



PERFORMANCE DEVELOPMENT FRAMEWORK



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Understanding the Performance Development Framework (PDF)

Why have one?

The Performance Development Framework (PDF) has been designed to ensure a more structured and consistent approach to people management is embedded across CoL. The PDF has been designed to support your development and performance improvement and make expectations of you and your management colleagues, explicit, open and transparent.

The PDF will support a wide range of uses at CoL including:

- Role profiling
- Recruitment and Selection
- Managing and reviewing performance
- Training, development and self-development
- Building teams
- Succession planning and career management; and
- Underpinning movement through the new Pay and Grading structure

Design Process

The PDF has been designed following consultation with approximately 140 staff across CoL at all levels of the organisation. Staff were invited to contribute at focus groups and interviews – and their views were combined with a review of our strategy documents and benchmark data to inform the design of a bespoke model for CoL.

The PDF and You

The PDF will have an impact on every staff member at the City of London (CoL). All positions at CoL will be profiled against the PDF. **Six** core behaviours will be identified as essential to underpinning successful performance in all roles at CoL, increasing to **eight** core behaviours for staff with management responsibilities. For staff with supervisory/managerial responsibilities - the three behaviours contained in the 'Leading Cluster' (see clusters section on the following page) will be **mandatory**. Managers at level 5 will trial assessment against all 13 behaviours.

These behaviours will form the basis for appraising your performance (together with a review of your achievement of objectives) and for considering your behavioural development needs (together with a review of your professional development needs)

Behaviours

The PDF contains 13 core behaviours. Some of the behaviours in the model will be very familiar to many of you i.e. '**Planning and Organising**' or '**Customer Focus**', however some of the behaviours may be less familiar '**Change Orientation**' or '**Leading and Empowering**'. The behaviours that are less familiar to you are likely to be the behaviours that represent some of CoL's emerging challenges or greatest areas for organisational improvement.

As an organisation we need to consolidate and build upon our strengths and tackle the areas that require the most improvement.

The 5 Clusters

The 13 core behaviours in the PDF are spread across 5 'clusters' (shown below right) as jigsaw pieces:

1. **Thinking Cluster** – Behaviours associated with reasoning and understanding
2. **Building Relationships Cluster** – Interpersonal behaviours associated with relationships, interaction and emotional intelligence
3. **Self-Managing Cluster** – Deeper-seated behaviours associated with the individual, flexibility, versatility, openness and accountability
4. **Achieving Cluster** – Deeper-seated behaviours associated with drive, attitude, motivation and commitment
5. **Leading Cluster** – Behaviours associated with direction, empowerment^[jac1], valuing and developing others

Using the Clusters

The clusters provide a useful structure for thinking about role profiling, recruitment, self-development, team and individual development and staff appraisal. Many staff will have strengths and weaknesses across different clusters.

For example, a staff member may evidence real strengths in the **'thinking cluster'**, demonstrating strong planning, problem solving and reasoning skills, but be weaker in the **'building relationships'** cluster – demonstrating weaker influencing skills and ability to build relationships within the team. In this scenario the staff member may be unable to engage or influence others to adopt a process improvement, solution or problem (even if their ideas were strong).

Another staff member may evidence really high drive, determination and high standards of customer service and therefore demonstrate real strengths in the **'achieving cluster'** – yet perhaps lack some organisational understanding and/or problem solving skills and therefore be weaker in the **'thinking cluster'**. In this scenario a staff member may commit time, energy and resource into implementing a plan, solution or strategy that is not appropriate for CoL - failing to deliver desired results (possibly wasting time and money).

Identifying strengths and weaknesses across the 5 clusters should help focus appraisal and development discussions and provide a source to help differentiate the contribution made by different staff.



Framework Structure and Format

The format of the PDF is illustrated below. Each core behaviour is explained in more detail over the following 13 pages.

Key Words: Below the definition are a number of 'key words' that have been added to give you an 'at a glance' feel for what each core behaviour is about.

Core Behaviour Title

Definition: Each core behaviour is defined at the top of each page.

Colour Coding: Each cluster is represented by a different colour. In the example below 'Planning and Organising' (which belongs to the 'thinking' cluster) is represented by the colour blue.

Planning and Organising ... Managing time, competing priorities and resources in a structured way.

Key Words: Prioritising * Deadlines * Project Management * Risk Management * Contingency Management * Resource Management * Preparation * Scheduling * Task Management



Levels and Pay Grades:

Each core behaviour is split in to 5 levels (one column for each level). These levels link to the new pay structure

