

Framework

Skills and competency

Summary

Competency frameworks increase clarity around performance expectations and establish a clear link between individual and organisational performance. Rosebery strives to be a high performing organisation, working with people who share this ambition. Through our approach to people management and organisational development, we aim to create a high performance culture which will enable us to attract and retain highly skilled and motivated people who share our vision, values and objectives. We strive for a workforce that is:

- motivated by line managers and leaders to achieve results above and beyond what is expected of them;
- passionate about delivering the organisation's objectives;
- diverse, reflecting the communities in which we operate;
- collaborative, working together to form a united, highly performing team;
- informed and regularly consulted;
- empowered to improve the quality of our services;
- recognised and rewarded for high performance;
- continuously learning within a culture of personal and professional development;
- healthy and with a positive sense of well-being;
- secure, working in a safe and pleasant environment;
- valued by colleagues and managers.

Our vision for our staff is to build 'a culture of trust', where our leaders ensure there is a consistent presence of trust at all levels of the organisation. Trust is an essential ingredient for sustainable organisational success, it helps businesses to run smoothly, increasing collaboration and driving individual and team performance.

To deliver our vision of trust, we encourage our staff at all levels to focus on these five fundamentals:

- Openness;
- Communication;
- Decision making;
- Integrity;
- Competence.

This document sets out our **skills and competency framework**; eight of these are core competencies and they are supported by six elective competencies.

Core competencies

These eight are the organisational behaviours and values we expect everybody to display. They are vital to maintaining and building our business; they are important in establishing how we work together, how we treat and respect one another.

For each of these competencies we have identified clear indicators of what is expected, what outstanding performance would look like and how we would recognise poor or unacceptable performance. However, these indicators are offered purely as guidance and do not cover every circumstance or behaviour.

By establishing these indicators, employees and managers will have a shared understanding of what is expected. This will not only help us to improve the way we do business but will also ensure greater fairness and consistency in assessing individual performance. Our competencies reflect our knowledge, skills and mindset.

1. Respect for all

2. Customer focus

3. Service Delivery

4. Communication skills

5. Digital skills

6. Handling information

7. Managing oneself

8. Embracing change

1. Respect for all

Recognises and embraces diversity and values the contribution made by others

Level 1 Behaves in a respectful way

- Gives assistance when and where appropriate
- Is polite and courteous to all customers and colleagues
- Offers and accepts advice and constructive criticism
- Listens to, is sensitive to and responsive to others' needs, pressures, priorities and views, regardless of gender, sexual orientation, age, race, religion or disability
- Treats others as important by valuing their contributions
- Is sympathetic, diplomatic and fair when dealing with problems and queries

Level 2 Supports and encourages others

- Is consistent in the treatment of others, regardless of the way they were treated
- Deals calmly with customers and staff in difficult situations
- Suggests positive alternatives if problem cannot be resolved immediately
- Actively consults with and seeks out the opinions of others
- Helps colleagues when they are under pressure
- Offers to help in areas outside of their own role

Level 3 Adapts behaviour to reflect others' needs

- Uses discretion in resolving problems with staff or customers without creating awkward precedents for other areas
- Considers the people impact of decisions and consults others as relevant.
- Invites contributions from all parties; welcoming diversity of opinion.
- Sensitively corrects errors or misunderstandings without embarrassing anybody.
- Is diplomatic and tactful when dealing with aggressive or distressed customers/clients.
- Is aware of individual team members' contributions to achievement of team objectives and the pressures they are under.

Level 4 Actively promotes equality and diversity

- Is aware of the workloads of colleagues and seeks to find ways of accommodating their department's priorities.
- Finds ways of bringing around those who are being disrespectful to others to show respect.
- Faces up to difficult situations with high degree of tolerance and understanding of individual circumstances / bends over backwards to resolve differences among others.
- Actively promotes supportive environment within Rosebery.
- Held in high esteem both inside and outside of Rosebery.

Level 5 Develops the culture

- Ambassador for Rosebery; a role model setting standards in how to deal respectfully with people.
- Creates and implements group equal opportunity and diversity policies within the organisation and maintains accountability.
- Champions equal opportunity for all and embraces diversity across all levels of the organisation, ensuring consistency at all levels.

