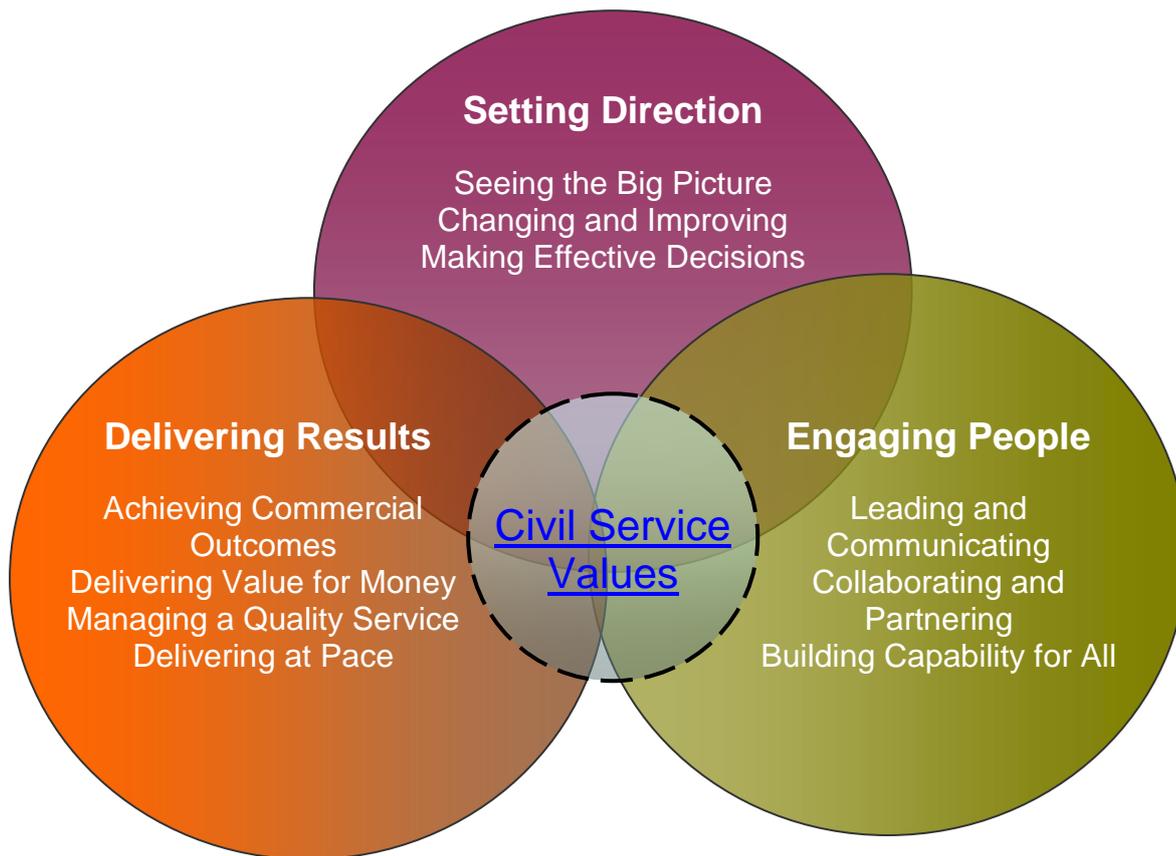


Civil Service Competency Framework



About this framework

We are introducing a new competency framework to support the Civil Service Reform Plan and the new performance management system. The competency framework sets out how we want people in the Civil Service to work. It puts the Civil Service values of honesty, integrity, impartiality and objectivity at the heart of everything we do and it aligns to the three high level leadership behaviours that every civil servant needs to model: Set Direction; Engage People and Deliver Results. Civil servants work in a huge range of jobs across the country and overseas but one thing we have in common is that we are here to support the elected Government, providing advice to help shape its policies and ensuring seamless and practical implementation in line with those policies.

Competencies are the skills, knowledge and behaviours that lead to successful performance. The framework outlines 10 competencies, which are grouped into 3 clusters as set out above. For each competency there is a description of what it means in practice and some examples of effective and ineffective behaviours at all levels. The competencies are intended to be discrete and cumulative, with each level building on the levels below i.e. a person demonstrating a competency at level 3 should be demonstrating levels 1 and 2 as a matter of course. These indicators of behaviour are not designed to be comprehensive, but provide a clear sense of and greater understanding and consistency about what is expected from individuals in the Civil Service.

What does it mean for me?

The framework will be used for recruitment, performance management and development discussions and for decisions about progression. Some Departments introduced it in April 2012 with the rest of Government doing so from April 2013. In these new arrangements your business objectives will set out “what” you need to achieve over the year and this competency framework will set out “how” you need to work to achieve those objectives.

Most of you will need to focus on a number of competencies, usually around six, identified with your manager as being essential to your role. You are encouraged to discuss the framework with your line manager to identify the competencies that apply most to your job role.

This framework has been developed in partnership with Civil Service professions. If you work as part of a profession with a separate framework this will complement your professional framework and should be used alongside it.

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

Strategic Cluster – Setting Direction

1. Seeing the Big Picture

Seeing the big picture is about having an in-depth understanding and knowledge of how your role fits with and supports organisational objectives and the wider public needs. For all staff, it is about focusing your contribution on the activities which will meet Civil Service goals and deliver the greatest value. At senior levels, it is about scanning the political context and taking account of wider impacts to develop long term implementation strategies that maximise opportunities to add value to the citizen and support economic, sustainable growth.

2. Changing and Improving

People who are effective in this area are responsive, innovative and seek out opportunities to create effective change. For all staff, it's about being open to change, suggesting ideas for improvements to the way things are done, and working in 'smarter', more focused ways. At senior levels, this is about creating and contributing to a culture of innovation and allowing people to consider and take managed risks. Doing this well means continuously seeking out ways to improve policy implementation and build a leaner, more flexible and responsive Civil Service. It also means making use of alternative delivery models including digital and shared service approaches wherever possible.

3. Making Effective Decisions

Effectiveness in this area is about being objective; using sound judgement, evidence and knowledge to provide accurate, expert and professional advice. For all staff, it means showing clarity of thought, setting priorities, analysing and using evidence to evaluate options before arriving at well reasoned justifiable decisions. At senior levels, leaders will be creating evidence based strategies, evaluating options, impacts, risks and solutions. They will aim to maximise return while minimising risk and balancing social, political, financial, economic and environmental considerations to provide sustainable outcomes.

People Cluster - Engaging People

4. Leading and Communicating

At all levels, effectiveness in this area is about leading from the front and communicating with clarity, conviction and enthusiasm. It's about supporting principles of fairness of opportunity for all and a dedication to a diverse range of citizens. At senior levels, it is about establishing a strong direction and a persuasive future vision; managing and engaging with people with honesty and integrity, and upholding the reputation of the Department and the Civil Service.

5. Collaborating and Partnering

People skilled in this area create and maintain positive, professional and trusting working relationships with a wide range of people within and outside the Civil Service to help get business done. At all levels, it requires working collaboratively, sharing information and building supportive, responsive relationships with colleagues and stakeholders, whilst having the confidence to challenge assumptions. At senior levels, it's about delivering business objectives through creating an inclusive environment, encouraging collaboration and building effective partnerships including relationships with Ministers.

6. Building Capability for All

Effectiveness in this area is having a strong focus on continuous learning for oneself, others and the organisation. For all staff, it's being open to learning, about keeping one's own knowledge and skill set current and evolving. At senior levels, it's about talent management and ensuring a diverse blend of capability and skills is identified and developed to meet current and future business needs. It's also about creating a learning and knowledge culture across the organisation to inform future plans and transformational change.

Performance Cluster - Delivering Results

7. Achieving Commercial Outcomes

Being effective in this area is about maintaining an economic, long-term focus in all activities. For all, it's about having a commercial, financial and sustainable mindset to ensure all activities and services are delivering added value and working to stimulate economic growth. At senior levels, it's about identifying economic, market and customer issues and using these to promote innovative business models, commercial partnerships and agreements to deliver greatest value; and ensuring tight commercial controls of finances, resources and contracts to meet strategic priorities.

