. "Aware" (have knowledge of), "Provide" (deliver/implement), "Ensure" (make certain it's done).

Remember that not all negative indicators apply to all roles and should not be used as a "tick box" exercise to decide on the overall rating.

Competency Framework

Working Together

We work constructively together in collaboration, putting our customers & staff at the heart of what we do. We build an ethos of collaboration, mutual respect & knowledge sharing to enable productive discussions which are critical to achieving service improvement & change that delivers SBC Priorities & outcomes.

- Contributes positively to the Team priorities & ethos
- Working collaboratively to ensure team Priorities are met through problem solving & continuous improvement
- Establishes positive working relationships and understanding of others
- Planning & organising to ensure workload is managed and priorities for Public Service commitments are delivered on time

Key Activities

- ✓ Upholds team protocols
- ✓ Treats all team members equitably
- ✓ Assists colleagues
- ✓ Accepts assistance
- ✓ Knows key contacts & their needs
- ✓ Seeks & gives constructive feedback
- ✓ Works to resolve relationship issues
- ✓ Keeps commitments
- ✓ Plans & organises workload collaboratively
- ✓ Anticipates & resolves issues / blocks to progress

SBC Corporate Plan theme and commitments supported by this Competence

A THRIVING ECONOMY. WITH OPPORTUNITIES FOR EVERYONE EMPOWERED VIBRANT COMMUNITIES

- Engage and involve local businesses in the work of our schools to ensure that young people understand future employment opportunities
- Work with partners and suppliers to create the best possible environment in which to do business
- Promote an “open for business” culture across all our services that are in contact with businesses
- Improve and streamline our processes internally so that we join things up for businesses (Business Gateway, Planning, Estates, Property, Rates, Licensing etc)
- Think about the capacity that exists out there within communities and link to it where appropriate
- Establish joined up public protection services

Values, Aspirations & Standards

- ✓ Respect for All
- ✓ Commitment
- ✓ Integrity
- ✓ Put our customers & staff at the heart of what we do
- ✓ Be fair, equal & open
- ✓ Work with partners, suppliers & stakeholders

Competency Framework

		Working Together
Level 1	Grades 1 - 4	Expected Behaviours
		You follow established working practices to ensure a consistent service is being delivered.
		You support team members and accept support from your colleagues to ensure team priorities are met.
		You treat others fairly; resolving or escalating disputes or conflict when appropriate.
		You are able to communicate your role and responsibilities to others. You are clear on expectations, if there are multiple priorities on your workload you are able to prioritise or escalate any issues to your manager for direction.
		Negative Indicators
		You work in isolation or selectively with others.
		You display a negative attitude towards colleagues and provide limited contribution in team meetings and 1:1's.
		You tolerate relationships impacting on service delivery.
		You share sensitive data in an unprofessional way.
You are unfamiliar with the needs of customers, colleagues and team members.		
You don't flag up issues or seek guidance when appropriate.		
		Working Together
Level 2	Grades 5 - 8	Expected Behaviours
		You follow agreed working practices, ensuring others are comfortable in carrying out such practices.
		You enable constructive discussion within the team to address and resolve issues, seeking ideas for improvement.
		You are aware of key priorities, and distribute workload to ensure the team can achieve the priorities, addressing any issues that impact on workload.
		You recognise relationship issues impacting on team progress and work to resolve or seek assistance to resolve when appropriate
		You understand the team remit, priorities, expectations and any risks to service.
		You ensure team priorities are delivered, anticipate issues and barriers and work to resolve.
		Negative Indicators
		You have little or no discussions within the team; you don't enable performance conversations within the team.
		You don't offer alternative solutions when faced with challenges to ensure team priorities are delivered on time or flag up issues in advance.