- Level 1: Pay Grades A & B
- Level 2: Pay Grades C & D
- Level 3: Pay Grades E & F
- Level 4: Pay Grades G, H & I
- Level 5: Pay Grades J & SMG

| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|--|--|--|--|---|
| <ul style="list-style-type: none"> ✓ M. makes a job and professional work area ✓ L. lets manager know when under time pressure or work accuracy is at target ✓ H. aware of timescale for elements of work ✓ M. manages routine day-to-day and week-to-week tasks effectively | <ul style="list-style-type: none"> ✓ P. is aware to ensure agreed deadlines are met ✓ C. manages priorities and switches between tasks without losing sight of deadlines ✓ M. makes plans and progress, taking corrective action where needed ✓ P. proactively keeps relevant stakeholders informed of plans and updates them when things change | <ul style="list-style-type: none"> ✓ I. involves others in planning, pulling soft in the shoes of stakeholders ✓ S. has sufficient time in plans to manage both process requirements and stakeholder engagement needs ✓ A. accurately estimates resources and time requirements required to achieve plans ✓ E. uses appropriate programme and/or project management methodologies to ensure outcomes and processes are met | <ul style="list-style-type: none"> ✓ N. agrees and agrees the scope, deliverables and timings with all parties on major initiatives ✓ D. anticipates risks, contingencies and overlapping agendas when business planning ✓ A. actively and consistently engages all key players and stakeholders in key events and organisational strategies and plans ✓ S. establishes clear monitoring and tracking systems to review team and service performance improvement, taking action to address problem areas | <ul style="list-style-type: none"> ✓ T. takes collective ownership for challenging and shaping clear and innovative strategies for CoI. ✓ E. ensures vision, strategies and change initiatives are cascaded to all staff ✓ T. takes an active role in contributing to long-term financial and business planning processes ✓ E. establishes clear internal and external success criteria for CoI, plans and initiatives, and reviews progress against these rigorously – addressing issues as required |
| <ul style="list-style-type: none"> ✗ S. struggles to manage day-to-day work - affecting performance quality ✗ F. fails to escalate workloads concerns to manager | <ul style="list-style-type: none"> ✗ S. struggles to plan in spite of changing circumstances ✗ S. plans too much time on low priority work | <ul style="list-style-type: none"> ✗ F. fails to build in sufficient time to engage stakeholders and/or test changes, or new initiatives with customers ✗ P. programmes/projects within own control run late or over-budget | <ul style="list-style-type: none"> ✗ P. falls off course or loses momentum through ineffective project management ✗ O. overlapping agendas are not taken into account when planning | <ul style="list-style-type: none"> ✗ F. fails to build the necessary member support for key organisational plans ✗ O. ignores ideas and promises without translating them into viable courses of action |

Indicators: At each level are 4 examples of effective performance represented by a tick ✓ and 2 examples of ineffective performance represented by a ✗. These should be used to help focus and guide development and appraisal discussions. They are not an exhaustive or definitive list but are likely to give a strong steer as to whether or not someone is making a **contribution** to the required standard at their level in the organisation. There is more detailed information in the performance management guidelines document.

Please note that the levels are cumulative which means that someone in a level 4 role would be expected to be demonstrating effective behaviours at level 1, 2 and 3. (Whilst the focus for appraisal meetings will be based upon the indicators at the applicable level, managers may identify weaknesses being evidenced at lower levels and strengths at higher levels). It is not necessary to work through each level unless this becomes apparent.



Planning and Organising... Managing time, competing priorities and resources in a structured way.

Key Words: Prioritising * Deadlines * Project Management * Risk Management * Resource Management * Preparation * Scheduling * Task Management



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|--|--|---|--|
| <p>✓</p> <ul style="list-style-type: none"> Maintains a tidy and professional work area appropriate to local work context Lets manager know when under time pressure or work accuracy is in danger Is aware of timescales for elements of work and meets them Manages routine day-to-day and week-to-week tasks effectively | <p>✓</p> <ul style="list-style-type: none"> Plans ahead to ensure agreed deadlines are met Changes priorities and switches between tasks without losing sight of deadlines Monitors plans and progress, taking corrective action where needed Pro-actively keeps relevant stakeholders informed of plans and updates them when things change | <p>✓</p> <ul style="list-style-type: none"> Involves others in planning, putting self in the shoes of stakeholders Build sufficient time in plans to manage both process requirements and stakeholder engagement needs Accurately estimates resources and time requirements required to achieve plans Uses appropriate programme and/or project management methodologies to ensure outcomes and promises are met | <p>✓</p> <ul style="list-style-type: none"> Negotiates and agrees the scope, deliverables and timings with all parties on major initiatives Balances risks, contingencies and overlapping agendas when business planning Actively and continuously engages all key players and stakeholders in key service and organisational strategies and plans Establishes clear monitoring and tracking systems to review team and service performance improvement, taking action to address problem areas | <p>✓</p> <ul style="list-style-type: none"> Takes collective ownership for challenging and shaping clear and innovative strategies for CoL Ensures vision, strategies and change initiatives are cascaded to all staff Takes an active role in contributing to long-term financial and business planning processes Establishes clear internal and external success criteria for CoL plans and initiatives, and reviews progress against these rigorously – addressing issues as required |
| <p>✗</p> <ul style="list-style-type: none"> Struggles to manage day-to-day work - misses tasks or deadlines Fails to escalate workloads concerns to manager | <p>✗</p> <ul style="list-style-type: none"> Sticks rigidly to a plan in spite of changing circumstances Spends too much time on low priority work | <p>✗</p> <ul style="list-style-type: none"> Fails to build in sufficient time to engage stakeholders and/or test changes or new initiatives with customers Programmes/projects within own control run late or over-budget | <p>✗</p> <ul style="list-style-type: none"> Plans drift off course or lose momentum through ineffective project management Overlapping agendas are not taken into account when planning | <p>✗</p> <ul style="list-style-type: none"> Fails to build the necessary member or peer support for key organisational plans Generates ideas and promises without translating them into viable courses of action |

Organisational Understanding... Continually building one's understanding of CoL's structures, priorities and processes. Being sensitive to the work environment and personalities and understanding the impact of our own decisions and activities on other parts of the organisation.