8. Delivering Value for Money

Delivering value for money involves the efficient, effective and economic use of taxpayers' money in the delivery of public services. For all staff, it means seeking out and implementing solutions which achieve the best mix of quality and effectiveness for the least outlay. People who do this well base their decisions on evidenced information and follow agreed processes and policies, challenging these appropriately where they appear to prevent good value for money. At senior levels, effective people embed a culture of value for money within their area/function. They work collaboratively across boundaries to ensure that the Civil Service maximises its strategic outcomes within the resources available.

9. Managing a Quality Service

Effectiveness in this area is about being organised to deliver service objectives and striving to improve the quality of service, taking account of diverse customer needs and requirements. People who are effective plan, organise and manage their time and activities to deliver a high quality and efficient service, applying programme and project management approaches to support service delivery. At senior levels, it is about creating an environment to deliver operational excellence and creating the most appropriate and cost effective delivery models for public services.

10. Delivering at Pace

Effectiveness in this area means focusing on delivering timely performance with energy and taking responsibility and accountability for quality outcomes. For all staff, it's about working to agreed goals and activities and dealing with challenges in a responsive and constructive way. At senior levels, it is about building a performance culture to deliver outcomes with a firm focus on prioritisation and addressing performance issues resolutely, fairly and promptly. It is also about leaders providing the focus and energy to drive activities forward through others and encourage staff to perform effectively during challenging and changing times.

Strategic Cluster – Setting Direction

1. Seeing the Big Picture

Seeing the big picture is about having an in-depth understanding and knowledge of how your role fits with and supports organisational objectives and the wider public needs. For all staff, it is about focusing your contribution on the activities which will meet Civil Service goals and deliver the greatest value. At senior levels, it is about scanning the political context and taking account of wider impacts to develop long term implementation strategies that maximise opportunities to add value to the citizen and support economic, sustainable growth.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Develop an in-depth insight into the dynamics and issues surrounding the Department and Government, including political, economic, social, environmental and technological impacts	Focus on short term concerns, neglect long-term thinking about evolving and future issues and considerations for the Civil Service and Department
Clarify and shape the Department's role and purpose in delivering Civil Service priorities for the public and economic good	Show limited insight into Government expectations of the Department in generating value and growth in the UK
Understand where the Department sits within and aligns across the Civil Service	Focus on own immediate area of concern and not see interconnections across Civil Service
Articulate the Department's business model and help people see their role within it	Lack clarity about own role and that of staff in delivering the work of the Department
Create clear long-term strategies focused on adding value to the citizen and making real, lasting change beyond the Civil Service	Focus primarily on continuing historical activities based on short term priorities not linked to clear value and delivery for the citizen and the economy
Fully engage with and utilise Non Executive Directors wider experience and knowledge to support strategic decision making	Operate independently, without reference to the wider system of knowledge and experience around them
Level 5 (Deputy Directors)	
Anticipate and predict the long term impact of national and international developments, including economic, political, environmental, social and technological, on own area	Have limited insight into the changes and developments surrounding own area
Identify and shape how own area fits within and supports the work of the Department	Give limited attention to the bigger issues and interactions across departments and outside the Civil Service when defining strategy
Develop an in-depth insight into customers, citizens, services, communities and markets affected by their area and the wider public sector context	Lack insight into the wider context for own area – take a simplistic perspective on the issues and concerns of stakeholders
Create joined up strategies and plans that have positive impact and add value for stakeholders, citizens and communities	Develop strategies and plans with limited reference to the impact and value they will bring to the key stakeholders and to citizens now and in the future
Shape strategies and plans which help put into practice and support the Department's vision and long-term direction, including those shared with other departments	Maintain a narrow perspective – allow own area to become out of step or work against the overall objectives of the Department
Level 4 (Grade 7 & 6 or equiv)	
Anticipate economic, social, political, environmental and technological developments to keep activity relevant and targeted	Demonstrate lack of knowledge and insight into wider issues, developments and impacts related to own business area
Identify implications of Departmental and political priorities and strategy on own area to ensure plans and activities reflect these	Operate within own area without sufficient regard to how it creates value and supports the delivery of Departmental goals
Create policies, plans and service provision to meet citizens' diverse needs based on an up-to-date knowledge	Continue to apply outdated practices which are unable to meet the diverse needs of citizens

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
of needs, issues and relevant good practice	
Ensures relevant issues relating to their activity/policy area are effectively fed into strategy and big picture considerations	Miss opportunities to ensure important issues are considered by senior staff, raises small details as big picture issues
Adopt a Government-wide perspective to ensure alignment of activity and policy	Only consider the context of own business area and not those of others or of the organisation as a whole
Bring together views and perspectives of stakeholders to gain a wider picture of the landscape surrounding activities and policies	Lack clarity of or interest in gaining wider stakeholder perspectives
Level 3 (HEO & SEO or equiv)	
Be alert to emerging issues and trends which might impact or benefit own and team's work	Ignore changes in the external environment that have implications for Departmental policy and considerations
Develop an understanding of own area's strategy and how this contributes to Departmental priorities	Shows limited interest in or understanding of Departmental priorities and what they mean for activities in their area
Ensure own area/team activities are aligned to Departmental priorities	Be overly focused on team and individual activities without due regard for how they meet the demands of the Department as a whole
Actively seek out and share experience to develop understanding and knowledge of own work and of team's business area	Take actions which conflict with or mis-align to other activities
Seek to understand how the services, activities and strategies in the area work together to create value for the customer/end user	Commit to actions without consideration of the impact on the diverse needs of customers/end users – apply a 'one size fits all' approach
Level 2 (EO or equiv)	
Keep up to date with a broad set of issues relating to the work of the Department	Have a narrow view of their role, without understanding the Department's wider activities
Develop understanding of how own and team's work supports achievement of Departmental priorities and delivery to the citizen	Carry out own tasks without considering how their work impacts or interacts with other teams
Focus on the overall goal and intent of what they are trying to achieve, not just the task	Fail to identify occasions when professional judgement and personal initiative are called for in order to deliver business objectives
Take an active interest in expanding their knowledge of areas related to own role	Rely solely on the knowledge they have already established about their role
Level 1 (AA and AO or equiv)	
Gather information from a range of relevant sources inside and outside their Department to inform own work	Take actions/decisions without regard to the bigger picture
Understand what is required of them in their role and how this contributes to team and Departmental priorities	Show little interest in the work of the Department, not appreciating they have a role in meeting priorities
Consider how their own job links with and impacts on colleagues and others in partner organisations	Work on own tasks in isolation showing little interest in the wider context and relevant developments outside their immediate area

2. Changing and Improving

People who are effective in this area are responsive, innovative and seek out opportunities to create effective change. For all staff, it's about being open to change, suggesting ideas for improvements to the way things are done, and working in 'smarter', more focused ways. At senior levels, this is about creating and contributing to a culture of innovation and allowing people to consider and take managed risks. Doing this well means continuously seeking out ways to improve policy implementation and build a leaner, more flexible and responsive Civil Service. It also means making use of alternative delivery models including digital and shared service approaches wherever possible.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Challenge bureaucratic decision making, resourcing structures and processes across the Department and Civil Service to create a lean, flat and effective organisation.	Create/tolerate bureaucracies and inefficient ways of working which hinder effectiveness
Seek out opportunities for innovation and have the courage to take risks and make step changes to how things are done	Argue to retain the status quo, support current approaches, activities and processes without challenge, avoiding innovations and risks
Rethink systems and partnership approaches to simplify the Department and Civil Service	Continue with ineffective systems and partnership approaches
Create a culture of flexibility and responsiveness, mobilising the Department to respond swiftly to changing priorities	Tolerate colleagues operating in rigid, bureaucratic ways
Challenge the status quo and accepted assumptions at the highest levels across the Civil Service	Support incremental improvements within isolated areas rather than any fundamental shifts in approach
Consider fully the impact of change on organisation culture, wider Government structures and economic growth	Adopt a piecemeal approach to change management, focusing on tasks at the expense of culture and morale
Level 5 (Deputy Directors)	
Seek and encourage ideas, improvements and measured risk taking within own area to deliver better approaches and services	Restrict changes to own portfolio – do not integrate or align with change in other areas
Encourage a culture of imaginative thinking, seek to expand mindsets and genuinely listen to ideas from employees and stakeholders	Create a punitive environment for risk taking and responsive decision making – show intolerance of mistakes
Identify step changes that quickly transform flexibility, responsiveness and quality of service	Allow own area to become outdated and out of step with evolving changes and wider service requirements
Challenge the status quo in own and related areas to achieve value-adding improvements and change	Contribute to a culture of inertia across own portfolio of activities by focusing managers on delivering things as they always have
Lead the transformation of services to users, moving to a digital approach whenever possible	Miss opportunities to use alternative delivery models
Create effective plans, systems and governance to manage change and respond promptly to critical events	Adopt an unsystematic approach to change management – cause confusion about priorities and timelines
Level 4 (Grade 7 & 6 or equiv)	
Understand and identify the role of technology in public service delivery and policy implementation	Ignore developments in technology that could benefit public service delivery and policy implementation
Encourage a culture of innovation focused on adding value – give people space to think creatively	Take a narrow and risk averse approach to proposed new approaches by not taking or following up on ideas seriously
Effectively capture, utilise and share customer insight and views from a diverse range of stakeholders to ensure better policy and delivery	Fail to effectively capture, utilise and share customer insight appropriately in the development of policies and services

