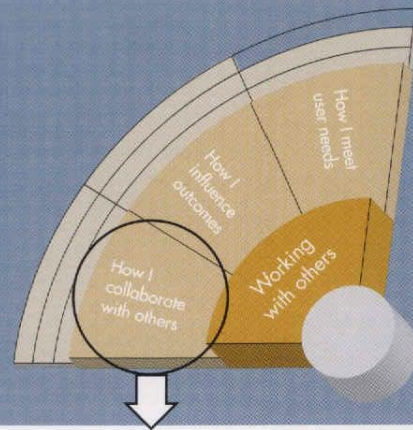


The Birmingham

how it relates



①

Take a behaviour group

For each of the behaviour groups, we have set out 'what good performance looks like' (what you can see someone doing) using behavioural indicators.

These behavioural indicators are not meant as a complete list of everything someone will do. Instead they represent some of the key standards that an employee should aspire to.

Different grades have to operate at different levels of behaviour. The levels take into account the breadth of roles in the different grades. This helps you prepare for your PDR, both in setting your objectives and in assessing performance at the end of each year.

We have used the example of 'How I collaborate with others' to describe how these work.

How I collaborate with others

②

Every group has a set of related behaviours

Related behavioural indicators

- I help others/share workload to ensure goals are met
- I give encouragement and moral support to colleagues
- I look out for and assist in the safety of others (e.g. colleagues and users)
- I share information with colleagues to help coordinate activities
- I adapt my own approach so as to get the best from different colleagues
- I listen carefully to what people say and check understanding with them
- I show appreciation for colleagues contributions

③

For every set of related behaviours you may be expected to work at a certain level

Levels of activity that may be expected against all the behaviours in the group

Level 1

When collaborating with peers within a team

Level 2

When collaborating across teams/Directorates

Level 3

When collaborating across organisation(s)

④

All jobs have a set of behaviours based on their grade

- Grade 1**
- Grade 2**
- Grade 3**
- Grade 4**
- Grade 5**
- Grade 6**
- Grade 7**

nam Way to grades and jobs

⑤

For each grade (and therefore job) there are different levels of expectation in each behaviour group. So for 'How I collaborate with others' the difference between two grades looks like this:

Leisure Assistant – Grade 1

How I collaborate with others

Expectation:	Behavioural indicators
<p>Level 1 When collaborating with peers within a team</p>	<ul style="list-style-type: none"> I help others/share workload to ensure goals are met I give encouragement and moral support to colleagues I look out for and assist in the safety of others (e.g. colleagues and users) I share information with colleagues to help coordinate activities I adapt my own approach so as to get the best from different colleagues I listen carefully to what people say and check understanding with them I show appreciation for colleagues contributions

Senior Manager – Grade 7

How I collaborate with others

Expectation:	Behavioural indicators
<p>Level 1 When collaborating with peers and/or within a team</p>	<ul style="list-style-type: none"> I help others/share workload to ensure goals are met I give encouragement and moral support to colleagues I look out for and assist in the safety of others (e.g. colleagues and users)
<p>Level 2 When collaborating across teams/Directorates</p>	<ul style="list-style-type: none"> I share information with colleagues to help coordinate activities I adapt my own approach so as to get the best from different colleagues
<p>Level 3 When collaborating across organisation(s)</p>	<ul style="list-style-type: none"> I listen carefully to what people say and check understanding with them I show appreciation for colleagues contributions

⑥

Let's say Harry's job is a Grade 2. Across all 12 behaviour groups, our expectation would be:

(details of all the behaviours and levels are on the following pages)