Key Words: Culture & Subcultures * Personalities * Politics * Relationships * Influence * Organisational Knowledge * History * Environment



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|--|--|--|---|
| <p>✓</p> <ul style="list-style-type: none"> Asks questions to understand how own role contributes to broader team and/or service objectives Demonstrates an awareness of the history, tradition and culture at CoL Demonstrates an understanding of different services and departments at CoL beyond own area Builds networks and relationships beyond immediate team | <p>✓</p> <ul style="list-style-type: none"> Has a sound knowledge of the structure, goals, processes and priorities of his/her own team Understands CoL's vision and relationships between key departments Knows where his/her own role fits into, and contributes to, the wider team structure and CoL objectives Actively take steps to understand CoL's diverse services and evolving service and organisational strategies | <p>✓</p> <ul style="list-style-type: none"> Understands the impact of national and local government decisions and changes upon own area of responsibility – sharing analysis with others Proactively furthers understanding of CoL's services and strategies by volunteering for cross team or departmental work and projects outside normal responsibilities Establishes a broad network and influential connections within and beyond CoL Has an understanding of the formal structure of CoL, and the legal and constitutional framework within which it operates | <p>✓</p> <ul style="list-style-type: none"> Builds relationships and effectively manages the interface with key political stakeholders Understands, interprets and utilises the underlying political and cultural drivers behind other people's behaviour – sharing analysis with others Actively encourages team members to contribute to, and extract value from internal and external networks Considers organisational realities through viewing CoL from different perspectives | <p>✓</p> <ul style="list-style-type: none"> Recognises unspoken organisational and departmental limitations at CoL - what change is and is not possible at certain times Uses understanding of organisational subcultures to break down silos and 'them and us' mentalities and promote corporate understanding and working relationships with key stakeholders, members and partners Accurately reads key power relationships with key stakeholders, members and partners Understands the reasons for ongoing ineffective organisational behaviour; recognises and articulates potential issues or problems and implements specific changes in functions, or structure to address them |
| <p>✗</p> <ul style="list-style-type: none"> Focuses very narrowly on own job, failing to build awareness of team and/or service issues Sees learning more about colleagues, the service or the department as irrelevant or a waste of time | <p>✗</p> <ul style="list-style-type: none"> Is concerned only with own profession, failing to keep up to date with wider changes at CoL Can't link own priorities with wider goals of the service | <p>✗</p> <ul style="list-style-type: none"> Bases decisions on functional or professional considerations only rather than taking wider political or organisational considerations into account Is inward-looking and limits the interactions of the team with other services or external organisations | <p>✗</p> <ul style="list-style-type: none"> Does not anticipate or manage the impact and influence of stakeholders key players and members upon own area of work Shows little awareness of the mood, motivations and priorities of key stakeholders | <p>✗</p> <ul style="list-style-type: none"> Implements models from other sectors inappropriate for CoL Tries to drive change without influencing key players and building the necessary political support |

Analysis and Problem Solving... Analysing information logically, drawing on one's knowledge and experience base and calling on other references and resources as necessary to generate appropriate and/or creative solutions.

Key Words: Investigation * Scrutiny * Testing * Creativity * Innovation * Challenge * Judgement * Decision-Making



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|--|
| <p>✓</p> <ul style="list-style-type: none"> Solves routine, or basic problems (escalating more complex problems as appropriate) Finds the right balance between the need for thoroughness against the urgency of a response Asks questions when unsure Makes improvement suggestions to working practices in own area of responsibility or beyond | <p>✓</p> <ul style="list-style-type: none"> Identifies the component parts (facts, characteristics, qualities, concepts, environment etc) that need or potentially need to be considered in resolving a problem Goes beyond the more obvious considerations to include those that may not at first appear directly relevant to the issue or problem Applies common sense along with more formal analytical techniques to keep issues in perspective Learns from errors, putting in place systems and processes to ensure problems don't reoccur | <p>✓</p> <ul style="list-style-type: none"> Interprets complex data isolating key issues – sharing analysis with others Uses logical, rational and intuitive approaches to develop options and strategies to resolve issues Generates imaginative, creative or innovative solutions to new and/or longstanding problems Involves others in problem solving, seeking multiple perspectives and solutions | <p>✓</p> <ul style="list-style-type: none"> Consults widely to obtain data and input from all affected parties Thinks through the impact of various options from different points of view (commercial, financial, human, organisational, process etc) Thinks laterally and 'outside the box' when faced with significant service or team challenges Willingly makes effective decisions in the absence of all available information | <p>✓</p> <ul style="list-style-type: none"> Plans both strategic and tactical approaches to minimise organisational obstacles and resistance when implementing change Makes far-reaching decisions with a significant degree of risk and impact upon CoL Encourages autonomy, and creates an organisational culture where staff have the freedom and space to think differently Fosters cooperative problem solving approaches across CoL and beyond |
| <p>✗</p> <ul style="list-style-type: none"> Can only see one way of doing things Fails to break down problems into manageable tasks/elements | <p>✗</p> <ul style="list-style-type: none"> Gets weighed down on one issue, failing to prioritise key problems effectively Gets bogged down in detail | <p>✗</p> <ul style="list-style-type: none"> Regularly communicates problems without offering solutions Is too controlling, seldom completes a task unless s/he does all of the work themselves | <p>✗</p> <ul style="list-style-type: none"> Is overly dependent on rules, regulations, procedures, and structure when planning – is risk averse Loses sight of key milestones and timeframes | <p>✗</p> <ul style="list-style-type: none"> Develops solutions without engaging those people who are most affected Fails to challenge top-down, hierarchical systems of problem solving |