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

		Working Together
Level 3	Grades 9 - 10	Expected Behaviours
		You are actively involved in constructive discussions across multiple teams to enable planning and problem solving to drive continuous improvement.
		You make sure work is being allocated and delegated effectively so team priorities can be met.
		You take action to address instances of poor team working.
		You communicate team standards and the expectation of working together to ensure great service is provided.
		You are involved with teams at an operational level to observe high performing teams and teams that require support.
		Negative Indicators
		You are unaware of instances of poor team working and you do not engage in discussions to improve team working
You do not assess whether teams are working as well as they could be.		
		Working Together
Level 4	Grades 11 - CO	Expected Behaviours
		You work with various teams across a range of services and collaborate with partners, suppliers and stakeholders to achieve the aims of the service.
		You ensure management teams, employees, partners, suppliers and stakeholders are aware of the strategic plan and the overall objectives of the department and you ensure this information is disseminated through the appropriate channels.
		You respond to morale issues by working with team leaders and managers to identify potential causes of poor performing teams, agreeing an action plan to address the key issues
		Negative Indicators
		You allow teams to work in isolation and do not challenge current practices.
		You do not have a defined business plan for your service area or if you do it is not shared with employees.
You do not recognise areas for improved collaboration.		

Account will need to be taken to reflect the level of responsibility, management and content of the post

Care should be taken of the wording used in the indicators e.g. "Aware" (have knowledge of), "Provide" (deliver/implement), "Ensure" (make certain it's done).

Remember that not all negative indicators apply to all roles and should not be used as a "tick box" exercise to decide on the overall rating.

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

Diversity

We strive to maintain a positive culture of respect so all our employees, customers, partners, suppliers & stakeholders feel valued as individuals, can give their best and participate in services. We embrace the values & benefits of a diverse living and working environment.

- Understands how the Equality Duty applies to own area of work , treats all customers & contacts with respect, and is aware of how own perspectives and behaviour can impact on colleagues and service users
- Ensures the diverse needs of our staff, customers and communities are understood and met

SBC Corporate Plan theme and commitments supported by this Competence

INDEPENDENT, ACHIEVING PEOPLE

- Ensure schools “poverty proof” their action plans and give our most vulnerable children the support they need to achieve, attain and feel included
- Work in partnership to build the resilience of our young people and to support and develop their emotional well-being, resilience, and mental health
- Prepare our services for the projected increase in the older population

Key Activities

- ✓ Can describe how Diversity & Inclusion applies to own area of responsibility & contributes to work
- ✓ Is aware of own perception, filters, preferences, privileges, bias
- ✓ Recognises individual perspective is unique, and wider perspectives are needed to inform decisions
- ✓ Uses information / feedback from diverse sources
- ✓ Knows & applies best practice within own role
- ✓ Recognises inappropriate language/behaviour and intervenes
- ✓ Recognises when an individual/group needs different/additional support to access services
- ✓ Is aware of what support tools are available and knows how to access/signpost customers to them

Values, Aspirations & Standards

- ✓ Public Service
- ✓ Respect for All
- ✓ Courage
- ✓ Integrity
- ✓ Put our customers & staff at the heart of what we do
- ✓ Be fair, equal & open

Competency Framework

Diversity		
Level 1	Grades 1 - 4	Expected Behaviours
		You know what is expected as a Council employee and where to access policies, procedures and you can put into practice in your role and team. You have undertaken the mandatory training.
		You treat everyone with dignity and respect. Understands own perspective, gains wider perspectives to inform choices and decisions. Uses factual information to describe or discuss scenarios.
		You recognise when an individual or group need additional or different support to deliver/access services. You know where to seek guidance if unclear and/or know how to give that support.
		You take account of your own behaviour and language and its effects on colleagues and customers. You recognise question or report behaviour that undermines equality and diversity.
		Negative Indicators
		You are unable to describe practical application or locate sources.
		You don't seek guidance.
		You use bias language to describe or discuss scenarios.
		You have not undertaken the mandatory training; you do not know where to seek advice and is not able to show you understand what is expected as an employee of the Council.
You use inappropriate language and/or actions that is discriminative towards others		
Diversity		
Level 2	Grades 5 - 8	Expected Behaviours
		You ensure others are trained and aware of Council expectations, policies/procedures, where they can be found and how to report unacceptable language, actions and behaviours.
		You encourage others to be mindful of equality and diversity issues when making any changes to services, policies, procedures and or team decisions through Integrated Impact Assessments when required.
		You are aware of equality impact assessment carried out for your department/service/team policies and procedures.
		Negative Indicators
		You do not arrange appropriate training, in line with Council expectations or keep employees up to date with changing policies.
		You do not know where to access or undertake an Integrated Impact Assessment when making changes in services, policies and procedures.
You tolerate, accept and are selective in dealing with issues of behaviour or language that is not in line with Council policy and expectations.		