Examples of unacceptable behaviour

- Dismissive or ignores ideas of others
- Is abusive; shouts at people
- Patronising and bullying; tactless
- Does not consider impact on others
- Says 'no' without thinking, 'can't do' attitude
- Goes behind people's backs and 'stirs things up'
- Takes a critical stance towards others

2. Customer focus

Addresses the needs of internal and external customers with consistency and sensitivity.

Level 1 Responds to customers in a prompt and helpful manner

- Applies organisational and departmental policies and procedures for dealing with internal and external customers' queries, complaints and problems.
- Understands how one's own role and actions affect customers and the organisation.
- Responds to customers' needs giving prompt and appropriate information.
- Understands the impact of first impressions and listens to customers with interest and understanding.
- Notes customers' requests accurately and ensures appropriate action is taken.
- Deals with telephone calls effectively and responds promptly to messages.
- Deals with customers fairly in line with our Equal Opportunities and Diversity Policies.

Level 2 Meets customers' expectations

- Understands the role and goals of the organisation, department and team in meeting customer expectations.
- Is able to identify and deliver to customers' needs and expectations.
- Takes ownership of customers' problems and ensures a satisfactory resolution.
- Is able to manage the requirements of diverse customers in a timely and effective manner without compromising the quality of the service.

Level 3 Looks for ways to exceed customer expectations by inviting feedback

- Is able and willing to offer more help than is expected or requested by the customer.
- Develops effective processes to measure customer satisfaction and capture their feedback.
- Takes an active interest in setting and promoting high standards of customer care.
- Works with others to actively improve customers' experience of dealing with the Group.

Level 4 Actively pursues customer requirements

- Proactively develops long term initiatives to improve customer services that present the organisation as a leader in customer care.
- Provides opportunities for others to develop initiatives that improve customer care.
- Analyses customer requirements (short and long term) and develops appropriate solutions.

Level 5 Develops strategies to ensure long term customer satisfaction

- Identifies and develops strategies and processes needed to achieve and sustain long term customer satisfaction.
- Works with other organisations and forms strategic partnerships in the interest of customer service and best value.
- Reviews service levels.

Examples of unacceptable behaviour

- Lacks necessary knowledge or understanding of the importance of customer service
- Does not demonstrate adequate customer service skills
- Makes little effort to assist others
- Shows little awareness of the impact actions have on others
- Shows little regard or respect for customers needs
- Does not treat people equitably and fairly

3. Service delivery

Achieves goals and maintains and improves standards through an ability to think ahead, plan, prioritise and schedule activities and monitor and manage outcomes effectively.

Level 1 Schedules own work to meet agreed targets and standards on time

- Uses to-do lists, task plans, calendar, diary or other planning devices ensuring that records and files are kept up to date. Deals with follow up issues as and when required.
- Completes tasks to a high standard according to prescribed guidelines, rules and procedures. Pays attention to detail and checks accuracy of own work.
- Knows what's expected in own role, takes pride in work and seeks to do things better.
- Regularly meets targets and deadlines and demonstrates an understanding of the impact of missed targets and deadlines on others.

Level 2 Sets own standards and checks details to ensure work meets standards

- Takes personal responsibility and focuses on achieving objectives with a commitment to quality and accuracy.
- Understands what's expected and is motivated by recognition of effort and achievement.
- Sets high personal standards for daily activities and monitors completion of tasks, data and figures to ensure outstanding work is completed.
- Rises to challenges and seeks feedback in order to learn and repeat success.
- Is able to prioritise multiple tasks and appointments and reallocate tasks where appropriate to ensure they are completed, and unforeseen occurrences are allowed for.

Level 3 Monitors and improves performance and quality and reviews progress

- Seeks to improve personal and team efficiency through effective personal work methods and makes changes in systems or processes to improve performance.
- Uses feedback and review to improve performance and to influence best practice.
- Sets longer term goals and strives to achieve them by producing a plan of action.
- Delegates effectively when appropriate.
- Manages and monitors performance against a variety of performance indicators.

Level 4 Sets challenging goals measured against others and reviews and evaluates to ensure success

- Looks for opportunities to transform business or procedures, to improve performance.
- Demonstrates excellence by benchmarking against the best, introduces measures to improve performance levels.
- Actively implements best value and looks for new ways or processes to improve results.
- Creates proposals accounting for resources and economies of scale and evaluates these.

Level 5 Sets transformational business goals and implements strategic commitment to quality and corporate standards.