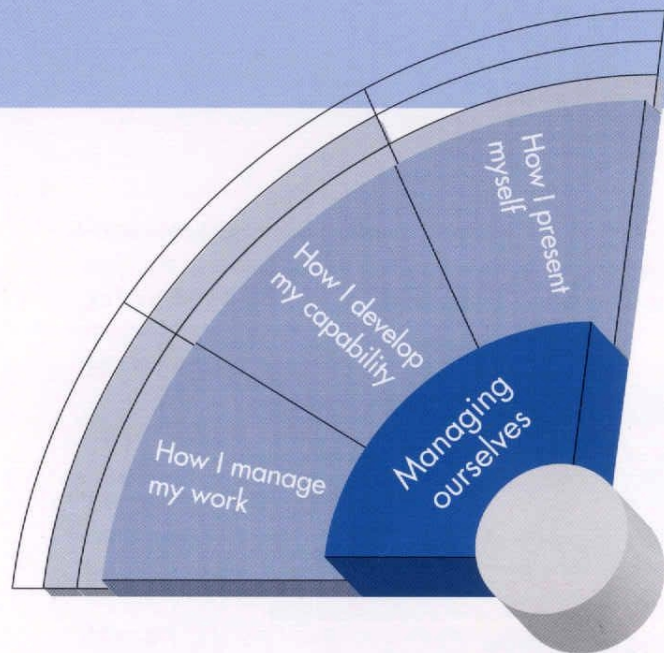
Behaviour foundation	Behaviour group	Level		
		1	2	3
Managing ourselves	How I manage my work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How I develop my capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How I present myself	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moving the Council forward	How I achieve change	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How I develop people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How I develop services/processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How I deal with problems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing direction	How I set direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How I enable other employees/colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with others	How I collaborate with others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How I influence outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	How I meet user needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Sometimes, a grade does not require a level to be considered against a behaviour as it may not be relevant to that grade.

The Birmingham Way

Managing ourselves

Belief

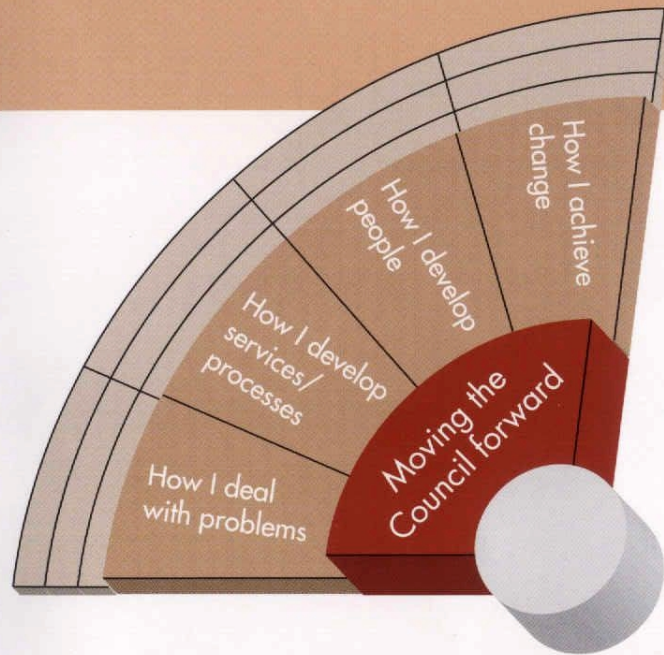


This foundation is about how I manage my personal resources particularly knowledge, understanding, skills, experience and time. It is also about managing my professional development to meet organisational objectives and personal goals.

		Behaviour group		
		How I manage my work	How I develop my capability	How I present myself
Behavioural indicators		I adapt priorities and approach to reflect changes in the situation I produce work that meets the needs of those who depend on it I do what I say I'll do I balance work with other priorities (e.g. health and home life) I work in a way that is sensitive to the environment, e.g. reduce waste, recycle materials I make best use of time and resources to provide value for money I ensure my actions and decisions do not create problems for others I plan and prioritise my work to maximise benefits for the Council	I keep my knowledge and skills up to date to do the job well I ask colleagues for help or advice if needed to get the job done I seek and use opportunities to improve my job I seek and learn from feedback I identify and use available support from across the Council I share and explore errors to learn from them I listen to and seek to understand challenging feedback I gather sufficient knowledge to make well-informed plans/decisions	I present a positive and polite image I treat people fairly and with respect I show confidence in my own ability by working with minimum necessary supervision I present a positive image of the service/Council I keep the work area and myself safe and tidy I remain calm and reassuring when under pressure I accept responsibility for actions and decisions – when they go well and when they don't
		L1: When managing day-to-day routine tasks L2: When managing my own work to meet changing job demands	L1: When developing myself and the job to meet existing job demands L2: When developing myself and the job to meet expected future challenges	L1: Whenever I do my job