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

Diversity		
Level 3	Grades 9 - 10	Expected Behaviours
		You actively promote diversity by being open and fair with others, listening to the experiences of all individuals.
		You understand and can communicate the importance of equalities legislation, being mindful of the impact on wider groups/areas when developing policies, procedures and any changes to the service.
		You are able to articulate the needs of marginalised groups in terms of Service provision.
		You are able to undertake or update Integrated Impact Assessments when making changes in services, policies and procedures.
		Negative Indicators
		You give little or no reference to diversity, employees are uncertain of responsibilities in relation to equality and diversity. You do not engage with diverse groups to understand their needs, assuming their needs.
You don't give constructive feedback to managers, or feedback is unhelpful, non-specific or critical.		
You are unable to undertake or update Integrated Impact Assessments when making changes in services, policies and procedures.		
Diversity		
Level 4	Grades 11 - CO	Expected Behaviours
		You ensure diversity is considered in operational decision making throughout the service/department and when considering working with partners, suppliers and stakeholders. You give feedback to managers on how the service/department is performing on diversity matters.
		You ensure diversity is considered in operational decision making throughout when considering working with partners, suppliers and stakeholders. You give feedback on how the service/department is performing on diversity matters.
		You investigate and resolve complaints as a consequence of unfair and discriminatory practice.
		Negative Indicators
		You make little or no reference to Diversity & Inclusion, little or no monitoring of practical application within the Department/SBC.
You inform service changes from within, with little/no reference to others' perspective or experience, e.g. partners, suppliers, agencies, customers, employees and do not carry out an Integrated Impact Assessment.		

Account will need to be taken to reflect the level of responsibility, management and content of the post

Care should be taken of the wording used in the indicators e.g. "Aware" (have knowledge of), "Provide" (deliver/implement), "Ensure" (make certain it's done).

Remember that not all negative indicators apply to all roles and should not be used as a "tick box" exercise to decide on the overall rating.

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

Communicating

We use clear, unambiguous communication that enables an accurate exchange of relevant, factual information and which is appropriate to the audience. It avoids misinformation which can lead to mistakes and undermine our trust in each other. Meaningful communication underpins all activities, meetings, plans and customer interactions and enables us to be effective in all aspects of work.

- Communicates clearly, adapts style & terminology to audience
- Listens & clarifies understanding, asks questions to clarify key points, perspectives, issues and asks questions
- Contributes constructively to discussions, shares relevant information
- Articulates & presents information accurately, clearly and with purpose

Key Activities

- ✓ Uses plain English
- ✓ Explains terminology
- ✓ Shares relevant information
- ✓ Contributes constructively to discussions
- ✓ Communicates with purpose
- ✓ Presents information that is clear & organised
- ✓ Checks remit for outcome before starting out

SBC Corporate Plan theme and commitments supported by this Competence

#yourpart

- Support SBC's new approach, presented within the Corporate plan- wherever possible, work with Communications and Marketing to re-enforce the **#yourpart** message to help keep the Borders thriving, despite reducing resources.

Values, Aspirations & Standards

- ✓ Respect for all
- ✓ Integrity
- ✓ Public Service
- ✓ Put our customers & staff at the heart of what we do
- ✓ Work with partners, suppliers & stakeholders

