



# Civil Service Competency Framework

2012 - 2017



## About this framework

The Civil Service competency framework supports the Civil Service Reform Plan and the 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. 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: Set Direction; Engage People and Deliver Results.. 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 and consistent sense of what is expected from individuals in the Civil Service.

The Civil Service Leadership Statement is embedded within the competencies to ensure they reflect the key characteristics we expect our Civil Service leaders to demonstrate: inspiring - about their work and its future; confident - in their engagement; and empowering - their teams to deliver.

## What does it mean for me?

The framework is used for recruitment, performance management and development discussions and for decisions about progression. Your business objectives set out “what” you need to achieve over the year and the competency framework sets 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 complements 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 and the national interest. For all staff, it is about focusing your contribution on the activities which will meet Civil Service goals and deliver the greatest value. For leaders, 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 take initiative, are innovative and seek out opportunities to create effective change. For all staff, it's about learning from what has worked as well as what has not, being open to change and improvement, and working in 'smarter', more focused ways. For leaders, this is about creating and encouraging a culture of innovation and allowing people to consider and take informed decisions. 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 using sound judgement, evidence and knowledge to arrive at accurate, expert and professional decisions and advice. For all staff it's being careful and thoughtful about the use and protection of government and public information to ensure it is handled securely and with care. For leaders it's about reaching evidence based strategies, evaluating options, impacts, risks and solutions and creating a security culture around the handling information. They will aim to maximise return while minimising risk and balancing a range of considerations to provide sustainable outcomes.

## People Cluster - Engaging People

### 4. Leading and Communicating

At all levels, effectiveness in this area is about showing our pride and passion for public service, communicating purpose and direction with clarity, integrity, and enthusiasm. It's about championing difference and external experience, and supporting principles of fairness of opportunity for all. For leaders, it is about being visible, establishing a strong direction and persuasive future vision; managing and engaging with people in a straightforward, truthful, and candid way.

### 5. Collaborating and Partnering

People skilled in this area are team players. At all levels, it requires working collaboratively, sharing information appropriately and building supportive, trusting and professional relationships with colleagues and a wide range of people within and outside the Civil Service, whilst having the confidence to challenge assumptions. For senior leaders, it's about being approachable, delivering business objectives through creating an inclusive environment, welcoming challenge however uncomfortable.

### 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. For leaders, it's about investing in the capabilities of our people, to be effective now and in the future as well as giving clear, honest feedback and supporting teams to succeed. 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. For leaders, 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. For leaders it's about embedding 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 valuing and modelling professional excellence and expertise to deliver service objectives, 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, secure, reliable and efficient service, applying programme, project and risk management approaches to support service delivery. For leaders, 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. For leaders, it is about building a performance culture where staff are given space, authority and support to deliver outcomes. It's also about keeping a firm focus on priorities and addressing performance issues resolutely, fairly and promptly.



# 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. For leaders, 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.

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
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 national interest, 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





# 1. Seeing the Big Picture

## Effective Behaviour

People who are effective are likely to...

## Ineffective Behaviour

People who are less effective are likely to...

### 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 and priorities for the national interest, public and economic good.

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 of needs, issues and relevant good practice

Continue to apply outdated practices which are unable to meet the diverse needs of citizens

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





# 1. Seeing the Big Picture

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 3 (HEO &amp; SEO or equiv)</b>	
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

<b>Level 2 (EO or equiv)</b>	
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

<b>Level 1 (AA and AO or equiv)</b>	
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





# Strategic Cluster – Setting Direction

## 2. Changing and Improving

People who are effective in this area take initiative, are innovative and seek out opportunities to create effective change. For all staff, it's about learning from what has worked as well as what has not, being open to change and improvement, and working in 'smarter', more focused ways. For leaders, this is about creating and encouraging a culture of innovation and allowing people to consider and take informed decisions. 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.

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
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 and encourage a culture of initiative, 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



## 2. Changing and Improving

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### Level 5 (Deputy Directors)

Seek, encourage and recognise ideas, initiative, 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, learning from experience and expanding 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

Overlook potential learning from what has worked and what hasn't

Encourage and recognise a culture of initiative and innovation focused on adding value – give people space and praise for creativity

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

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



## 2. Changing and Improving

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### 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 what has not worked and what has worked 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

Take initiative to 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





## 2. Changing and Improving

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 1 (AA and AO or equiv)</b>	
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	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



# Strategic Cluster – Setting Direction

## 3. Making Effective Decisions

Effectiveness in this area is about using sound judgement, evidence and knowledge to arrive at accurate, expert and professional decisions and advice. For all staff its about being careful and thoughtful about the use and protection of government and public information to ensure it is handled securely and with care. For leaders, its about reaching evidence based strategies, evaluating options, impacts, risks and solutions and creating a security culture around the handling of information. They will aim to maximise return while minimising risk and balancing a range of considerations to provide sustainable outcomes.