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Spot warning signs of things going wrong and provide a decisive response to significant delivery challenges	Remain wedded to the course that they have set and unresponsive to the changing demands of the situation
Provide constructive challenge to senior management on change proposals which will affect own business area	Spend limited time on engaging experts and relevant individuals in developing and testing proposals, failing to pass on relevant staff feedback
Consider the cumulative impact on own business area of implementing change (culture, structure, service and morale)	Give limited time to acknowledging anxieties and overcoming cynicism
Level 3 (HEO & SEO or equiv)	
Find ways to improve systems and structures to deliver with more streamlined resources	Retain resource intensive systems and structures that are considered too difficult to change
Regularly review procedures or systems with teams to identify improvements and simplify processes and decision making	Repeat mistakes and overlook lessons learned from changes that have been less effective in the past
Be prepared to take managed risks, ensuring these are planned and their impact assessed	Have ideas that are unfocused and have little connection to the realities of the business or customer needs
Actively encourage ideas from a wide range of sources and stakeholders and use these to inform own thinking	Not listen to suggested changes and not give reasons as to why the suggestion is not feasible
Be willing to meet the challenges of difficult or complex changes, encouraging and supporting others to do the same	Resist changing own approach in response to the new demands - adopting a position of 'always done things like this'
Prepare for and respond appropriately to the range of possible effects that change may have on own role/team	Take little responsibility for suggesting or progressing changes due to perceived lack of control of processes
Level 2 (EO or equiv)	
Understand and apply technology to achieve efficient and effective business and personal results	Avoid use of technology and stick to tried and tested means of delivering business objectives
Consider and suggest ideas for improvements, sharing this feedback with others in a constructive manner	Be reluctant to consider ways to improve services in own area, even when improvements are urgently required
Conduct regular reviews of what and who is required to make a project/activity successful and make on-going improvements	Stick rigidly to the original brief, not adapting support/input to changing needs
Put aside preconceptions and consider new ideas on their own merits	Avoid considering different approaches, accepting the established way of doing things
Help colleagues, customers and corporate partners to understand changes and why they have been introduced	Dismiss colleagues' concerns about change and miss opportunities to discuss with them what is behind their concerns
Identify, resolve or escalate the positive and negative effects that change may have on own role/team	Implement change in a thoughtless and unstructured way, having not considered the possible effects it may have on others
Level 1 (AA & AO or equiv)	
Review working practices and come up with ideas to improve the way things are done	Remain attached to outdated procedures and technologies
Learn new procedures, seek to exploit new technologies and help colleagues to do the same	Adopt new processes without reporting difficulties that occur
Co-operate with and be open to the possibilities of change and consider ways to implement and adapt to change in own work role	Constantly make negative comments about change – unwilling to consider how change could help in own role
Be constructive in raising issues with managers about implemented changes and the impact these are having on the service	Be resistant to listening to ideas or plans for change, showing little interest in the reasons for change and how they can adapt their behaviour to thrive in the new environment
Respond effectively to emergencies	Resistant to sudden changes to usual work routine

3. Making Effective Decisions

Effectiveness in this area is about being objective; using sound judgement, evidence and knowledge to provide accurate, expert and professional advice. For all staff, it means showing clarity of thought, setting priorities, analysing and using evidence to evaluate options before arriving at well reasoned justifiable decisions. At senior levels, leaders will be creating evidence based strategies, evaluating options, impacts, risks and solutions. They will aim to maximise return while minimising risk and balancing social, financial, political, economic and environmental considerations to provide sustainable outcomes.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Navigate and balance a range of political, national and international pressures to shape the Department's strategy and priorities	Omit consideration of sustainable long-term development in strategy and give limited consideration to social, environmental or economic factors in analysis
Swiftly analyse complex and ambiguous data to provide clarity of thinking to the Department	Lack confidence in making decisions when the situation is unclear and constantly call for more information
Involve the right stakeholders and partners in making recommendations or decisions early on and continue to engage them	Provide recommendations or decisions without full and proper consultation
Identify and evaluate risks and options and develop Department wide strategies to manage and mitigate	Provide advice without full evaluation of risk, scenarios and options
Make unpopular decisions and defend them at the highest level when required	Constantly change decisions based on new opinions, information or challenge
Give unbiased advice to Ministers based on robust analysis, not just what is welcomed	Opt to give advice which the Minister/stakeholder wants to hear and ignore contrary evidence
Level 5 (Deputy Directors)	
Interpret a wide range of political and national pressures and influences to develop strategies	Give limited consideration to long-term sustainability or diversity impacts when shaping strategies and plans
Weigh up competing views to generate ways forward which will meet organisational goals	Have to continually revisit decisions due to lack of or poor quality analysis and evidence
Ensure involvement and consultation where necessary and take decisive action when required	Fail to follow a broad consultation process when coming to key decisions
Articulate options and large-scale reputational risks and impacts, including economic, environmental, political and social, and recommend plans to manage and mitigate	Provide advice without full consideration of risk, scenarios and options
Take quick, confident decisions at a strategic level to move things forward	Constantly change decisions based on new opinions, information or challenge
Outline direction of travel, recommendations and decisions for their area, taking account of financial and implementation issues	Overlook key information relating to cost and implementation issues
Level 4 (Grade 7 & 6 or equiv)	
Push decision making to the right level within their teams, not allow unnecessary bureaucracy and structure to suppress innovation and delivery	Involve only those in their peer group or direct reporting line in decision making
Weigh up data from various sources, recognising when to bring in experts/researchers to add to available information	Underestimate the work required to consider all the evidence needed and do not involve experts sufficiently early
Analyse and evaluate pros and cons and identify risks in order to make decisions that take account of the wider context, including diversity and sustainability	Take decisions without regard for the context, organisation risk, alignment with wider agendas or impacts (economic, social and environmental)
Draw together and present reasonable conclusions from a wide range of incomplete and complex evidence and data – able to act or decide even when details are not clear	Get confused by complexity and ambiguity and consider only simple or straightforward evidence
Identify the main issues in complex problems, clarify understanding or stakeholder expectations, to seek best option	Rely too heavily on gut instinct and provide unclear, incoherent or illogical analysis of core issues
Make difficult decisions by pragmatically weighing the complexities involved against the need to act	Make expedient decisions that offer less resistance or risk to themselves rather than decisions that are best for the business