- Takes an innovative and challenging lead on complex projects and initiatives that have a major impact on the development of the business.
- Co-ordinates development and implementation of high level policies, commits resources to plans in line with corporate goals and strategy.
- Challenges the status quo in order to identify new and better ways of improving strategic performance.
- Strives to be a high performing organisation by developing strategies to improve commitment to quality, effectiveness and efficiency.

Examples of unacceptable behaviour

- Achieves no more than the basics with an unrealistic and casual attitude
- Operates in a disorganised fashion
- Delivers less than is required, does not meet deadlines and works with little or no consideration or understanding of appropriate levels of quality or accuracy
- Content to continue with the status quo, does not look for better ways of doing things
- Expects others to interrupt their work to deal with urgent issues in unrealistic deadlines due to lack of planning

4. Communication skills

Communicates clearly and effectively with others, taking into account the needs and expectations of others. Understands the impact of their own personal style and uses an appropriate style when dealing with others.

Level 1 Is clear and concise when speaking or writing

- Observes and listens to others to identify the best approach for working relationships and ensures that the tone of communication is appropriate and timely.
- Adopts a professional manner and communicates in a way that is polite and easily understood.
- Presents information clearly, logically and accurately and keeps to the point.
- Responds to phone, written or email enquiries accurately, using appropriate language.
- Checks for understanding of issues and makes a positive contribution to conversations.
- Liaises with individuals in other parts of the organisation as required.

Level 2 Prepares and structures communication to aid understanding

- Considers the needs of the audience when communicating and adapts style accordingly.
- Structures information and material in a clear and logical sequence.
- Influences outcomes by expressing own view confidently and assertively.
- Remains an effective communicator under pressure.

Level 3 Adapts style appropriately to enhance impact

- Produces accurate reports and briefs from a variety of sources into an effective format.
- Is able to present information to groups and adapts style and approach to the situation.
- Creates self confidence in others and makes others feel and work better.
- Recognises the importance of networking.
- Manages setbacks calmly and confronts difficult situations when they arise.

Level 4 Communicates complex information, uses a range of influencing techniques

- Anticipates audience needs, concerns or objections and develops appropriate responses.
- Produces clear, persuasive reports or complex information with recommendations for action and procedural change, for a variety of audiences, using the appropriate media.
- Achieves significant impact through well-reasoned arguments and uses varying influencing styles to gain agreement and consensus.

Level 5 Communicates effectively with all stakeholders, internal and external

- Builds strong strategic alliances using an effective, credible, professional personal style.
- Presents reports to Rosebery's Board or committees.
- Shows conviction in a way that informs, instructs, persuades and encourages others.
- Develops and communicates strong clear vision and values.
- Creates an atmosphere of loyalty and is a positive role model.

Examples of unacceptable behaviour

- Uses inappropriate language or jargon and uses personal style inappropriately
- Fails to adapt communication to the needs of different audiences
- Is confusing and unclear
- Provides irrelevant information
- Does not recognise or does not care how own behaviour style affects others
- Does not use corporate guidelines and templates for correspondence and voicemail messages

5. Digital skills

Harnesses digital technology to support the organisation, maximise its business opportunities and optimise its efficiency.

Level 1 Understands and embraces our digital vision

- Has a general understanding of digital and mobile technology in an office environment.
- Uses technology appropriately and is able to record, store and retrieve information.
- Uses corporate systems to undertake the range of duties required by the post.
- Has a basic understanding of social media, data protection and cyber security.

Level 2 Is skilled in managing information and communicating via digital channels

- Stores and maintains digital information to ensure accurate record keeping.
- Is able to classify different sorts of data and arrange it appropriately.
- Contributes to system testing and process updates.
- Is able to analyse and summarise information and identify key issues.
- Has an awareness of how other organisations work and applies the most relevant innovation and advances to our systems.

Level 3 Is confident using digital tools to analyse issues and solve problems

- Identifies opportunities to use technology to improve processes.
- Specifies requirements and implements systems effectively.
- Identifies opportunities to improve data stored on corporate systems.
- Analyses data from multiple sources to identify trends and make recommendations for procedural or policy changes.
- Is able to refine and document processes to improve the efficiency of the department or team.

Level 4 Is skilled in overseeing data and risk management

- Manages projects effectively, ensuring that these are specified, implemented on time and delivered within budget.
- Creates test plans to ensure that systems are robust, functional and meet requirements.
- Undertakes systems administration functions and deals with digital problems ensuring an effective resolution.
- Translates data into overviews to assist decision making.
- Applies risk analysis techniques to administrative changes affecting the systems used within the individual's remit.