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
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
Place the highest priority on ensuring security of government and public information across the Department and Civil Service	Struggle to provide clarity of thinking when faced with complex and ambiguous data, constantly call for more information rather than make decisions.
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



### 3. Making Effective Decisions

#### Effective Behaviour

People who are effective are likely to...

#### Ineffective Behaviour

People who are less effective are likely to...

#### 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

Create a culture and ensure systems and procedures are in place for the secure and careful handling of government and public information within own area

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 to meet organisational goals.

Constantly change decisions based on new opinions, information or challenge

Outline direction of travel, recommendations and decisions for their area

Overlook key information relating to legal, financial, security 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

Ensure the secure and careful use of all government and public data and information within their area of activity and Department

Give insufficient consideration to the impacts, constraints and opportunities when evaluating legal, security or HR concerns

Analyse and evaluate data from various sources to identify pros and cons and identify risks in order to make well considered decisions.

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





### 3. Making Effective Decisions

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 3 (HEO &amp; SEO or equiv)</b>	
Make decisions when they are needed, even if they prove difficult or unpopular	Miss opportunities or deadlines by delaying decisions
Identify a broad 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 ignoring wider concerns such as security, legal or technical advice
Recognise patterns and trends in a wide range of evidence/ data and draw key conclusions, outlining costs, benefits, risks and potential responses	Come to conclusions that are not supported by evidence
Ensure all government and public data and information is treated with care in accordance with security procedures and protocols	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

<b>Level 2 (EO or equiv)</b>	
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 securely, accurately, confidentially and responsibly	Take little care with data and information storage; allow inaccuracies and mishandling to occur





## 3. Making Effective Decisions

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 1 (AA &amp; AO or equiv)</b>	
Make and record effective decisions following the appropriate decision making criteria, framework or guidance	Compromise the consistency and quality of decision making
Monitor and store critical data securely and accurately, confidentially and responsibly	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 showing our pride and passion for public service, communicating purpose and direction with clarity, integrity and enthusiasm. It's about championing difference and external experience, and supporting principles of fairness of opportunity for all. For leaders, it is about being visible, establishing a strong direction and persuasive future vision; managing and engaging with people in a straightforward, truthful, and candid way.

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
Actively develop and protect the reputation of the Department and the Civil Service – create a sense of pride and passion for public service	Overlook opportunities to champion achievements, difference and external experience 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 visible and credible at the most senior levels across and outside the Civil Service, communicating purpose and direction with clarity and enthusiasm	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, surface tensions and resolve ambiguities 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



## 4. Leading and Communicating

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### Level 5 (Deputy Directors)

Lead from the front, ensuring visibility and communicating in a straightforward, truthful and candid way

Unable to translate, articulate and inspire people around vision or stretching goals

Actively promote the Department's reputation externally and internally – build a sense of pride and passion for public service

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, valuing difference and external experience

Disregard the need to consistently value difference and external experience

Communicate with conviction and clarity in the face of tough negotiations or challenges, surface tensions and resolve ambiguities

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, communicate purpose and direction with clarity and enthusiasm

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

Lead by example, communicate in a truthful, straightforward manner with integrity, impartiality 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



Setting Direction



Engaging People



Delivering Results



## 4. Leading and Communicating

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 3 (HEO &amp; SEO or equiv)</b>	
Continually communicate 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, valuing difference	Take the credit for others' achievements
Communicate in a straightforward, honest and engaging manner with all stakeholders 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
Role model 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

<b>Level 2 (EO or equiv)</b>	
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



## 4. Leading and Communicating

Effective Behaviour	Ineffective Behaviour
People who are effective are likely to...	People who are less effective are likely to...
<b>Level 1 (AA and AO or equiv)</b>	
Put forward their own views in a clear and constructive manner, choosing an appropriate communication method, e.g. email/ telephone/ face to face	Miss opportunities to contribute positively to discussions about the organisation or team
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



# People Cluster - Engaging People

## 5. Collaborating and Partnering

People skilled in this area are team players. At all levels, it requires working collaboratively, sharing information appropriately and building supportive, trusting and professional relationships with colleagues and a wide range of people inside and outside the Civil Service, whilst having the confidence to challenge assumptions. For leaders, it's about being approachable, delivering business objectives through creating an inclusive environment, welcoming challenge however uncomfortable.