Communication and Influence... Presenting information and arguments verbally or in writing to improve understanding, influence outcomes and foster engagement and support.



Key Words: Listening * Communication Channel * Audience Understanding * Body Language * Emotional Intelligence * Interpersonal Sensitivity * Persuasion * Negotiation * Inclusiveness

| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|--|--|---|
| <p>✓</p> <ul style="list-style-type: none"> Selects the right method for communicating Stays focused on the audience when speaking or listening Listens carefully to instructions or messages, and asks questions to clarify understanding Conveys information accurately and concisely | <p>✓</p> <ul style="list-style-type: none"> Takes account of the audience and/or readership, the urgency and the content of the message Gets key points of written communication across without ambiguity Contributes effectively and concisely at team meetings Gives appropriate and balanced feedback (and is accountable for/stands by comments made) | <p>✓</p> <ul style="list-style-type: none"> Raises pertinent issues with manager or management team in a concise way without going into unnecessary detail Thinks through audience and personal impact, using appropriate communication style, body language, and sense of dress to suit the situation Uses an inclusive style when running meetings, clarifying understanding, minimising the use of jargon and summarising key points Delivers effective presentations through detailed planning and preparation | <p>✓</p> <ul style="list-style-type: none"> Negotiates favourable positions and/or influences strategies for the mutual benefit of the service and CoL Understands the (often unexpressed) motivations, concerns and values of others, tailoring communicative approach accordingly Takes action to ensure that key goals, strategies and change are understood by the wider team Ensures reports produced by the team are clear, concise and accurate | <p>✓</p> <ul style="list-style-type: none"> Lobbies members and key stakeholders and influences behind the scenes to reach desired outcomes Presents in a highly skilled, engaging and confident way; commanding respect Able to present complex information prepared by others, and handles queries and challenges with confidence Encourages open appropriate and transparent communication at CoL through establishing and participating in top-down, bottom-up and cross-organisational frameworks, forums and networks |
| <p>✗</p> <ul style="list-style-type: none"> Fails to listen to instructions Fails to check to ensure colleagues or customers understand advice/information | <p>✗</p> <ul style="list-style-type: none"> Overuses email or written notes and reports – contributing to increased bureaucracy Fails to make points clear at meetings, is inarticulate or unnecessarily longwinded | <p>✗</p> <ul style="list-style-type: none"> Uses one fixed style when communicating to varied audiences Does not demonstrate measured, respectful and or constructive respect when feeding back to people | <p>✗</p> <ul style="list-style-type: none"> Fails to take account of different interests and motivations when speaking to an audience – losing engagement and support The wider team lose sight of key strategies and goals | <p>✗</p> <ul style="list-style-type: none"> Uses influence without integrity Fails to foster a culture at CoL of open and two-way communication, resulting in staff disengagement |

Team Working... Using appropriate interpersonal skills and working cooperatively to contribute to the development and management of positive and cohesive teams and partnerships within CoL and beyond.

Key Words: Listening * Inclusivity * Diversity * Partnership * Collaboration * Support * Friendly * Sharing Knowledge * Relationships * Respect



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|---|---|---|---|
| <p>✓</p> <ul style="list-style-type: none"> Encourages and supports the ideas/suggestions from others Recognises the value of diversity and individual strengths and contributes to a positive, friendly working environment Understands that own behaviour has an impact on others, adapts approach accordingly - showing respect to colleagues Is personable and polite, making others feel welcome in the team environment | <p>✓</p> <ul style="list-style-type: none"> Asks for feedback about own behaviour and style, adapting approach accordingly Takes an interest in the 'person' as well as their work Willingly shares ideas, resources and information with others Offers assistance to colleagues under significant pressure or stress | <p>✓</p> <ul style="list-style-type: none"> Demonstrates that s/he genuinely values others' input and expertise and is willing to listen and learn from others Encourages the team to share ideas, solutions and new approaches Works across teams, departments and traditional silos – building relationships in pursuit of common interests Works hard to share information, engage others and build a sense of team spirit | <p>✓</p> <ul style="list-style-type: none"> Facilitates the resolution of conflict among the team Celebrates and recognises successful team performance, publicly crediting individuals or teams in their natural work environments Establishes and manages successful partnerships with other departments, providers or contractors Builds a positive and dynamic team/service environment | <p>✓</p> <ul style="list-style-type: none"> Promotes greater cross-departmental working, building links with key players across departments – fostering a 'one CoL' approach Identifies potential strategic partners cross borough, commercially, nationally and where appropriate internationally Works doggedly to ensure partnerships are collegial and mutually beneficial, addressing performance or communication issues swiftly Confronts and resolves organisational conflict, entrenched positions and major relationship breakdowns |
| <p>✗</p> <ul style="list-style-type: none"> Doesn't engage with other team members Is critical, overly negative, unhelpful undermining or unsupportive towards colleagues | <p>✗</p> <ul style="list-style-type: none"> Holds on to information Doesn't contribute at team meetings, or makes a negative contribution | <p>✗</p> <ul style="list-style-type: none"> Fails to dedicate time to fostering relationships and goodwill within the team Fails to find the appropriate balance between working independently and in partnership with others | <p>✗</p> <ul style="list-style-type: none"> Lets team conflict fester, failing to resolve and/or mediate disputes Is too 'command and control' stifling team cohesion and growth | <p>✗</p> <ul style="list-style-type: none"> Fails to anticipate problems and manage effective relationships with key partners Pursues own agenda, putting personal ambition ahead of broader CoL goals |