Level 5 Uses technology for strategic decision making

- Embodies our digital vision and understands our drive for digital excellence at all levels.
- Actively promotes digital technology and encourages an innovative mind-set.
- Promotes and advocates a high level of digital literacy throughout the organisation.
- Uses a range of data to analyse business effectiveness and make strategic decisions.

Examples of unacceptable behaviour

- Does not consider or comply with data protection legislation
- Breaches policy on the use of technology
- Fails to use digital skills to improve efficiency or speed
- Uses outdated methods to access and store information
- Avoids using technology
- Uses systems carelessly, putting information and systems at risk

6. Handling information

Is able to store, retrieve, understand and deal with a range of information sources in the most appropriate way to the task and in compliance with policy.

Level 1 Processes data in accordance with Rosebery policy

- Doesn't accept information at face value and knows when to check.
- Ensures information is clear and easy to understand by the receiver.
- Uses technology appropriately, and is able to record and sort information correctly.
- Uses MS Office to the level required for the job, and in line with Rosebery guidelines.
- Uses computerised databases and spreadsheets, locating and retrieving data.
- Ensures that information provided meets the needs of and is relevant to users.

Level 2 Stores and retrieves information appropriately

- Recognises political / sensitive information and knows how to deal with it.
- Turns a potentially negative situation into a positive one by finding the correct information from other areas.
- Acts as a reference point for others.
- Finds alternative or additional sources to enhance overall quality of information.
- Anticipates information requirements and proactively seeks to address these.
- Gives added-value analysis, identifying trends and patterns from information provided.

Level 3 Develops systems to aid communication

- Knows and follows correct procedures for dealing with press and media enquiries.
- Assesses the most effective systems or processes for disseminating information throughout Rosebery.
- Establishes verification procedures for ensuring the reliability and accuracy of information received.
- Identifies clear information needs and ensures reporting systems are established to meet these.
- Sets up accessible information storage systems for use by department or other areas.

Level 4 Critically appraises and evaluates information

- Becomes a recognised source of credible information throughout Rosebery.
- Interprets information accurately and is able to legitimately challenge the content.
- Finds innovative ways of revealing valuable information – has the effect of opening up people's minds and altering current perceptions.
- Is able to read and absorb a wide range of information, such as financial analyses and service reports, and clearly sees the emerging trends and patterns, correctly interpreting the implications for Rosebery.

Level 5 Interprets and communicates strategic messages

- Sees strategic value in the data held within the organisation or in integrating its various information systems – and convinces others to act accordingly.
- Creates, implements and champions the strategic vision of the organisation via appropriate methods.
- Interprets legislative guidance and other external information in order to disseminate data to the organisation.

Examples of unacceptable behaviour

- Allows mistakes in information to go uncorrected, affecting others down the line
- Gives information to wrong people
- Gives out wrong or inappropriate information
- Forgets to pass on information
- Holds information in head, doesn't write it down
- Produces information overload
- Always accepts information at face value
- Breaches confidentiality

7. Managing oneself

Takes responsibility for one's own performance and development, both personally and professionally and seeks help and guidance proactively.

Level 1 Behaves in an appropriate manner at all times.

- Comprehends own role within the organisation, and ensures, through using own initiative, effectively prioritising and maintaining a disciplined approach, that all tasks are achieved in a timely fashion, while ensuring standards are maintained.
- Accountable for actions both as an individual and as a team, while able to recognise when an issue needs escalating.
- Maintains a respectable appearance appropriate for the role.
- Maintains a positive temperament and a flexible approach to manage any unexpected issues that may arise.

Level 2 Seeks to develop performance

- Rationalises and processes information, making decisions, presenting the thought process in a clear, logical and appropriate fashion.
- Responds positively to constructive feedback, demonstrating learning from experience and others' advice.
- Recognises own strengths and weaknesses and identifies personal training and development needs and solutions.
- Listens to the views of peers and subordinates, rationalising the information, raising issues with management and feeding back in an appropriate and timely fashion.
- Is prepared to accept responsibility for work over and above what is initially required.

Level 3 Shares expertise and encourages others

- Anticipates issues which may arise, developing and implementing an action plan before the issues escalate.
- Strives to continually improve the quality of the service delivered and secures the input and support of all staff in the area to do this.
- Takes ownership of the development and implementation of policies and procedures, ensuring changes are adopted by staff when appropriate.
- Clears blockages, overcomes hurdles in all areas of responsibility.
- Ensures challenging tasks are completed using appropriate resources, while making recommendations for the team and recognising achievements.