The Birmingham Way

Moving the Council forward

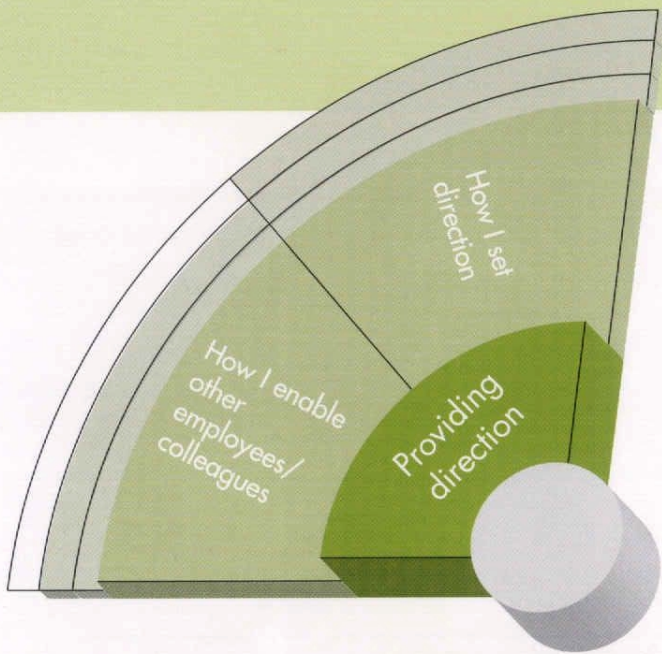


This foundation is about how I move the Council forward by overcoming problems, developing new and better ways of doing things, developing people and achieving change.

Behaviour group		How I deal with problems	How I develop services/processes	How I develop people	How I achieve change
Behavioural indicators		<ul style="list-style-type: none"> I work with colleagues to resolve problems together I resolve problems promptly and efficiently I engage with appropriate colleagues to raise, discuss and resolve problems I provide appropriate direction when needed to respond to emergencies I think ahead and outside of the Council if necessary to find ways to overcome obstacles I tackle inappropriate behaviour promptly and sensitively 	<ul style="list-style-type: none"> I seek and listen to feedback from colleagues/users to help improve services I encourage colleagues to suggest ideas for improvements I share ideas for improvements with those who can do something about them I constructively challenge practices that do not meet the needs of users or the Council I explore performance gaps and causes before deciding on or taking action 	<ul style="list-style-type: none"> I seek and provide opportunities for all staff to keep up-to-date I match learning and development opportunities to individual needs I help team members to explore and learn from mistakes I support moves to other parts of the Council to enable people to develop I support the transfer of learning to the workplace e.g. provide time and opportunities to practice new skills I pass on knowledge and expertise to help others develop I provide constructive feedback to help improve the performance of others 	<ul style="list-style-type: none"> I explore proposed changes to understand them and their benefits I share views on proposed changes when the changes are being designed I explain planned changes meaningfully and in terms of benefits I show commitment to new initiatives by helping to implement them I give up or take on responsibilities to help meet the needs of the Council
	Levels	L1: When dealing with day-to-day effects on others in own area of work, e.g. broken equipment	L1: When developing services/processes which have a local impact on peers/within team	L1: When developing individuals and/or teams	L1: When incorporating changes into day-to-day work
		L2: When dealing with day-to-day effects on another area of work internally or externally, e.g. absences or process failures in another department	L2: When developing services/processes that have an effect across teams and/or other Directorates	L1: When developing multiple teams	L2: When helping others to accommodate change
	L3: When dealing with long-term implications across the Council, e.g. external factors affecting funding priorities	L3: When developing services and processes that have an internal/external effect across organisation(s)		L3: When promoting change across the council and/or with external contacts	

The Birmingham Way

Providing direction



This foundation is about how I provide direction to staff and colleagues in order to support them in giving their best. It is about promoting, encouraging and supporting the contribution that everyone has to make.