Accountability... Being responsible for one's own actions, seeing things through, doing what we say we will.

Key Words: Completion * Personal Responsibility * Ownership * Execution * Results * Integrity * Liability * Performance Standards



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|--|--|---|---|--|
| <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Is punctual and reliable ▪ Completes routine and/or repetitive tasks ▪ Asks for guidance from line manager when unclear what is expected ▪ Follows routine oral and written instructions | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Manages time and workload effectively ▪ Takes responsibility for delivering own work without unnecessary supervision ▪ Takes quick action to address problems either individually or through involving others ▪ Accepts constructive feedback and adapts actions/behaviour accordingly | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Oversees structured meetings that run to time ▪ Holds self and others accountable for adherence to CoL policies, procedures and responsibilities ▪ Ensures that projects within areas of specific responsibility are completed on time and within budget ▪ Monitors and evaluates plans, addressing risks, keeping all stakeholders informed of any changes | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Assures that effective controls are developed and maintained to ensure the integrity of the service ▪ Establishes a culture of disciplined time-keeping, project delivery, individual and team accountability for achieving results ▪ Swiftly adapts service strategy in response to changing internal or external pressures/drivers ▪ Recognised by others across the organisation as someone who delivers what they say they will | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Sets the tone for CoL through role-modelling ethical behaviour, and personal accountability for delivering on promises made to members, customers, stakeholders, partners and staff ▪ Takes active steps to develop an organisational culture where individuals at all levels take responsibility for their own actions and for seeing things through ▪ Puts systems in place to ensure self and colleagues are answerable to all key stakeholders when introducing policy initiatives or major organisational change ▪ Takes collective accountability (with senior colleagues) for sponsoring, supporting and driving change and corporate initiatives |
| <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Is often late for work and/or meetings ▪ Makes frequent mistakes with routine work tasks or misses deadlines | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Is regularly being 'chased' for work, information or time that has been promised ▪ See problems and fails to take any action - 'its not in my job description' | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Holds unstructured /unplanned or unnecessarily long meetings ▪ Makes significant changes to plans without keeping key stakeholders informed | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Team has a reputation for slow responses, careless work or failing to adapt to change ▪ Fails to acknowledge or address team shortcomings | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Neglects corporate responsibilities, seeing own department as only area of accountability ▪ Behaves unethically, operating beyond policy, good practice or accepted 'organisational norms' |

Change Orientation... Being open to new ways of doing things; adapting behavior and work methods in response to new information, changing conditions, or unexpected obstacles.

Key Words: Flexibility * Openness * New technology & Working Practices * Leading Change * Supporting Change * Culture * Transform * Improving * Adaptability



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|--|---|---|--|---|
| <p>✓</p> <ul style="list-style-type: none"> Is open to and offers new ideas and different ways of doing things Adapts to minor and/or routine workplace changes Makes use of new technology Demonstrates through words and actions that ongoing organisational change is an inherent part of working life at CoL | <p>✓</p> <ul style="list-style-type: none"> Seeks out the rationale for organisational change Helps support and facilitate change within the team Identifies process improvements, and ideas for improving own and team performance Continues to perform job to a good standard in an uncertain environment, (with appropriate support) | <p>✓</p> <ul style="list-style-type: none"> Takes a leadership role in supporting the team through organisational change initiatives Challenges the status quo and 'tried and tested' ways of doing things in pursuit of service improvement, efficiency or value for money Has an outward focus, drawing information from a variety of sources to strive for continuous performance improvement Understands the impact of change on others, putting self in the shoes of others when implementing change | <p>✓</p> <ul style="list-style-type: none"> Considers organisational history and CoL culture when implementing change initiatives Runs inclusive, transparent and meaningful consultation processes during change Relentlessly drives necessary change through in the face of obstacles or resistance Scans the wider organisational and political environment to anticipate and prepare for the impact of changes on own area of work | <p>✓</p> <ul style="list-style-type: none"> Drives far-reaching, long-term and multi-faceted organisational change initiatives, engaging and empowering key players to share ownership and accountability Sets the tone for organisational change, is positive, upbeat and optimistic Personally communicates the reasons for complex or major organisational change at all levels Ensures organisational support structures and coping mechanisms are in place to support staff through change |
| <p>✗</p> <ul style="list-style-type: none"> Is slow or non-responsive to respond to routine or small workplace changes Is overly negative about change, influencing the views of others | <p>✗</p> <ul style="list-style-type: none"> Is slow to engage with service or organisational change - 'we've always done it this way' Lets own performance standards drop when subject to organisational change | <p>✗</p> <ul style="list-style-type: none"> Fails to help make change initiatives work, letting others carry a greater workload Fails to anticipate and manage different reactions to workplace change | <p>✗</p> <ul style="list-style-type: none"> Gives up on or derails change initiatives ('If we delay it long enough it will go away') Implements change strategies that fail to take account of CoL culture | <p>✗</p> <ul style="list-style-type: none"> Fails to ensure staff at all levels of CoL are engaged in the rationale, and timeframes associated with major organisational change Fails to drive change within own area when faced with criticism or resistance |