Level 4 Shows drive and initiative

- Confronts and deals effectively with difficult issues affecting Rosebery.
- Champions corporate initiatives ensuring that they are seen through to their conclusion.
- Takes on new areas of responsibility so that organisational objectives can be achieved.
- Demonstrates sound business judgement which others are happy to rely upon in the absence of policy and procedural guidelines.
- Promotes accountability in Rosebery and gives others confidence to take responsibility.

Level 5 Regularly analyses one's performance critically

- Is responsible for the development and implementation of appropriate strategic decisions and organisation objective setting.
- Manages area effectively, ensuring that consideration to succession planning underpins performance management and training and development interventions.
- Seeks out and participates in continuing professional development activities that benefit personal and organisational objectives.

Examples of unacceptable behaviour

- Thinks they are perfect
- Always thinks about or protects own back
- Inflexible, rigid
- Selfish in respect of others' needs
- Needs constant supervision

8. Embracing change

Supports and initiates change as required. Continually strives to improve work processes in line with business needs.

Level 1 Accepts change

- Accommodates new or different types or ways of working when required to do so.
- Is willing to change work plans or routines without complaint.
- Understands and accepts the need for change to meet business objectives and targets.
- Contributes positively to the change process, putting forward ideas for improvements.

Level 2 Responds positively to change

- Steps into work of colleagues when required to do so.
- Modifies personal style to accommodate different situations and people.
- Adopts new initiatives in an enthusiastic manner.
- Suggests new ideas and looks for ways of improving efficiency and service.

Level 3 Gains the commitment of others to change

- Sells long term goals to others and supports them in understanding the benefits and requirements of change, with reference to organisational objectives.
- Encourages acceptance and understanding of and commitment to change.
- Challenges the status quo.
- Encourages new ideas or approaches.
- Considers cost implications of change.

Level 4 Manages specific change projects

- Initiates and consults on change in a positive manner and manages specific projects in a constructive and realistic way.
- Considers impacts of changes and addresses issues that arise through change.
- Identifies change projects that will have a positive impact on the business and ensures proposed changes or actions support business objectives.
- Implements projects with minimal disruption, maximum achievement and acceptance.
- Ensures that processes affected by change are identified and addressed accordingly. Introduces new and effective processes to support change.
- Develops well researched business proposals and strives to improve business processes.

Level 5 Sponsors change

- Strives to create a culture and environment that responds positively to change.
- Acts as a role model and catalyst for change and proactively encourages continuous improvements and commitment to change.
- Evaluates long term cost benefit implications of change and their impact on customers, staff and the business.
- Collaborates with other business areas and key stakeholders to integrate plans and deliver major initiatives.
- Looks for opportunities to increase business effectiveness and create strategic alliances through partnership and other professional networks.

Examples of unacceptable behaviour

- Denies the need for change
- Adopts a sceptical attitude
- Sticks to the status quo
- Persists in using outdated systems or procedures
- Is unwilling to cooperate with change, and seeks to frustrate the process
- Reacts negatively to change, and openly discusses issues in a negative way

Elective competencies

In addition to our core competencies, we have a series of six role specific competencies. Some of these will apply to you, others will not – it depends very much on your role. These form part of the annual review discussion.

Each role specific competency is split into different levels which reflect the degree of expertise in that particular area. The Leadership team will initially determine which competencies apply to specific roles and *three* of these will be selected for each role. These will be reviewed in three years' time, or sooner if the job profile changes before then. Again, these indicators are offered purely as guidance and do not cover every circumstance or behaviour.

9. Judgement, decision making and problem solving

10. Strategic vision

11. Leading and developing others

12. Managing projects and processes

13. Financial and numerical awareness

14. External business awareness and networking

9. Judgement, decision making and problem solving

Assesses the extent and scope of a given problem or issue and decides what action to take. Follows Rosebery policy.

Level 1 Breaks tasks down logically. Complies with policy

- Applies knowledge and experience to solve a range of simple day-to-day problems as they occur. Asks for guidance on unfamiliar areas.
- Chooses an appropriate course of action from a range of known options.
- Collates information systematically and accurately in order to establish the facts and identify solutions to problems and key issues.
- Demonstrates an awareness of, and complies with all policies and procedures, including confidentiality and data integrity.