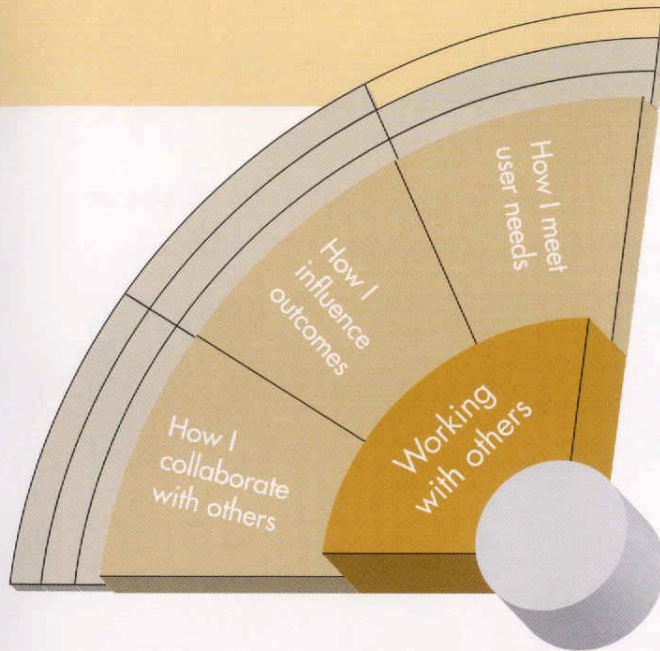
Behaviour group

	How I enable other employees/colleagues	How I set direction
Behavioural indicators	<ul style="list-style-type: none"> I provide support and encouragement when needed to those who report to me I manage people by taking account of their strengths and weaknesses I ensure resources and information are available for people to fulfil their commitments I celebrate individual and team achievements I encourage and allow all team members to contribute in meetings and discussions I allow people to get on with their work without interference 	<ul style="list-style-type: none"> I agree achievable goals for others that will help deliver the Council's objectives I ensure people understand what their job requires I provide accurate and consistent interpretations of policies and procedures I ensure individuals understand how their work contributes to the Council's objectives I communicate clear direction with full commitment e.g. 'from me in my role' not 'from me on behalf of others' I balance individual and organisational needs when agreeing goals
Levels	<p>L1: When providing day-to-day support for individuals and/or teams</p> <p>L2: When providing long-term support for individuals or teams</p>	<p>L1: When setting direction for individuals and/or a team</p> <p>L2: When setting direction for multiple teams</p> <p>L3: When setting direction for Directorates and the Council</p>

The Birmingham Way

Working with others

Trust



This foundation is about how I develop productive working relationships with colleagues, partners, stakeholders and customers in order to produce the best possible outcomes in meeting service user needs.

	Behaviour group	Behavioural indicators	Levels
	How I collaborate with others	<ul style="list-style-type: none"> I help others/share workload to ensure goals are met I give encouragement and moral support to colleagues I look out for and assist in the safety of others (e.g. colleagues and users) I share information with colleagues to help coordinate activities I adapt my own approach so as to get the best from different colleagues I listen carefully to what people say and check understanding with them I show appreciation for colleagues' contributions 	<ul style="list-style-type: none"> L1: When collaborating with peers and/or within a team L2: When collaborating across teams/Directorates L3: When collaborating across organisation(s)
	How I influence outcomes	<ul style="list-style-type: none"> I seek win-win outcomes (in other words, a good outcome for all) when agreeing goals or actions I engage with proposals constructively and rigorously to help agree the way forward I ensure my own and Council's views are represented at meetings, even if I am unable to attend I consult colleagues to seek joint commitment to proposals I present difficult messages and ensure they have been understood I provide clear arguments so others understand the position being taken I check to ensure that key messages have been delivered and understood 	<ul style="list-style-type: none"> L1: When influencing peers and/or within a team L2: When influencing across teams/Directorates L3: When influencing across organisation(s)
	How I meet user needs	<ul style="list-style-type: none"> I make appropriate allowances to meet the needs of different users I actively seek and provide answers to users' questions I seek feedback from users to help provide good customer service I ensure that the service provided is the one that best meets the users needs I help users understand services and relevant rules I keep users informed of services and new developments 	<ul style="list-style-type: none"> L1: When handling routine and challenging requests from users L2: When anticipating internal and/or external user needs