Learning Focus... Continually learning and improving own knowledge and understanding. The ability to assimilate and apply new information and the lessons of experience.

Key Words: Growth * Continuous Development * Knowledge Sharing * Initiative * Skills * Experience * Feedback



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---|--|---|---|---|
| <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Learns from mistakes, avoiding repetition of the same mistakes ▪ Quickly adapts to new techniques, processes, technology and ways of working quickly ▪ Is prepared to change approach in light of experience/problems ▪ Sees every situations as a learning opportunity | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Seeks out learning opportunities from own profession, experience, books, technology and people ▪ Asks questions to build understanding and knowledge ▪ Identifies and takes opportunities to learn and develop beyond own role requirements ▪ Pursues self-development opportunities | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Seeks feedback from others and opportunities to master new knowledge ▪ Networks with others to share expertise, professional knowledge, learning and ideas ▪ Understands gaps in own knowledge and development and takes responsibility for addressing those gaps ▪ Spends time with the team to encourage reflection, learning and new ideas | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Has a thirst for new ideas and knowledge within and beyond his/her own profession ▪ Pursues new projects, opportunities and roles with a view to building own knowledge, skills and expertise ▪ Is a role model for the team, continually drives own professional and behavioural development – never ‘seeing own development as done’ ▪ Reviews, selects, and disseminates information regarding key technologies, best practices, and tools to others in the team | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Establishes systems and processes to facilitate the sharing of knowledge, information and expertise across CoL ▪ Links benchmarking and ideas from other sectors with learning and continuous organisational improvement ▪ Ensures organisational systems are in place to evaluate learning/ performance improvement/ value-for-money from major initiatives, organisational change, past successes and failures ▪ Acknowledges own areas for improvement and those of members – encouraging organisational performance improvement through continual learning ‘at the top’ |
| <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Is uninterested in self-improvement, ‘I know my job’ ▪ Is unwilling or slow to adapt to new working practices or technology | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Waits for manager to suggest development ideas ▪ Uses the same limited source(s) for learning | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Holds on to information – failing to share it with the team or colleagues, see information as power ▪ Fails to learn from past mistakes | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Spends little time addressing team development requirements ▪ Sees experience or time served as commensurate with a diminishing need to develop | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Oversees the repetition of past organisational mistakes ▪ Is insular in approach to organisational learning, ‘we know best’ |

Drive and Perseverance... Maintaining a high degree of motivation and commitment to producing work of the highest possible standard at CoL, finishing what we start even in the face of challenging obstacles.

Key Words: Outcomes * Results * Drive * Motivation * Resilience * Passion * Commitment * Ambition * Determination * get-up-and-go * 'can do' * Focus * Accountability



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|--|--|--|--|---|
| <p>✓</p> <ul style="list-style-type: none"> Pursues activities with energy and drive and without unnecessary supervision Takes pride in achievements and good feedback Finishes work that is started, paying necessary attention to detail Dependably achieves what he or she sets out to do | <p>✓</p> <ul style="list-style-type: none"> Sets stretching personal goals and achieves them Is tenacious, perseveres in difficult circumstance Demonstrates a disciplined approach to completing what has been started Seeks out additional work when capacity allows, including work beyond own immediate responsibilities | <p>✓</p> <ul style="list-style-type: none"> Defines his or her work in terms of results and outcomes achieved rather than time spent Does not give up before finishing, even in the face of significant resistance or setbacks Sets high standards, pushing self and others for results, seeking continuous improvement Finishes work to a high standard, is not satisfied with 'simply finishing' something | <p>✓</p> <ul style="list-style-type: none"> Drives hard towards key objectives and outcomes, taking personal accountability for missed deadlines or mistakes Drives those around him/her to lift their own standards, role modeling expected behaviour including a sense of urgency and passion for high quality Encourages the team to use flexible working patterns and technology to drive performance improvement Swiftly moves the team forward after setbacks or disappointments | <p>✓</p> <ul style="list-style-type: none"> Isolates key organisational and departmental challenges at CoL (personnel, process, relationship, structure, financial etc) channeling energy, time and resources appropriately Sets the highest possible organisational standards for work quality and adherence to deadlines, standards, agreements and promises Maintains (and demands) a relentless sense of purpose and focus on delivering outcomes for residents, 'the city', 'members' and other key stakeholders Benchmarks CoL's performance against a wide range of international, cross sector standards of excellence |
| <p>✗</p> <ul style="list-style-type: none"> Demonstrates a lack of commitment and energy to getting results Easily loses focus or gives up | <p>✗</p> <ul style="list-style-type: none"> Looks for excuses not to get moving with a piece of work, procrastinates or 'puts things off' Fails to complete work that has been started | <p>✗</p> <ul style="list-style-type: none"> Tolerates low standards/mediocrity or rests on laurels – "We're the best, so why change?" Focuses on processes and inputs rather than clear impacts, benefits and outcomes | <p>✗</p> <ul style="list-style-type: none"> Fails to see things through to completion Lets the performance of the team drop-off or plateau | <p>✗</p> <ul style="list-style-type: none"> Fails to drive complex change initiatives 'Talks the talk' about the need for organisational performance improvement without 'walking the walk' |