Level 2 Deals with issues systematically

- Recognises the impact of decisions.
- Makes comparison and asks questions to illicit information.
- Uses initiative and organises information logically to make decisions and set priorities.
- Explains things in a clear step by step approach.
- Defers to others when appropriate.
- Can find a logical, effective and practical solution.
- Contributes to identifying personal risk and taking effective measures to minimise these risks, in accordance with policies and procedures.

Level 3 Uses objective problem solving

- Is able to describe complicated information in a logical manner, even under pressure.
- Breaks down problems into smaller parts and identifies cause and effect.
- Reconciles differing arguments to make effective business decisions.
- Seeks imaginative and innovative solutions to a range of problems.
- Actively encourages interaction and ideas from others.
- Identifies areas where policies and procedures could be improved.
- Evaluates whether arguments or cases are complete or sound.

Level 4 Makes complex analysis

- Writes and prepares operational policies and procedures, ensuring these remain in line with other organisations in the sector.
- Ensures that policies and procedures are up to date.
- Ensures that staff understand and comply with policy, dealing quickly with non-compliance, taking disciplinary action if applicable.
- Uses a range of techniques to analyse problems. Identifies a range of solutions and weighs up costs and benefits to arrive at an appropriate solution.
- Identifies the key issues in ambiguous or inconsistent data.

Level 5 Makes high level decisions based on sound judgements

- Uses objective analysis and a range of information from different sources to form sound, sustainable decisions that develop and support the organisation's business plan.
- Transforms the activity of the organisation.
- Encourages innovation.
- Takes strategic action to resolve situations and commits resources.
- Presents policy and procedures to Board and committees. (as in managing oneself)

Examples of unacceptable behaviour

- Demonstrates poor use of judgement in a range of situations
- Jumps to conclusions and fails to consider key aspects of a problem
- Accepts inaccurate information at face value
- Does not take ownership of problems or tasks
- Not complying with policy and procedure
- Failing to tackle non-compliance with policy and procedure
- Does not consider all alternatives to deal with a problem

10. Strategic vision

Takes a strategic view of the organisation while considering the context and key issues in the wider business environment.

Level 1 Understands the strategic goals

- Feeds back the effectiveness of strategic initiatives.
- Shows commitment to relevant strategic initiatives and corporate values.
- Understands the corporate strategy and adapts one's role accordingly.
- Takes a balanced view of long term objectives and short-term needs.

Level 2 Sets objectives in line with strategy

- Understands the real nature of what Rosebery is; knows its strengths and limitations, where it stands and where it's heading, and how issues and agendas will impact.
- Sets objectives in line with strategic plans.
- Actively supports external agencies.
- Evaluates strategic initiatives at a local level.
- Inspires confidence and commitment from others in the direction taken.

Level 3 Contributes to development of strategy

- Sees potential conflict and pre-empts it so that it doesn't stop the strategic plan being successfully implemented.
- Hits the right balance between implementing strategy and demonstrating compassion for individual needs.
- Sticks with the strategy and maintains momentum under testing circumstances.
- Understands the implications, political or regulatory consequences of changing direction.
- Takes and defends tough decisions when necessary to support the overall strategy.

Level 4 Implements strategic initiatives

- Considers / reviews several strategies before taking decision.
- Constantly aware of potential changes within the external environment (eg legislation) and able to respond positively to these.
- Challenges others' unrealistic strategies.
- Evaluates the implications and opportunity costs of strategic proposals.
- Understands value of supporting external agencies / partners and effectively nurtures these relationships.
- Communicates the organisation's vision with clarity and conviction / establishes and reinforces a clear corporate identity.

Level 5 Develops and leads on strategic initiatives

- Creates and implements strategies that make Rosebery a ground-breaking, market leader.
- Thinks the unthinkable, finds new opportunities.
- Has the courage to take Rosebery into new areas and higher goals despite opposition.
- Influences key figures or agencies, politically, to bring about change of direction.
- Is charismatic and inspirational in painting a compelling vision that staff want to follow.
- Is recognised as an influential figure outside of Rosebery, advising other organisations at a strategic level.

Examples of unacceptable behaviour

- Cannot identify the real trends
- Cannot see when strategy is failing / has no other options
- Motivated by personal ambition / plays internal politics for own agenda
- Loses sight of strategy / preoccupied with short-term tactical issues
- Avoids tackling the difficult issues
- Secretive / doesn't involve key people in formulating strategy
- Lacks trust of colleagues
- Too internally focused

11. Leading and developing others

Empowers team members to reach their potential, providing support and guidance.