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 3 (HEO & SEO or equiv)	
Make decisions when they are needed, even if they prove difficult or unpopular	Miss opportunities or deadlines by delaying decisions
Identify a range of relevant and credible information sources and recognise the need to collect new data when necessary from internal and external sources	Only use evidence sources that support arguments or are easily accessible
Recognise patterns and trends in a wide range of evidence/data and draw key conclusions	Come to conclusions that are not supported by evidence
Explore different options outlining costs, benefits, risks and potential responses to each	Give little consideration to the people and resources impacted by decisions
Recognise scope of own authority for decision making and empower team members to make decisions	Create confusion by omitting to inform relevant people of amendments or decisions causing delays in implementation
Invite challenge and where appropriate involve others in decision making to help build engagement and present robust recommendations	Consistently make decisions in isolation or with a select group
Level 2 (EO or equiv)	
Demonstrate accountability and make unbiased decisions	Avoid making decisions that lie within own remit; continually push decisions up
Examine complex information and obtain further information to make accurate decisions	Miss important evidence or make hasty judgements
Speak with the relevant people in order to obtain the most accurate information and get advice when unsure of how to proceed	Encounter problems by failing to check issues and relevance of information before using it
Explain clearly, verbally and in writing, how a decision has been reached	Share decisions in a way that leads to frustration or additional work
Provide advice and feedback to support others to make accurate decisions	Provide limited or no assurance that the right decisions are being made in team/work area
Monitor the storage of critical data and customer information to support decision making and conduct regular reviews to ensure it is stored accurately, confidentially and responsibly	Take little care with data and information storage; allow inaccuracies and mishandling to occur
Level 1 (AA & AO or equiv)	
Make and record effective decisions following the appropriate decision making criteria, framework or guidance	Compromise the consistency and quality of decision making
Ask questions when unsure what to do	Fail to research or use relevant information or support to carry out tasks
Undertake appropriate analysis to support decisions or recommendations	Make decisions or recommendations without the evidence to back them up
Investigate and respond to gaps, errors and irregularities in information	Overlook anomalies in evidence presented
Speak up to clarify decisions and query these constructively	Miss opportunities to take part in constructive conversations about decisions made
Think through the implications of own decisions before confirming how to approach a problem/issue	Give limited consideration to the impact of their decisions

People Cluster - Engaging People

4. Leading and Communicating

At all levels, effectiveness in this area is about leading from the front and communicating with clarity, conviction and enthusiasm. It's about supporting principles of fairness of opportunity for all and a dedication to a diverse range of citizens. At senior levels, it is about establishing a strong direction and a persuasive future vision; managing and engaging with people with honesty and integrity, and upholding the reputation of the Department and the Civil Service.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Actively develop and protect the reputation of the Department and the Civil Service – create a sense of pride	Overlook opportunities to champion achievements of employees in the Department and the Civil Service
Shape, promote and exemplify desired Departmental and the Civil Service values and culture	Act in ways which are at odds with desired culture and values – damages the Civil Service leadership reputation internally and externally
Be highly articulate and credible at the most senior levels across and outside the Civil Service, consistently delivering inspiring, engaging and meaningful messages about the future direction	Lack confidence or impact at high levels, struggle with media spotlight, miss opportunities to communicate messages or give a confused or uninspiring narrative about what's important
Engage positively in debate and seek to resolve issues with peers across the Civil Service	Operate independently, rarely asking for input from senior colleagues and communicating infrequently
Demonstrate insight into the link between the moral and business case for equality and diversity and achieving organisational priorities	Disregard the link between the moral and business case for diverse and sustainable outcomes
Negotiate with and influence external partners, stakeholders and customers successfully at the highest levels	Lack insight into the different motivations and agendas of the variety of stakeholders
Level 5 (Deputy Directors)	
Lead from the front, communicating and motivating people towards stretching goals	Unable to translate, articulate and inspire people around vision and goals
Actively promote the Department's reputation externally and internally – publicise successes widely	Avoid activities to build profile within or outside the Department
Inspire staff and delivery partners to engage fully with long term vision and purpose of the Department, supporting them to make sense of change	Make limited effort to create clarity for others around strategy or purpose, leave staff to work through changes on their own
Actively promote diversity and equality of opportunity inside and outside the Civil Service	Disregard the need to consistently promote good diversity practice
Communicate with conviction and clarity in the face of tough negotiations or challenges	Back down readily in the face of challenge or tough negotiations
Influence external partners, stakeholders and customers successfully – secure mutually beneficial outcomes	Lose focus under pressure and neglect the need to agree joint outcomes
Level 4 (Grade 7 & 6 or equiv)	
Be visible to staff and stakeholders and regularly undertake activities to engage and build trust with people involved in area of work	Only speak to staff and stakeholders in a face-to-face environment when pressured to do so
Clarify strategies and plans, giving clear sense of direction and purpose for self and team	Leave team unclear about vision and goals of their immediate business area
Stand by, promote or defend own and team's actions and decisions where needed	Leave team members to cope alone in difficult situations – provide little support for their teams
Confidently engage with stakeholders and colleagues at all levels to generate commitment to goals	Miss opportunities to transform the team, wait for others to take the lead

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Lead by example, role modelling ethics, integrity, impartiality and the elimination of bias by building diverse teams and promoting a working environment that supports the Civil Service values and code	Act in ways that are at odds with their expressed beliefs
Be open and inviting of the views of others and respond despite pressure to ignore, revert or concede	Set out a course of action and apply it without listening to others or adapting where relevant
Level 3 (HEO & SEO or equiv)	
Take opportunities to regularly communicate and interact with staff, helping to clarify goals and activities and the links between these and Departmental strategy	Be rarely available to staff and others, communicate infrequently
Recognise, respect and reward the contribution and achievements of others	Take the credit for others' achievements
Communicate in a succinct, engaging manner and stand ground when needed	Give in readily when challenged
Communicate using appropriate styles, methods and timing, including digital channels, to maximise understanding and impact	Communicate in a set way with little variation, without tailoring messages, style and timing to the needs of the target audience
Promote the work of the Department and play an active part in supporting the Civil Service values and culture	Be ignorant of and/or dismissive of broader organisational values and goals, such as equality and diversity
Convey enthusiasm and energy about their work and encourage others to do the same	Communicate information without consideration for the audience or with limited/low levels of enthusiasm and effort
Level 2 (EO or equiv)	
Display enthusiasm around goals and activities – adopting a positive approach when interacting with others	Express limited interest in goals and activities
Listen to, understand, respect and accept the value of different views, ideas and ways of working	Adopt a biased, exclusive or disrespectful manner in their dealings with others
Express ideas effectively, both orally and in writing, and with sensitivity and respect for others	Demonstrate no awareness of the impact of their behaviour on others nor consider the potential reactions of others to the ideas put forward
Confidently handle challenging conversations or interviews	Unable to deal objectively with conflicts and disputes when they arise
Confront and deal promptly with inappropriate language or behaviours, including bullying, harassment or discrimination	Avoid challenging inappropriate language or behaviours
Level 1 (AA & AO or equiv)	
Put forward their own views in a clear and constructive manner, choosing an appropriate communication method, e.g. email/ telephone/ face to face	Talk negatively about the organisation, their team or colleagues
Act in a fair and respectful way in dealing with others	Show bias or a lack of respect and treat some groups more favourably than others
Write clearly in plain simple language and check work for spelling and grammar, learning from previous inaccuracies	Make little effort to ensure they express themselves in an effective manner that others can easily understand
Ask open questions to appreciate others' point of view	Withhold work information and refuse to share knowledge that would help others do a better job