Effective Behaviour	Ineffective Behaviour
People who are effective are likely to...	People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
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 openness, approachability and is supportive of challenge however uncomfortable	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



## 5. Collaborating and Partnering

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### 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

Promote team working with peers, shares knowledge and resources 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, is approachable and build a 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

Work as an effective team player, managing 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



Setting Direction



Engaging People



Delivering Results



## 5. Collaborating and Partnering

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 3 (HEO &amp; SEO or equiv)</b>	
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
Act as a team player, investing 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

<b>Level 2 (EO or equiv)</b>	
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
Actively encourage team working, changing 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





## 5. Collaborating and Partnering

Effective Behaviour	Ineffective Behaviour
People who are effective are likely to...	People who are less effective are likely to...
<b>Level 1 (AA and AO or equiv)</b>	
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



# People Cluster - Engaging People

## 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. For leaders, it's about investing in the capabilities of our people, to be effective now and in the future as well as giving clear, honest feedback and supporting teams to succeed. It's also about creating a learning and knowledge culture across the organisation to inform future plans and transformational change.

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
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 now and in the future	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



## 6. Building Capability for All

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### 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

Support teams to succeed, devoting dedicated time to 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 learn from experience and adapt organisational processes and plans

Stay ignorant of the experience of colleagues and take little notice of the potential learning available

Identify capability requirements needed to deliver future team objectives and support teams to succeed in delivering to meet those 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



Setting Direction



Engaging People



Delivering Results



## 6. Building Capability for All

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### 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



## 6. Building Capability for All

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### Level 1 (AA and 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. For leaders, 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.

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
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



## 7. Achieving Commercial Outcomes

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### 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



## 7. Achieving Commercial Outcomes

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### Level 4 (Grade 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 private or third sector organisation and the levers that can be used in negotiating/influencing contractual arrangements

Show little or no understanding or appreciation of the 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





## 7. Achieving Commercial Outcomes

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### 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 and 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





# Performance Cluster - Delivering Results

## 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. For leaders it's about embedding 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.

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
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



## 8. Delivering Value for Money

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### 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 (Grade 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



Setting Direction



Engaging People



Delivering Results



## 8. Delivering Value for Money

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 3 (HEO &amp; SEO or equiv)</b>	
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

<b>Level 2 (EO or equiv)</b>	
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



## 8. Delivering Value for Money

### Effective Behaviour

People who are effective are likely to...

### Ineffective Behaviour

People who are less effective are likely to...

#### Level 1 (AA and 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



# Performance Cluster - Delivering Results

## 9. Managing a Quality Service

Effectiveness in this area is about valuing and modelling professional excellence and expertise to deliver service objectives, 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 and risk management approaches to support service delivery. For leaders, it is about creating an environment to deliver operational excellence and creating the most appropriate and cost effective delivery models for public services.

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
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 ensure delivery of professional excellence and expertise 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, security and communication on the Department's reputation	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



## 9. Managing a Quality Service

Effective Behaviour	Ineffective Behaviour
People who are effective are likely to...	People who are less effective are likely to...
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 delivery of professional excellence and expertise	Fail to engage specifically with data security, system resilience and implementation needs
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 (Grade 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' needs and a broad range of available methods to meet this, including new technology where relevant	Maintain a limited or out-dated view of how to respond to customers' needs
Ensure adherence to legal, regulatory and security 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



## 9. Managing a Quality Service

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 3 (HEO &amp; SEO or equiv)</b>	
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 ensure professional excellence and expertise 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 and ensures security of information	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

<b>Level 2 (EO or equiv)</b>	
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 delivery of professional excellence and expertise	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 security, 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





## 9. Managing a Quality Service

Effective Behaviour	Ineffective Behaviour
People who are effective are likely to...	People who are less effective are likely to...
Level 1 (AA and 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 an unprepared way
Actively seek information from customers to understand their needs and expectations and manage information appropriately	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



# Performance Cluster - Delivering Results

## 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. For leaders, it is about building a performance culture where staff are given the space, authority and support to deliver outcomes. It's also about keeping a firm focus on priorities and addressing performance issues resolutely, fairly and promptly.

Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 6 (Director General and Director)</b>	
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 giving teams space and authority to deliver objectives whilst, 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



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Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 5 (Deputy Directors)</b>	
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, allowing people space and authority to deliver their objectives	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

<b>Level 4 (Grade 7 &amp; 6 or equiv)</b>	
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	Keep too tight control over performance at the 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



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Effective Behaviour People who are effective are likely to...	Ineffective Behaviour People who are less effective are likely to...
<b>Level 3 (HEO &amp; SEO or equiv)</b>	
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, yet allowing the teams space and authority to deliver objectives	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

<b>Level 2 (EO or equiv)</b>	
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	Over control delivery so that teams don't have sufficient space or authority to meet their objectives
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



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<b>Effective Behaviour</b> People who are effective are likely to...	<b>Ineffective Behaviour</b> People who are less effective are likely to...
<b>Level 1 (AA and AO or equiv)</b>	
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

For further information, please contact:

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