Competency Framework

		Communication
Level 1	Grades 1 - 4	Expected Behaviours
		You use plain English when talking to customers, you explain complex terminology, Council jargon abbreviations, and interpret any procedures.
		You can adapt your choice of words appropriate to the audience you are communicating with.
		You offer alternative formats of communication depending on the individual's needs.
		You listen & ask appropriate questions and clarify facts to establish the individual's needs.
		You communicate the next steps in addressing the individual's query.
		You share relevant information with the right people at the right time.
		You have excellent communication skills, both verbal and written and deliver key messages in a clear way to avoid any misunderstanding.
		Negative Indicators
		Your communication is unclear by using complex terminology and abbreviations.
		You don't try to explain things clearly to individuals.
		You are not aware of information available in other formats and you do not seek that information.
		You talk over people and don't ask questions to check all the facts.
You are unclear about the information you are communicating verbally or written, therefore messages are vague or confusing. You give feedback based on what you personally think which could differ from the Council's viewpoint.		
		Communication
Level 2	Grades 5 - 8	Expected Behaviours
		You acknowledge and share good practice. You give constructive feedback to colleagues who are not communicating to the required standards expected across the Council.
		You provide instructions clearly and are able to explain roles, responsibilities and standards required across the team.
		You encourage and enable others to contribute in group discussions, one to ones and seek feedback. You keep colleagues and your own manager informed of changes and developments.
		You present information both written and verbal clearly to relevant colleagues, managers, clients, customers, partners, suppliers and other stakeholders with purpose and context.
		Negative Indicators
		You give unhelpful or confusing feedback to colleagues, based on assumptions rather than fact.
		You accept instructions and guidance from others without checking own understanding
		You don't invite contributions, block contributions and selective about whom you communicate with.
		You communicate in an unclear or confusing manner and you are not confident in your responses.

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

		Communication
Level 3	Grades 9 - 10	Expected Behaviours
		You have excellent communication skills and develop effective working relationships at all levels. You are not afraid to challenge others when communication is unclear or ambiguous including with suppliers and stakeholders.
		You enable others to contribute in discussions to identify and resolve issues.
		You welcome feedback and consider perspectives from others to prevent barriers and misinformation.
		You keep department and senior managers, employees and customers informed of new developments and changes affecting the department.
		Negative Indicators
		You do not challenge others when communication is unclear or ambiguous with partners, suppliers and stakeholders.
		You do not hold team meetings or one to one discussions with employees.
		You don't listen to feedback or welcome other opinions.
		Communication
Level 4	Grades 11 - CO	Expected Behaviours
		You ensure the department is aware of the strategic direction of the Council and the department through various channels of communication and ensure information is disseminated to the appropriate partners, suppliers and/or stakeholders.
		You ensure the business plan is shared across the department at all levels.
		You clarify department priorities and communicate in plain English what this means at a departmental, team or individual level.
		Negative Indicators
		You don't share key information with your management team at the appropriate time, or you share information selectively.
		The information you share is unclear, ambiguous or contradictory.

Account will need to be taken to reflect the level of responsibility, management and content of the post

Care should be taken of the wording used in the indicators e.g. "Aware" (have knowledge of), "Provide" (deliver/implement), "Ensure" (make certain it's done).

Remember that not all negative indicators apply to all roles and should not be used as a "tick box" exercise to decide on the overall rating.

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

Performance

We understand the expectations of our individual & team role and our employees feel engaged and enabled. We use reflective tools to identify development needs and how they support the delivery of SBC priorities & values. We value and seek constructive feedback to inform how we improve.

- Manages own / team role to support the delivery of SBC priorities
- Understands & contributes constructively to own/team role strengths & development needs
- Takes ownership of own/team development, behaviour, capability
- Contributes constructively to the team ethos, seeking/offering constructive feedback for problem solving & continuous improvement

SBC Corporate Plan theme and commitments supported by this Competence

#yourpart

To support the delivery of the Corporate Plan, we need to ensure a focus on continuous improvement by taking a structured approach to managing and reporting performance. A revised performance management framework sets out structures and tools for staff, so that at every level, we can answer the questions:

- How are we doing?
- How do we know?
- What are we going to do to improve?

Though the People Planning process invest in our workforce through training, career development and succession planning.