5. Collaborating and Partnering

People skilled in this area create and maintain positive, professional and trusting working relationships with a wide range of people within and outside the Civil Service to help get business done. At all levels, it requires working effectively, sharing information and building supportive, responsive relationships with colleagues and stakeholders, whilst having the confidence to challenge assumptions. At senior levels, it's about delivering business objectives through creating an inclusive environment, encouraging collaboration and building effective partnerships including relationships with Ministers.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Build a strong network of collaborative relationships and partnerships across the Civil Service, at the highest levels in Government and beyond (UK, EU and globally) to help Departmental and wider Civil Service objectives	Restrict collaboration to existing relationships, give limited attention to the importance of building networks
Be a full partner on the Board and act for the wider good of the Civil Service	Encourage own Department to focus on its pressures and agenda at the expense of wider collaboration
Drive a diverse and collaborative working culture which encourages transparency and open communication	Create and allow cliques and narrow ways of working within and across functions, promoting a 'knowledge is power' culture
Confront issues and challenge assumptions at the highest levels with delivery partners, stakeholders and clients in an assertive yet constructive way	Not involve partners and stakeholders early on in the development of policies, services and delivery options
Work effectively with Non Executive Directors to bring together political and official leadership to improve governance at board level	Fail to utilise the experience and input offered by Non Executive Directors
Level 5 (Deputy Directors)	
Proactively create, maintain and promote a strong network of connections with colleagues across the Department, wider Civil Service and externally	Focus on delivery at the expense of building networks and effective relationships across and beyond their area
Actively promote knowledge and resource sharing with peers and across functions	Consistently protect resources and interests of own area at the expense of Departmental priorities
Encourage and establish principles of working effectively across boundaries to support the business	Act selfishly to protect own area and resist involvement from external colleagues or experts
Encourage teams to engage with a variety of delivery partners and stakeholders and listen to their feedback	Give teams limited support about how to work collaboratively with delivery partners, discourage early engagement
Build high performing teams within own area, aligned around common goals	Struggle to address low morale or de-motivation within teams; create boundary or resource tensions between the teams
Set out clear expectations that bullying, harassment and discrimination are unacceptable	Permit unacceptable or disrespectful behaviour to persist in own area and with other teams
Level 4 (Grade 7 & 6 or equiv)	
Actively build and maintain a network of colleagues and contacts to achieve progress on objectives and shared interests	Only seek to build contacts in immediate work group, neglect to create a wider network beyond this
Demonstrate genuine care for staff and others – build strong interpersonal relationships	Neglect to maintain relationships during difficult times
Encourage contributions and involvement from a broad and diverse range of staff by being visible and accessible	Operate within a narrow frame of reference and avoid adopting a fuller perspective with associated complexity
Effectively manage team dynamics when working across Departmental and other boundaries	Be overly protective of own initiatives and miss opportunities to network across boundaries
Actively involve partners to deliver a business outcome through collaboration that achieves better results for citizens	Struggle to manage, or actively ignore other parties' agendas
Seek constructive outcomes in discussions, challenge assumptions but remain willing to compromise when it is beneficial to progress	Push forward initiatives on basis of personal agenda or advantage and refuse to compromise; stay wedded to one outcome

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 3 (HEO & SEO or equiv)	
Establish relationships with a range of stakeholders to support delivery of business outcomes	Devote little or no time to networking or engaging with immediate stakeholders, preferring to work in isolation
Invest time to generate a common focus and genuine team spirit	Demonstrate limited capability to get the best from people and create barriers or negative feelings between and within teams
Actively seek input from a diverse range of people	Display little appreciation of the value of different contributions and perspectives
Readily share resources to support higher priority work, showing pragmatism and support for the shared goals of the organisation	Create reasons why resources and support cannot be shared
Deal with conflict in a prompt, calm and constructive manner	Show a lack of concern for others' perspectives
Encourage collaborative team working within own team and across the Department	Support individual or silo ways of working
Level 2 (EO or equiv)	
Demonstrate interest in others and develop a range of contacts outside own team to help get the job done	Ignore the knowledge and expertise that a wider network of colleagues and partners can bring to the work of the team
Change ways of working to facilitate collaboration for the benefit of the team's work	Continue to work in set ways that make it difficult for colleagues to contribute to or benefit from the team's work
Proactively seek information, resources and support from others outside own immediate team in order to help achieve results	Take a narrow approach to resolving resourcing issues in own area and fail to explore other resourcing opportunities and possibilities
Readily identify opportunities to share knowledge, information and learning and make progress by working with colleagues	Rarely share information, or restrict it to immediate colleagues only
Listen attentively to others and check their understanding by asking questions	Show a lack of interest or skill in interacting with others
Take responsibility for creating a working environment that encourages equality, diversity and inclusion	Adopt a biased, exclusive or disrespectful manner in their dealings with others
Level 1 (AA & AO or equiv)	
Proactively contribute to the work of the whole team	Focus on own objectives at the expense of supporting colleagues
Get to know fellow team members/colleagues and understand their viewpoints and preferences	Is overly critical and blaming of people who have different working styles or development needs
Seek help when needed in order to complete own work effectively	Miss opportunities to generate better outcomes for the customer through collaboration with others
Be open to taking on different roles	Assume specific, unvarying role responsibilities
Try to see issues from others' perspectives and check understanding	Look at issues from own viewpoint only
Listen to the views of others and show sensitivity towards others	Not treat all colleagues fairly, equitably or with respect

6. Building Capability for All

Effectiveness in this area is having a strong focus on continuous learning for oneself, others and the organisation. For all staff, it's being open to learning, about keeping one's own knowledge and skill set current and evolving. At senior levels, it's about talent management and ensuring a diverse blend of capability and skills is identified and developed to meet current and future business needs. It's also about creating a learning and knowledge culture across the organisation to inform future plans and transformational change.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Champion the strategic importance of people, talent management and development issues, building a strong culture of continuous learning and knowledge sharing	Allow organisational learning to be lost and fail to create a climate where colleagues can apply new learning relevant to the business
Operate with an acute awareness of inclusiveness, equality and diversity and build capability strategies to support careers for all employees	Show little ability or commitment to enabling equal opportunities for people to realise their aspirations
Develop and maintain organisational commitment to problem solving, empowering people to experiment and achieve organisational results together	Allow a sense that problem solving is only for a few individuals and only at certain times
Be renowned as an effective coach and sounding board for senior people	Invest little personal time to develop talent and future leaders
Take a strategic perspective to identifying the capability needs of the Department and identifying and nurturing future leaders	Adopt a short term perspective to people and talent management issues – struggle to assess long-term and evolving people requirements for the Department
Role model continuous learning and self development, evaluating own effectiveness and growth and planning next learning steps accordingly	Be resistant to or dismissive of personal feedback and see personal growth as not relevant at their level
Level 5 (Deputy Directors)	
Champion development, talent and career management for all staff and make learning a reality by encouraging and providing a range of development experiences	Allow delivery to dominate to the exclusion of learning and development activities, missing out on longer term business benefits and ignoring the organisational learning dimension
Create an inclusive environment, one from which all staff, including under-represented groups, can benefit	Tolerate discriminatory thinking and practices when building capability in the organisation
Encourage work-place based learning, ensure colleagues take responsibility for their own learning and share it to build organisational capability	Fail to ensure colleagues practise and share new learning of benefit to the business
Devote dedicated time to supporting and empowering people through coaching and mentoring and sharing expertise/knowledge	Focus resources on technical knowledge/ skills gaps at the expense of leadership skills or development of future talent
Identify capability requirements to deliver Departmental 3-5 year strategy and grow sustainable capability across all groups including those identified as having high potential	Allow ineffective performance management which fails to narrow capability gaps for the organisation or grow available talent
Role model continuous learning and self development, evaluating own effectiveness and growth and planning next learning steps accordingly	Seldom seek feedback and fail to seize opportunities for personal development
Level 4 (Grade 7 & 6 or equiv)	
Ensure that individual and organisational learning and talent development opportunities are fully exploited in order to enhance organisational capability	Ignore emerging learning and development opportunities and the sharing of that learning to benefit the organisation
Role model work-place based learning and encourage development, talent and career management for all staff	Not follow up on learning to ensure colleagues practise and apply new learning to the benefit of the organisation
Coach and support colleagues to take responsibility for their own development (through giving accountability, varied assignments and on-going feedback)	Make token efforts to coach and develop people, allow staff to de-prioritise own development
Establish and drive intra and inter team discussions to	Stay ignorant of the experience of colleagues and take little