Customer Focus... Understanding and responding to customer needs (either internal or external customers), demonstrating a passion for high quality customer service, and placing the customer at the very heart of what we do at CoL.

Key Words: Support * improvement * customer service * politeness * extra mile * cooperation * listening * adapting * understanding * follow-through



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|--|---|---|--|---|
| <p>✓</p> <ul style="list-style-type: none"> Understands who his/her customers are - providing a polite, courteous, friendly and respectful service at all times Follows up on promises made to customers Quickly resolves problems or customer complaints Retains emotional control when dealing with difficult or challenging customers | <p>✓</p> <ul style="list-style-type: none"> Is passionate about delivering the highest possible service to internal and/or external customers, willingly 'going the extra mile' Spend time with and/or 'puts oneself in the shoes of' customers in order to think through appropriate processes, paperwork and face to face interaction Is committed to continuous improvement of services, sharing ideas with manager and colleagues Readily readjusts priorities to respond to pressing and changing customer demands | <p>✓</p> <ul style="list-style-type: none"> Keeps abreast of changing customer needs, proactively adapting own service accordingly Regularly gets feedback from diverse customer groups to monitor and improve performance Raises the standards of those around through role modeling the highest possible customer service practices Takes time to keep up to date with new developments in the service and changes in best practice | <p>✓</p> <ul style="list-style-type: none"> Recognises the ambassadorial role all CoL staff play, instilling a clear and determined customer focus across the team Takes accountability for dealing swiftly with criticism, complaints and feedback directed at self or team from customers In the face of competing customer interests - strives to achieve the best possible outcomes in all situations Proactively consults and captures the needs of all stakeholders/customers before embarking on new projects and initiatives | <p>✓</p> <ul style="list-style-type: none"> Places the City's diverse customer needs at the heart of business strategy ensuring real returns are derived Works tirelessly to engage with the user community in order to understand needs, issues and requirements – adjusting plans accordingly Actively creates a customer-focused culture across the organisation, challenging poor or out-dated practices Fosters a climate of transparency, trust, and respect across CoL |
| <p>✗</p> <ul style="list-style-type: none"> Sees a customer 'hovering' or 'looking uncertain' and waits for someone else to offer assistance Fails to work effectively with a diverse customer base | <p>✗</p> <ul style="list-style-type: none"> Is indifferent to negative feedback or customer complaints Fails to think through customer needs, designing solutions that customers find difficult or complex | <p>✗</p> <ul style="list-style-type: none"> Is regularly being 'chased' by customers for promised information, input or time Develops, or fails to challenge, unnecessarily bureaucratic processes, paperwork | <p>✗</p> <ul style="list-style-type: none"> Tolerates ongoing low or mediocre standards of customer service, failing to address individual or team issues Designs solutions or strategies without effective customer engagement | <p>✗</p> <ul style="list-style-type: none"> Loses sight of the customer, gets lost in operational activities Fails to put the right resources, people and structures in place to ensure the 'customer experience' is of the highest possible standard |

Leading and Empowering... Creating a compelling future for colleagues; motivating and encouraging commitment and involvement through delegation, support and coaching.

Key Words: Direction * Vision * Goals * Encouragement * Approachability * Inclusiveness * Diversity * Motivation * Delegation * Risk