Key Activities

- ✓ Work activity that contributes to Service Delivery outcomes
- ✓ Delivering priorities within the team, sharing support
- ✓ Using welfare support mechanisms
- ✓ Proactively engaging in Appraisal cycle to contribute to personal & team development plan
- ✓ Sharing successes and learning from mistakes using continuous improvement, problem solving & reflective tools
- ✓ Managing employee & team capability & capacity through effective development

Values, Aspiration & Standards

- ✓ Public Services
- ✓ Respect for All
- ✓ Integrity
- ✓ Honesty
- ✓ Commitment
- ✓ Put our customers & staff at the heart of what we do
- ✓ Be fair, equal & open
- ✓ Continually Improve our Services

Competency Framework

		Performance
Level 1	Grades 1 - 4	Expected Behaviours
		You can explain your role and responsibilities to others. If you are unclear about anything in your role you seek guidance or clarity from your line manager.
		You input into the council Appraisal process. You reflect on your performance, 'behaviours' and identify your training needs in a development plan, collate Appraisal evidence and engage in training opportunities.
		You input into the Council Appraisal process. You identify your training needs in a development plan, collate Appraisal evidence and engage in training opportunities.
		You perform well in a team and contribute to team problem solving discussions to help inform improvements.
		Negative Indicators
		You work in isolation or selectively, you don't seek guidance on matters that you are not sure about.
		You don't understand priorities and carry out your work in no particular order.
		You don't identify your strengths or development areas.
		You don't prepare in advance for Appraisal meetings and your contribution to performance discussions is limited.
You do not respond well to constructive feedback, you take it personal and do not attempt to improve the issue.		
		Performance
Level 2	Grades 5 - 8	Expected Behaviours
		You ensure you are aware of all roles and responsibilities within the team and how they impact on the delivery of the service.
		You manage the workload and capacity of the team to ensure priorities are being met. You allocate work and resources effectively, offering support to employee's as required.
		You ensure the team are engaged in the Appraisal process. You ensure relevant development plans are in place to improve and further develop performance.
		You consistently address performance issues in line with the Council's HR policies providing constructive feedback and flagging issues to your line manager.
		Negative Indicators
		You don't address competing workloads to alleviate any pressures on team or individual performance.
		You are not consistent and often selective when dealing with performance issues.
		You are not clear on the performance standards required when discussing performance issues with others; you are passive and often tolerate arguments.
		You do not allocate enough time and effort in the induction of new team members.

For levels 2, 3 & 4 – indicators for lower levels also apply

Competency Framework

		Performance
Level 3	Grades 9 - 10	Expected Behaviours
		You are familiar with the Councils managing work performance policy and know your responsibilities in handling poor performance.
		You are familiar with the Councils contract management manual and know your responsibilities in handling poor performance when dealing with partners, suppliers and stakeholders.
		You consistently address performance issues in line with the Council's HR policies providing constructive feedback and initiating formal action if necessary.
		Negative Indicators
		You display a lack of concern or interest for improving performance, ignoring instances of poor performance. You work in isolation, selectively, not familiar with or don't engage consistently with HR policies.
		Performance
Level 4	Grades 11 - CO	Expected Behaviours
		You ensure service managers understand business plan priorities by aligning the priorities with the overall department, team and individual objectives.
		You involve managers, teams and departments in future planning to ensure all operational matters are raised and considered.
		You communicate and ensure managers know how the service is performing against key performance indicators, highlighting good performance and areas that require attention.
		You network with senior managers from other public sector organisations and benchmark performance, sharing best practice.
		You ensure the procurement of services are adhered to, fully in line with contract management guidelines, addressing any performance and contractual.
		Negative Indicators
		You provide little or no direction to managers in delivering priorities and do not involve your managers in operational planning.
		You do not take ownership of the key performance indicators for your services.
		You are not interested in how the Council is performing compared to others and do not see the value in networking with others.
You do not address performance issues within the department/services, ignoring instances of poor performance.		
You do not address underperformance of suppliers and partnership working, ignoring contracted obligations.		

Account will need to be taken to reflect the level of responsibility, management and content of the post

Care should be taken of the wording used in the indicators e.g. "Aware" (have knowledge of), "Provide" (deliver/implement), "Ensure" (make certain it's done).

Remember that not all negative indicators apply to all roles and should not be used as a "tick box" exercise to decide on the overall rating.

For levels 2, 3 & 4 – indicators for lower levels also apply