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
learn from experience and adapt organisational processes and plans	notice of the potential learning available
Identify capability requirements needed to deliver future team objectives and manage team resources to meet these needs	Allow team capability needs to go unaddressed and fail to use development opportunities and effective performance management to maximise team capability
Prioritise and role model continuous self learning and development, including leadership, management and people skills	Place low priority on people management and development, seldom seek feedback or challenge, and prioritise professional expertise over leadership, management and people skills
Level 3 (HEO & SEO or equiv)	
Identify and address team or individual capability requirements and gaps to deliver current and future work	Manage others in a weak or ineffective manner, allowing capability gaps to persist
Identify and develop all talented team members to support succession planning, devoting time to coach, mentor and develop others	Choose to only develop team members who reflect own capabilities, styles and strengths
Value and respond to different personal needs in the team using these to develop others and promote inclusiveness	Be insensitive to and unaware of the diverse aspirations and capability of all members of the team
Proactively manage own career and identify own learning needs with line manager, plan and carry out work-place learning opportunities	Passively expect others to identify and manage their learning needs
Continually seek and act on feedback to evaluate and improve their own and team's performance	Make no attempt to learn from or apply lessons of feedback
Level 2 (EO or equiv)	
Take ownership of team and individual development by identifying capability needs and consistently achieving development objectives	Fail to address own capability needs or identify learning opportunities
Take responsibility for the quality of own work and seeking opportunities for improvement through continuous learning	Resist opportunities to broaden work responsibilities
Proactively support the development plans of others	Resist learning and development requests from others
Take account of the diverse contributions of team members and delegate work to improve capabilities of all	Tend to keep work to themselves that could be a helpful development opportunity for a team member, failing to ensure equality of opportunity
Encourage and be open to developmental feedback from others	Be disinterested in giving or receiving constructive feedback
Level 1 (AA & AO or equiv)	
Identify own skills, knowledge and behaviour gaps to inform own development plan and discuss these with the line manager	Take a passive approach to personal development, mostly relying on others to identify learning points or dismissing constructive feedback
Recognise and take time to achieve own learning and development objectives	Lack interest in personal development, decline all opportunities to learn e.g. through attending programmes or engaging in work-place learning
Find ways to learn and personally improve in the completion of day-to-day tasks	Maintain a rigid view of daily tasks, missing opportunities to learn or to improve how they do things
Improve own performance by taking on board feedback from colleagues from different backgrounds	Ignore or undervalue the contributions and views of others from different backgrounds
Share learning with team and colleagues; contribute to the team's shared learning and understanding	Keep knowledge and expertise to themselves rather than share for the benefit of the whole team
React constructively to developmental feedback and make changes as a result	Do little to follow through on constructive developmental feedback, ignore or dismiss its value

Performance Cluster - Delivering Results

7. Achieving Commercial Outcomes

Being effective in this area is about maintaining an economic, long-term focus in all activities. For all, it's about having a commercial, financial and sustainable mindset to ensure all activities and services are delivering added value and working to stimulate economic growth. At senior levels, it's about identifying economic, market and customer issues and using these to promote innovative business models, commercial partnerships and agreements to deliver greatest value; and ensuring tight commercial controls of finance, resources and contracts to meet strategic priorities.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Role model strong leadership, influence and accountability for the achievement of commercial outcomes relevant to organisational goals	Show little evidence of leadership and accountability for delivering commercial outcomes
Draw on insights about the current and future dynamics in the economy to seize opportunities to stimulate economic growth	Pay little regard to social needs or protecting and enhancing the resources required to sustain economic growth
Seek out and facilitate the introduction of innovative business models, systems and approaches to deliver greater commerciality and sustainability	Allow ineffective business models or systems to continue, leading to a clear waste of money or resource
Commission strategic commercial relationships with delivery partners using strong influencing skills	Pay little attention to the delivery of outcomes and benefits from strategic commercial relationships
Ensure that all staff have appropriate levels of commercial awareness while creating and embedding an organisational culture that supports this	Do little to ensure that staff are equipped to consider commercial issues in shaping and developing policy and/or operational services
Ensure that commercial considerations and risks are fully considered in policy and implementation decision making, formation and delivery	Show little evidence of commercial understanding when shaping policies with senior stakeholders
Level 5 (Deputy Directors)	
Identify and implement different ways of working deployed in other sectors e.g. using resources, assets and commercial arrangements	Overlook opportunities for collaboration with commercial partners to deliver more sustainable outcomes
Promote a strong focus on the needs of customers, suppliers and other delivery partners to develop new commercial models for the delivery of policy and business goals	Define success too narrowly and focus mostly on own concerns, ignoring opportunities to form commercial alliances which could support delivery
Manage strategic commercial relationships and delivery arrangements actively and effectively to provide ongoing value for money to the tax payer	Show limited active management of commercial arrangements associated with delivery of policy and business outcomes
Develop and apply market and economic understanding and insights, working with commercial experts, to support sound commercial decision-making and recommendations	Rarely approach or see limited value in working proactively with commercial experts to support commercial activities
Take a wide view, successfully achieving common goals with organisations that have different priorities	Do little to manage the strategic commercial relationship with delivery partners resulting in little or no longer term information sharing or planning
Ensure teams appreciate how market demands, investment decisions and other commercial considerations such as funding and pricing models influence suppliers and the delivery of services	Allow teams to be unaware of important commercial considerations for suppliers and other delivery partners
Level 4 (Grades 7 & 6 or equiv)	
Work effectively with different organisations such as private sector and voluntary groups (in tandem with commercial experts) to commission and source solutions to achieve policy and organisational goals	Take a narrow view on options for delivering policy and business goals
Understand the commercial drivers that will influence a	Show little or no understanding or appreciation of the

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
private or third sector organisation and the levers that can be used in negotiating/influencing contractual arrangements	economic or commercial drivers that will influence the behaviour of suppliers
Be able to recognise and understand the commercial tools such as pricing models, open book accounting, supply chain management that commercial experts can deploy to extract value from contracts	Has little or no knowledge or understanding of the commercial tools used to extract value from contracts
Interact confidently and effectively as an intelligent and highly credible customer with counterparts from the commercial delivery organisations and commercial experts	Demonstrate low levels of knowledge or commercial understanding, and lose respect from suppliers or other commercial counterparts
Question and challenge the value being delivered through commercial arrangements with delivery partners	Overlook or ignore the detail or shortcomings in contract delivery
Motivate improved performance by suppliers, challenge any gaps between contractual commitments and actual delivery through joint working with commercial /procurement experts	Take it for granted that suppliers are delivering what is needed
Level 3 (HEO & SEO or equiv)	
Consider, in consultation with commercial experts, alternative ways of working with partners and contractors to identify more efficient outcomes, balancing cost, quality and turn around times	Overlook opportunities for continuous improvement in service delivery
Work with commercial experts in engaging effectively and intelligently with delivery partners in order to define and /or improve service delivery	Lack impact when engaging with commercial experts and delivery partners through misunderstanding commercial issues
Gather and use evidence to assess the costs, benefits and risks of a wide range of delivery options when making commercial decisions	Take a narrow view of options and focus only on cost, rather than long term value and impact
Identify and understand relevant legal and commercial terms, concepts, policies and processes (including project approvals and assurance procedures) to deliver agreed outcomes	Show a lack of understanding about relevant commercial concepts processes and systems
Level 2 (EO or equiv)	
Be able to identify and access departmental procurement and commercial expertise	Make poor quality commercial decisions or take actions without having engaged with departmental commercial experts
Understand and be able to explain departmental approach to assigning contractual and financial delegations	Enter into commercial arrangements without having the authority to do so
Recognise when deliverables and/or services derived from a commercial arrangement are not being delivered to the required level of quality or standard and take appropriate action	Not raise issues when cost or outcomes drift significantly from agreements
Fully meet commercial confidentiality and data security requirements in contracts	Put confidentiality and other security requirements at risk
Level 1 (AA & AO or equiv)	
Understand the relevant terms and conditions, including deliverables of relevant contracts	Demonstrate little understanding of what suppliers are obliged to deliver, how or by when
Be aware of and comply with Departmental procurement processes and know when to access commercial expertise	Not recognise or understand Departmental procurement procedures
Check suppliers and partners are providing relevant and timely data to monitor contracts	Allow inaccurate or late records
Learn about customers and suppliers needs	Take no steps to learn who their suppliers and customers are or to understand their interests and concerns