Level 1 Communicates clearly

- Gives clear instructions.
- Lets people know about decisions that will affect them.
- Shares useful and relevant information with the group.
- Clarifies issues when required.
- Gains commitment to achieve delegated tasks, while remaining accountable.

Level 2 Supports the team

- Spends time with others, listens to their concerns in order to encourage them.
- Encourages the generation of ideas and contributions and explains the rationale behind decisions to increase understanding and buy-in.
- Shares problems with others and invites input, while monitoring team performance.
- Ensures team's work is successfully completed in a timely and organised fashion, utilising delegation, objective setting and feedback effectively and appropriately.
- Effectively resolves conflicts amongst individual team members.

Level 3 Encourages and motivates others to achieve objectives

- Provides training and development opportunities to meet staff learning needs, while recognising achievements, rewarding individuals and giving suitable career guidance.
- Sees improvements to current operation of team and redefines roles accordingly – establishes high, but realistic performance standards.
- Removes obstacles to staff performing to expectations and developing further.
- Shares own expertise and new developments with others and willingly offers advice.
- Creates long term staff commitment to the vision and goals of Rosebery.
- Does not over-supervise or micromanage and makes good use of team meetings.
- Gives constructive feedback and monitors performance.
- Maintains integrity of self and team promoting a professional and quality service.

Level 4 Leads by example and empowers others

- Acts as a mentor to other managers, enhancing their careers – respected by peers.
- Fights political battles to get correct recognition and support for what staff need.
- Has a clear long-term view of where the organisation is heading – can recognise a more valuable strategic role for their team.
- Encourages a learning and development culture within the organisation.
- Is a calming, authoritative figure in crisis situations, able to maintain a balanced perspective under pressure.
- Ensures different teams work well together – anticipates and diffuses potential conflict.

Level 5 Communicates the vision to others

- Sets strategic direction, gains buy-in to decision making and commitment to decisions made.
- Proactively communicates the vision and values, inside and outside the organisation.
- Pulls together diverse functions to achieve corporate aims.
- Has high visibility and leads from the front.
- Develops a culture that encourages staff development and teamwork.
- Creates a positive best practice culture.

Examples of unacceptable behaviour

- Doesn't allow or encourage initiative
- Ignores conflict and is unapproachable
- Doesn't support staff and passes the buck
- Inconsistent in approach
- Is 'political', unassertive or over-controlling, or unprofessional
- Creates low morale or poor self esteem among the team
- Doesn't consult others in a decision

12. Managing projects and processes

Able to use structured planning techniques to achieve objectives, targets, activities and goals on time and within approved budgets.

Level 1 Performs tasks

- Monitors and checks own progress and performance on a regular basis.
- Deals with shortfalls and errors in a constructive manner.
- Performs tasks allocated within defined responsibilities.
- Contributes to and works towards achieving priorities set out in work plans.
- Raises any issues that would affect or prevent completion of tasks or the project within agreed timescales or budgets.

Level 2 Sets clear objectives

- Allocates tasks and responsibilities clearly.
- Pays regard to organisational constraints and individual capabilities and workload when setting time scales.
- Creates work plans detailing resource requirements and priorities.
- Sets goals and objectives and actively monitors against performance.
- Clarifies roles and responsibilities and briefs people about what is expected and needed.
- Gives effective feedback on a regular basis in addition to appraisal reviews.
- Makes performance expectations clear and actively monitors against actual performance.

Level 3 Delegates effectively

- Works with individuals and teams to meet customer needs within project timescales.
- Passes decision making responsibility to roles or areas where it should logically rest.
- Actively manages delegated tasks, providing assistance, advice and guidance.
- Assigns appropriate resources to delegated projects.
- Reviews priorities and updates plans accordingly by systematically monitoring and controlling costs and resource usage.

Level 4 Encourages others to take the lead

- Encourages individuals to suggest ways of delivering the service.
- Accountable for others performing delegated tasks in accordance with policy and procedure, and encourages ideas identifying where a change of policy or procedures may be appropriate.
- Allows individuals or groups the opportunity to make mistakes and learn from them.
- Measures overall performance against appropriate benchmarks and best value.
- Monitors long-term performance of individuals and groups, raises issues or concerns about service delivery.