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---------|---|--|---|--|
| ✓ | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Gives clear direction to the team and keeps the team informed of wider service and CoL priorities ▪ Helps others understand their role and value in CoL's future. ▪ Is honest, consistent and firm but fair in dealings with individuals and the team ▪ Is visible, approachable, supportive and accessible to the team | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Has a clear strategy, goals and outcomes for the team ▪ Delegates tasks, releasing authority and risk, accepting mistakes may be made ▪ Opens up personal networks to others, creating new connections and relationships ▪ Engages with, communicates and supports corporate decisions | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Builds a commitment to excellence and a common purpose by promoting CoL's vision and business priorities to the team and external stakeholders ▪ Operates an inclusive leadership style, trusting and empowering others to deliver results ▪ Operates with a sense of flare, engages hearts and minds and is passionate about people ▪ Encourages others to share diverse and creative initiatives, perspectives and ways forward | <ul style="list-style-type: none"> ✓ <ul style="list-style-type: none"> ▪ Is a visible presence around CoL, conveying with passion a compelling vision and clarity of purpose for all CoL staff, commanding respect ▪ Influence the political, external and/or the regulatory environment affecting CoL ▪ Through both words and actions is able to create, manage and inspire change across the organisation ▪ Empowers key players and talented staff from across CoL to take on a greater role in driving performance improvement |
| ✗ | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Is directive rather than inclusive in decision-making ▪ Fails to adapt leadership style | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Over-relies on positional power - rather than influence and engagement to lead the team ▪ Micro-manages staff, 'there's one way – and that's my way' | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Fails to find the right balance between managing operations and leading the team ▪ Focuses on processes and professional responsibilities at the expense of winning 'hearts and minds' | <ul style="list-style-type: none"> ✗ <ul style="list-style-type: none"> ▪ Is ambiguous about organisational direction or strategy ▪ Behaviour contradicts organisational values, fails to lead by example |

Developing and Recognising Others... Nurturing the skills, behaviours, talent and potential of individuals and teams through training, development, coaching and feedback – acknowledging and valuing the contribution they make.

Key Words: Mentoring * Coaching * Reward * Potential * Feedback * Thanking * Progress * Behavioural and Professional Development



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---------|--|---|---|--|
| ✓ | <ul style="list-style-type: none"> Provides constructive feedback to help a team member understand his/her development needs and the rationale for development activities Agrees clear development goals for all staff and willingly releases team members for training or development activities Delegates specific tasks with learning and development in mind Takes time out to thank and acknowledge hard work and performance improvement | <ul style="list-style-type: none"> Encourages growth and development and growth internally, across departments and beyond CoL Creates a supportive and challenging environment, helping team members to maximise their potential Takes time to coach, support and encourage staff and teams to reflect on and improve performance Develops a variety of team-based reward ideas | <ul style="list-style-type: none"> Encourages others to think through long-term career opportunities and aspirations within and beyond CoL Allows talented staff the time and freedom to work with more senior staff and undertake duties at a more senior level Recognises steady improvement from staff as well as high performance Develops reward strategies to motivate staff over the short and medium term | <ul style="list-style-type: none"> Looks ahead to understand how strategic challenges impact upon the skills and behaviours required across CoL Develops and nurtures potential internal successors to senior posts from across CoL Puts talent management as a departmental and organisational priority Develops clear reward and recognition strategies, and takes time to recognise staff at all levels and in all CoL locations for the contribution they make |
| ✗ | <ul style="list-style-type: none"> Takes credit that rightly belongs to others Gives negative, unconstructive or damaging feedback | <ul style="list-style-type: none"> Sees individual and team reward and recognition as only an 'HR issue' Allows team to remain within comfort zone, stifling continuous development | <ul style="list-style-type: none"> Holds people back from development opportunities and growth Fails to spot and foster potential and talented staff | <ul style="list-style-type: none"> Fails to embed a focus on staff development planning and review at CoL Fails to dedicate sufficient time at the top of the organisation to talent management and staff recognition and reward strategies |

Managing Business Performance... Setting and managing clear and stretching performance expectations for individuals, teams and partners - accepting accountability for own results and those of the team.

Key Words: Standards * Expectations * Finances * Risk * Managing Poor Performance * Capability * Business Planning



| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 | LEVEL 5 |
|---------|--|--|---|--|
| ✓ | <ul style="list-style-type: none"> ✓ Involves the team in setting performance improvement goals Ensures staff have the right tools and support to do the job effectively Sets clear targets and performance expectations for individuals within the team Explains the impact and consequences of ineffective performance | <ul style="list-style-type: none"> ✓ Maintains constant focus on current performance and future goals regardless of circumstances Changes roles, responsibilities and processes to deal with issues Takes accountability for improving performance of the team Manages projects, risk, finances, and other resources effectively | <ul style="list-style-type: none"> ✓ Benchmarks the team's performance against cross sector standards of best practice Demonstrates a strong understanding of the principles of financial management to deliver priorities and stay within assigned budget Tackles the underlying causes of poor performance rather than symptoms Demonstrates strong commercial awareness and understanding of 'value for money' in authorising spending | <ul style="list-style-type: none"> ✓ Sets ambitious targets to drive performance, organisational pace and efficiency over the medium to long term Changes organisational strategies and structures to improve performance and provide greater focus and alignment with organisational goals Develops organisational contingencies and forecasts once potential problems have been identified Ensures sufficient financial flexibility is retained within budgets to meet changing organisational needs |
| ✗ | <ul style="list-style-type: none"> ✗ Oversees poor work execution, failing to intervene early enough Runs over budget or timescale | <ul style="list-style-type: none"> ✗ Gets sidetracked from priority issues and objectives Avoids tackling performance issues | <ul style="list-style-type: none"> ✗ Fails to take into account organisational capability or financial climate in decision-making Is <i>less than robust</i> in determining 'value-for-money' solutions/options | <ul style="list-style-type: none"> ✗ Fails to challenge organisational silos, reinforcing entrenched practices and behaviour Oversees significant resource and time wastage, contributing to a poor return on investment |