8. Delivering Value for Money

Delivering value for money involves the efficient, effective and economic use of taxpayers' money in the delivery of public services. For all staff, it means seeking out and implementing solutions which achieve a good mix of quality and effectiveness for the least outlay. People who do this well base their decisions on evidenced information and follow agreed processes and policies, challenging these appropriately where they appear to prevent good value for money. At senior levels, effective people embed a culture of value for money within their area/function. They work collaboratively across boundaries to ensure that the Civil Service maximises its strategic outcomes within the resources available.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Drive and deliver a culture that emphasises continuous improvement, efficiency and value for money	Sign off spending with insufficient challenge or scrutiny
Maintain a clear focus on maximising resource efficiency, continually questioning the value of activities against strategic priorities	Allow non-core activities to divert funds and make decisions not in the best long-term financial interest of the Department
Be fluent at interpreting a wide range of financial and performance information and use this to determine policy and strategy delivery	Develop policy or strategy with insufficient exploration and consideration of financial or management information
Maintain good financial and budgetary discipline by ensuring accountability for financial controls and systems	Fail to deliver outcomes or strategy by significantly under or over-spending against agreed plans
Demonstrate transparency both in terms of decisions made around financial choices and money spent	Fail to demonstrate a full consideration of the financial aspects of a business decision and ignore the need for transparency and audit
Level 5 (Deputy Directors)	
Understand the financial position of own area, the organisation and the wider economy and recognise impacts of this when delivering services	Overlook opportunities to gather and make use of financial information in development of policy and plans
Make and encourage strategic choices on spend, challenge high risk costly projects and forgo non-priority expenditure	Take narrow view that low cost equates to good value
Promote and visibly demonstrate a culture of value for money in own area/function in order to focus managers on getting a good return for taxpayers' money	Adopt a short-term, incremental view of resource thus compromising sustainability of resource savings
Interpret a wide range of financial and management information and use financial data effectively in decisions	Rarely use financial or management information to support analysis and decision making
Develop robust business cases, with fully costed options identifying clear policy advantages and/or returns on investment to assist decision making	Recommend investment or cost not justified by the likely return
Understand and manage the risks and cost-drivers for own areas of responsibility in the context of strategic priority	Take a narrow approach to costs and cost-drivers
Level 4 (Grades 7 & 6 or equiv)	
Understand impacts of financial position in own area and that of the organisation and use insight to curtail or support business and investment activities	Overlook the impact of decisions on the whole organisation and make recommendations without awareness of the wider financial position
Achieve the best return on investment and deliver more for less on specific budgets by managing resources and maximising the use of assets	Deliberately spend money up to the level of the available budget, ignoring the effectiveness of committing the expenditure
Balance policy aspiration and delivery, outline risk and benefits of different options to achieve value for money ensuring all submissions contain appropriate financial information	Be overly focused on minimising expenditure rather than ensuring it is well spent and will provide lasting added value
Weigh up priority and benefits of different actions and activities to consider how to achieve cost effective outcomes	Omit financial information from decision making and business planning
Work with financial processes and tools to evaluate options and ensure financial and management information are accurately reflected in business plans	Present business plans and cases that are not supported by robust or accurate financial and management information

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 3 (HEO & SEO or equiv)	
Recommend actions to achieve value for money and efficiency	Ignore financial experts – not ask for advice or seek advice at the right time
Cultivate and encourage an awareness of cost, using clear simple examples of benefits and how to measure outcomes	Reserve resources for own team without considering wider business priorities or the organisation's financial environment
Work confidently with performance management and financial data to prepare forecasts and manage and monitor budget against agreed plans	Misinterpret or over-estimate performance and financial data used to forecast and monitor budgets and plans
Follow appropriate financial procedures to monitor contracts to ensure deliverables are achieved	Ignore the organisation's financial procedures or break rules for the sake of expediency
Monitor the use of resources in line with organisational procedures and plans and hold team to account	Be unable to justify own and their teams' use of resources
Level 2 (EO or equiv)	
Manage information and financial data so that it is accurate, easily located and reusable	Ignore financial management information procedures
Can account for expenditure and create well supported argument for extra expenditure e.g. overtime	Misunderstand basic financial concepts
Take opportunities to challenge misuse of resources in order to achieve value for money and sustainable ways of working	Favour the easiest method even if it is not the most cost effective – struggle to identify value for money opportunities
Understand that all actions have a cost and choose the most effective way to do something in a resource efficient way	Avoid using recommended tools and allow their team to do likewise
Ensure that recognised control procedures and practices are maintained	Use control and governance procedures and practices inappropriately or irregularly and allow their teams to do the same
Monitor resources against plans and budget, identify and flag up variances	Not manage resources against plan
Level 1 (AA & AO or equiv)	
Challenge others appropriately where they see wastage	Be careless or wasteful with resources or see where resources are being wasted but not raise this with team or manager
Be careful with all types of resource (e.g. money, time, materials, fuel, energy) that they use	Frequently choose convenience over cost effectiveness
Keep track of spend and make sure work is approved and signed off as necessary	Not follow appropriate control or authorisation processes for work, services or resource use
Handle numbers confidently, collate information ensuring accuracy of financial and performance data	Produce inaccurate financial and performance data with errors or omissions
Maintain recognised financial procedures and practices	Cut corners and not keep accurate financial records

9. Managing a Quality Service

Effectiveness in this area is about being organised to deliver service objectives and striving to improve the quality of service, taking account of diverse customer needs and requirements. People who are effective plan, organise and manage their time and activities to deliver a high quality and efficient service, applying programme and project management approaches to support service delivery. At senior levels, it is about creating an environment to deliver operational excellence and creating the most appropriate and cost effective delivery models for public services.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Ensure an in-depth and evolving understanding of the broad range of customer requirements is embedded in the Department	Allow the Department to operate with only superficial understanding of the customer/end user requirements
Determine and drive customer service outcomes at a broad strategic level and work across Government to deliver best quality service to customers	Give little attention to defining the customer requirement in setting strategic priorities
Ensure all parts of the delivery chain fully understand the required outcomes for the customer and articulate the impact of poor service on the Department's reputation to all involved	Give insufficient clarity around customer needs to the delivery partners and lose sight of which partner is responsible for delivery
Create a culture of working with and through delivery partners to achieve outcomes, establish and negotiate service levels and deliverables	Not give sufficient attention to managing customer expectations and outcomes at the highest levels
Define and integrate clear structures, systems and resources required across the Department to promote efficient service delivery	Establish unrealistic or confusing priorities and strategies at the highest level, leading to inefficiencies in service delivery
Level 5 (Deputy Directors)	
Facilitate flexible use of resources across grades through innovative structuring of teams and resources within own area	Maintain status quo in organisational structures and lack a flexible approach to manage resources and services
Clarify and articulate the diverse requirements of customers and delivery partners to support effective delivery	Spend limited time on seeking out and clarifying customer requirements of the Department
Use customer insight to determine and drive customer service outcomes and quality throughout own area	Not involve delivery partners sufficiently in delivering quality and customer service outcomes
Translate complex aims into clear and manageable plans and determine resource requirements to support implementation	Be unclear about overall service deliverables and resources required for implementation
Maintain and improve service by managing risks to ensure own area and partners deliver against defined outcomes	Establish unrealistic or confusing priorities and plans, leading to inefficiency in service/overlaps between activities
Work collaboratively with customers or service delivery partners to manage, monitor and deliver against service level agreements	Set service level agreements which cannot be delivered and fail to engage effectively or manage expectations with delivery partners
Level 4 (Grades 7 & 6 or equiv)	
Exemplify positive customer service behaviours and promote a culture focused on ensuring customer needs are met	Take little action when customer needs are not being met
Establish how the business area compares to customer service expectations and industry best practice and identify necessary improvements in plans	Ignore external trends that impact on the business area
Make clear, pragmatic and manageable plans for service delivery using programme and project management disciplines	Allow programmes or service delivery to lose momentum and focus and have no contingencies in place
Create regular opportunities for staff and customers to help improve service quality and demonstrate a visible involvement	Make changes to service delivery with minimal involvement from others
Ensure the service offer thoroughly considers customers'	Maintain a limited or out-dated view of how to respond to