Level 5 Shapes performance

- Measures performance against appropriate corporate benchmarks and best value.
- Reviews the business and key results areas and implements improved efficiency.
- Strives to meet the needs of all stakeholders.
- Analyses and challenges the use of resources against business costs and objectives.

Examples of unacceptable behaviour

- Fails to plan or structure activities systematically
- Misses deadlines
- Gives insufficient information on what is required
- Does not consider impact on others, and does not allow sufficient time for others who are required to contribute to completion of task

13. Financial and numerical awareness

Understands the financial implications of individual actions and day-to-day activities on the business. Demonstrates an understanding of the broader local and national business issues and is able to interpret the impact of economic conditions on services and the organisation's Business Plan

Level 1 Keeps accurate financial and other records

- Compiles or enters numerical and other data and accurately calculates totals.
- Keeps accurate financial and other records, uses the data in a constructive way.
- Understands the context of the figures and data being collected and used.

Level 2 Interprets financial and other data and understands how own area fits into the bigger picture

- Uses financial, numerical and other data to support requests for resources or expenditure.
- Monitors income and / or expenditure against budgets and targets.
- Understands, analyses and interprets basic financial information.

Level 3 Uses data to inform decision making and understands organisational interrelationships

- Understands, analyses and interprets financial and other information and applies statistical concepts on a regular basis.
- Produces reports for the Group's Committees and the Board.
- Searches out relevant data and ideas regarding the most cost-effective way of achieving objectives.

Level 4 Manages financial data and internal and external partnerships

- Fully conversant with financial accounts, accounting procedures, budgets and legislation and prudently manages the business's resources.
- Sets and monitors appropriate financial targets within agreed budgets, actively controlling costs.
- Ensures others understand the need for sound financial management.

Level 5 Sets financial direction and projects a strategic approach and develops long term goals

- Devises financial strategy and develops financial and key partnerships.
- Ensures financial probity by monitoring that management control systems are effective.
- Analyses complex financial and strategic information to make decisions and evaluate risk for the organisation.

Examples of unacceptable behaviour

- Works with little regard or understanding of financial implications or financial context of job
- Makes mistakes or inaccuracies with financial, numerical or other data
- Makes decisions without thinking about wider implications
- Works with little cross functional awareness and lacks knowledge of corporate goals and objectives
- Makes little effort to find out anything beyond own job or area boundaries being content with the status quo
- Fails to keep self up to date nor recognises the need for external intelligence to improve business efficiency

14. External business awareness and networking

Understands the business environment and networks effectively.

Level 1 Is aware of external influences

- Has a basic understanding of the Business Plan and how this relates to business objectives and what the organisation is trying to achieve.
- Understands the responsibilities and functions of own department.
- Understands organisational structure and how areas interrelate.

Level 2 Recognises importance of business environment

- Networks effectively with external agencies/individuals when required to do so.
- Keeps abreast of changes in the external environment.
- Uses established networks as appropriate.
- Demonstrates understanding of main external influences on own area of business.

Level 3 Networks effectively and demonstrates commercial awareness

- Builds rapport with others to inform on issues that may impact upon the organisation.
- Gains relevant information to improve customer service and resolve issues.
- Recognises the importance of maintaining good relationships with all external stakeholders.
- Understands how sector initiatives and decisions made in other parts of the organisation, and other external influences, impact on own area and the business, eg Government initiatives, funding, corporate initiatives, etc.
- Adopts a Best Value approach.

Level 4 Operates with a commercial focus

- Understands organisational structure and how areas interrelate.
- Proactively builds links with others outside the organisation to exchange and clarify information.
- Understands organisational diversities and strengths and the wider political, economic, social, technological, legislative and environmental positioning of the organisation.
- Proactively seeks competitor/sector information to benchmark services and improve quality that may have short or long term impact on the delivery of services and acts accordingly.

Level 5 Adopts a strategic approach to developing business goals

- Uses performance indicators, business analysis both internally and external and a range of economic and global factors to inform sustainable decisions.
- Interprets and analyses data by using marketing and financial tools to make sound, future decisions, policies and to set strategic direction.
- Establishes and maintains external relationships and partnerships

Examples of unacceptable behaviour

- Makes decisions without thinking about wider implications
- Works with little business awareness
- Lacks knowledge or understanding of corporate goals
- Makes little effort to find out anything beyond own job or area boundaries
- Does not build alliances with others
- Does not adopt a business approach to information sharing