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
needs and a broad range of available methods to meet this, including new technology where relevant	customers' needs
Ensure adherence to legal and regulatory requirements in service delivery and build diversity and equality considerations into plans	Disregard non-compliance with policies, rules and legal requirements and allow unfair or discriminatory practices
Level 3 (HEO & SEO or equiv)	
Make effective use of project management skills and techniques to deliver outcomes, including identifying risks and mitigating actions	Has minimal understanding of what could go wrong or needs to be resolved as a priority
Develop, implement, maintain and review systems and service standards to provide quality, efficiency and value for money	Focus on delivering the task to the exclusion of meeting customer/end user requirements and needs
Work with team to set priorities, goals, objectives and timescales	Allocate or delegate work without clarifying deadlines or priorities
Establish mechanisms to seek out and respond to feedback from customers about service provided	Be unable to explain common customer problems or needs and how these are evolving
Promote a culture that tackles fraud and deception, keeping others informed of outcomes	Not give sufficient priority and attention to ensuring that fraud and deception is being tackled.
Develop proposals to improve the quality of service with involvement from a diverse range of staff, stakeholders or delivery partners	Generate limited proposals to create service improvements and do so with little involvement of staff
Level 2 (EO or equiv)	
Explain clearly to customers what can be done	Give customers and delivery partners an unrealistic picture of what is possible or focus on what cannot be done
Work with team to set priorities, create clear plans and manage all work to meet the needs of the customer and the business	Always rely on others to focus and plan their work
Ensure that levels of service are maintained – flag up risks or concerns in order to meet customer requirements	Focus on immediate service delivery problems and neglect overall quality or customer /end user needs
Keep internal teams, customers and delivery partners fully informed of plans and possibilities	Provide infrequent, unclear, insufficient updates to others in need of the information
Promote adherence to relevant policies, procedures, regulations and legislation, including equality and diversity and health and safety	Pay little attention to highlighting and explaining the reasons for compliance
Identify common problems or weaknesses in policy or procedures that affect service and escalate these	Show a lack of desire to improve the quality of service
Level 1 (AA & AO or equiv)	
Communicate in a way that meets and anticipates the customer's requirements and gives a favourable impression of the Civil Service	Communicate with customers in a negative or unprepared way
Actively seek information from customers to understand their needs and expectations	Act without thinking through the necessary steps and disregard the customer's circumstances
Act to prevent problems, reporting issues where necessary	Allow service levels to drop or problems to occur before reporting
Gain the knowledge needed to follow the relevant legislation, policies, procedures and rules that apply to the job	Miss opportunities to learn or find out about relevant guidance and rules
Encourage customers to access relevant information or support that will help them understand and use services more effectively	Keep customers in the dark about relevant and useful information or partners
Take ownership of issues, focus on providing the right solution and keep customers and delivery partners up to date with progress	Treat people unfairly or make unrealistic commitments

10. Delivering at Pace

Effectiveness in this area means focusing on delivering timely performance with energy and taking responsibility and accountability for quality outcomes. For all staff, it's about working to agreed goals and activities and dealing with challenges in a responsive and constructive way. At senior levels, it is about building a performance culture to deliver outcomes with a firm focus on prioritisation and addressing performance issues resolutely, fairly and promptly. It is also about leaders providing the focus and energy to drive activities forward through others and encourage staff to perform effectively during challenging and changing times.

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 6 (Director General and Director)	
Set, maintain and ensure a clear direction for the Department, with highly focused priorities and project outcomes	Display imprecision and lack of purpose about direction and focus of the Department
Retain accountability for achieving strategic priorities and outcomes	Allow the Department's focus to drift away from critical priorities and do not measure performance against them
Swiftly re-focus the Department on new priorities as changing situations dictate	Stick to strategy even when it is superseded by events which necessitate a change
Drive a performance culture across the Department and achieve results through others, resolutely holding them accountable for outcomes	Allow the Department to get away with poor results and inaction
Encourage, support and coach individuals and teams across the Department to energise delivery	Expect people to perform with enthusiasm without giving support and encouragement
Enable the organisation to remain focussed on core priorities irrespective of external challenges	Readily allow problems or external challenges to distract the Department from its core priorities
Level 5 (Deputy Director)	
Translate strategic priorities into clear outcome-focused objectives for managers and provide the energy and drive in achievement of these objectives	Set unrealistic, vague or uninspiring goals and lack clarity around expected outcomes
Take ownership of delivery against outcomes and give credit for others' delivery	Present delivery as someone else's issue
Maintain a strong focus on priorities, holding others to account for priorities and swiftly respond to changing requirements	Constantly revisit and revise priorities
Drive a performance culture within own area and support and encourage a focus on performance and priorities	Give limited personal support for delivery and allow the focus to drift away from critical priorities
Act as a role model for delivery by injecting enthusiasm and energy to achieve results	Put an overly strong focus on achieving tasks without efforts to motivate and energise people to perform
Promote resilience and responsiveness in the organisation by being open and honest about challenges, and the actions required to address unexpected developments	Overlook the impact of challenges and the impact on team and organisational resilience
Level 4 (Grades 7 & 6 or equiv)	
Get the best out of people by giving enthusiastic and encouraging messages about priorities, objectives and expectations	Lose focus, giving a confusing sense of what is important
Clarify business priorities, roles and responsibilities and secure individual and team ownership	Take the credit for delivery of outcomes without acknowledging the contribution of their teams
Adopt clear processes and standards for managing performance at all levels	Fail to set standards for timeliness and quality of monitoring in their own area of responsibility
Act as a role model in supporting and energising teams to build confidence in their ability to deliver outcomes	Overly focus on task delivery at expense of motivating and building capability to perform
Maintain effective performance in difficult and challenging circumstances, encouraging others to do the same	Fail to take a constructive approach to adversity, resorting quickly to blaming others for shortcomings
Review, challenge and adjust performance levels to ensure quality outcomes are delivered on time, rewarding success	Allow performance to drop without challenging quickly and responsively - continually focus on the negatives

<i>Effective Behaviour</i> <i>People who are effective are likely to...</i>	<i>Ineffective Behaviour</i> <i>People who are less effective are likely to...</i>
Level 3 (HEO & SEO or equiv)	
Successfully manage, support and stretch self and team to deliver agreed goals and objectives	Give people work to do without supporting them to develop the skills and knowledge they need for the job
Show a positive approach in keeping their own and the team's efforts focused on the goals that really matter	Allow work flow to lose momentum or drift away from priorities
Take responsibility for delivering expected outcomes on time and to standard, giving credit to teams and individuals as appropriate	Give little or no support to others in managing poor performance, allow others' problems and obstacles to hamper progress
Plan ahead but reassess workloads and priorities if situations change or people are facing conflicting demands	Show no consideration for diversity-related needs of the team when organising the workload
Regularly monitor own and team's work against milestones or targets and act promptly to keep work on track and maintain performance	Allow poor performance to go unchallenged, causing workload issues for other team members
Coach and support others to set and achieve challenging goals for themselves	Allow organisational and other obstacles, including a lack of support, to stand in the way of own and others' aspirations
Level 2 (EO or equiv)	
Create regular reviews of what and who is required to make a project/activity successful and make ongoing improvements	Fail to maintain pace and progress
Be interested and positive about what they and the team are trying to achieve	Display limited interest or positivity for their role or purpose
Take ownership of problems in their own area of responsibility	Avoid responsibility for dealing with problems
Remain positive and focused on achieving outcomes despite setbacks	Fail to adjust or react negatively when things change or go wrong
Check own and team performance against outcomes, make improvement suggestions or take corrective action when problems are identified	Neglect performance reviews and so be unable to give timely and constructive feedback
Set and achieve challenging goals and monitor quality	Blame others for poor quality work
Level 1 (AA & AO or equiv)	
Work in an organised manner using own knowledge and expertise to deliver on time and to standard	Show little interest in own work or in getting the job done properly
Work with energy and pace to get the job done	Wait to be told what to do and rely on others to sort out problems
Take responsibility for the quality of own work and keep manager informed of how the work is progressing	Ignore own part in ensuring their team can deliver and avoid supporting colleagues to get the job done even when the need is clear
Remain focused on delivery	Be easily discouraged or distracted
Maintain consistent performance	Give up quickly when things do not go smoothly
Participate in quality assurance of products or services	Miss the opportunity to suggest improvements through quality assurance