# Bury Behaviours

## Introduction

The Bury Behaviours have been developed following a lengthy consultation process with over 300 members of the council including all of the Senior Management Team and representatives from all four service areas. The consultation took the place of focus groups, where we generated examples of behaviour at each of the 4 tiers and visionary interviews, where we explored the longer term changes in the council to build some 'future proofing' into the behaviours.

With the introduction of any new process there will, understandably, be some questions about how to use the new Bury Behaviours. To answer some of the more frequent questions we have prepared this guide. There may be other questions that you might have and we would ask you to route these through Rosemary Barker or Anna Hobson so that we can collate all the questions and add to our list of FAQ's for other council staff.

There are 9 behaviours that can be found in the table below:

| | |
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| **Commercial Thinking and Analysis** | *Able to analyse relevant information. Understands when issues are part of a much larger system and uses data from a wide range of sources. Understands and manages the commercial elements of the role.* |
| **Customer Service** | *Puts the customer at the centre of services and creates an environment for delivering excellent customer service. Understands the key stake holders current needs and anticipates future needs.* |
| **Delivering Results** | *Works hard to deliver agreed goals. Challenges systems that get in the way of meeting goals. Demonstrates strong personal drive to achieve challenging goals.* |
| **Values, Ethics and Diversity** | *Upholds the values of the council and promotes consideration and tolerance. Is non-judgemental and draws on others diverse backgrounds to make ethically motivated decisions.* |
| **Delivering a Quality Service (Continuous Improvement)** | *Ensures the delivery of high quality outputs that meet legal and safety requirements. Suggests alternative methods that will drive continual improvement.* |
| **Planning** | *Produces comprehensive project plans and ensures that all the required resources are in place before work starts. Monitors progress of projects in delivering the strategy.* |
| **Developing self and others** | *Is self-motivate to develop skills and gain relevant knowledge. Helps others to develop by sharing knowledge and identifying development opportunities.* |
| **Teams, Networking and Partnerships** | *Makes a good contribution to the team and supports other team members when necessary. Builds a range of networks both internal and external to the council.* |
| **Adapting to change** | *Enjoys the opportunities that change brings and is comfortable flexing their approach to tasks. Remains optimistic even when changes are outside of their control.* |

**FAQ's**

What can we use the behaviours for?

The behaviours can be used in a number of different people processes.
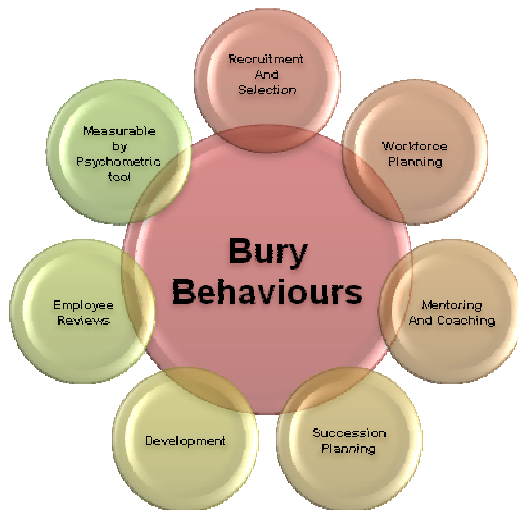


All of the processes on the left can be informed by the use of the Bury Behaviours.

Rather than being a process in themselves the Bury Behaviours provide a unit of measurement with which to measure people against a set of behaviours that go across the whole organisation.

The behaviours will begin to be integrated into people processes over the coming months.

When recruiting staff the behaviours can be used to form a 'checklist' of key attributes that any new candidate needs. In development they can form a checklist that managers can use to direct the development of staff. When conducting employee reviews the behaviours can form the basis of the review together with any key performance indicators.

Do we have to use just one of the tiers for each job?

The behaviours are divided into four tiers.

| Tier 4 - Implementers and Specialists |
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| Providing / implementing the service at direct customer interface, whoever the customer may be – internal & external. Identifies how a service can be improved at ground level. Clearly understands why they are being asked to do things and implements it. Communicates and gives feedback on how to continuously improve the service and make it more cost effective without impacting negatively on quality standards |
| **Tier 3 - Facilitator**s |
| Communicates and controls the practical implementation and the detail of the 'decisions being made' Takes it back to the teams to implement the decision. Challenges Tier 2 on how to drive the operation through their teams and make the vision a reality. Communicates the message with very clear operational guidance |
| **Tier 2 - Shapers** |
| Challenges and influences Tier 1 on the 'decisions being made'. Input on the feasibility of a decision in relation to the financial and people resources, and also the impact on the Council, Service or Department. Translates the message and communicates it to the front line supervisors / team leaders |
| **Tier 1 - Creators and Visionaries** |
| Set the strategy, vision, policy & direction for the Council or Service. Takes full responsibility for actions. Ensures message is communicated and tailored appropriately to all levels affected |

| **Competency title:** Commercial Thinking and Analysis |
|---|

The tiers are broad and allow for some flexibility depending on the service in which you are using them. When plotting job titles onto the tiers it becomes quickly apparent that this changes depending on which service, or even department, you look at. For example a supervisor in childrens services may be in Tier 2 whereas in EDS a supervisor could be in Tier 3 or even Tier 4. To this end it is not useful to do a whole council mapping of job titles onto the tiers.

For each individual job within the council there may be more than one tier involved. For example someone could be Tier 3 except in the behaviour Values, Ethics and Diversity where they are expected to operate at Tier 2. To this end Managers can use the behaviours flexibly across all the four Tiers although for most jobs one or two tiers will probably be sufficient.

### My job is Tier 1. Does that mean that Tiers 2-4 do not apply to me?

The behaviours are progressive. This means that someone operating at Tier 1 will be expected to have the skills to demonstrate the relevant behaviours within Tiers 2-4 if required. In practice it is highly unlikely that more than a spread of two tiers will be relevant for any role.

### The behaviour statements (indicators) are not specific enough

The behaviour statements or indicators have been designed to fit across the whole of the council. As a result they will require some 'localisation'. Individual Managers will need to interpret the behaviours in terms of specific roles and services. For example: 'Understands how one issue may be part of a larger system' may mean understanding how different utilities and facilities in council buildings combine to make an overall utility system across the council. In Adult Services this may refer to understanding how Social Services interacts with the Police Force or local hospitals. It is the responsibility of Managers to provide this 'localisation' with the support of OD and the "Back to the Future" workshops that will be run in the coming weeks.

### What if someone falls between the positive and negative behaviours?

The positive and negative behaviour descriptions provide two extremes. Most people will fall somewhere inbetween them. The accompanying interview guides show a scale of 1-5 between the two descriptions with 1 being closer to the negative and 5 being closer to the positive. If someone is performing to an acceptable standard we would anticipate that they would fall somewhere in the band marked 3. Better than acceptable would be a 4 or a 5 and performance requiring some development would be rated a 1 or 2.

| Description: *Able to analyse relevant information. Understands when issues are part of a much larger system and uses data from a wide range of sources. Understands and manages the commercial elements of the role.* | | | | | | |
|---|---|---|---|---|---|---|
| Tier Indicators Negative | 1 | 2 | 3 | 4 | 5 | Tier Indicators Positive |
| Takes issues as discrete rather than looking for connections with other issues | | | | | | Understands how one issue may be part of a larger system |

The interview guides also provide some advice on how to use the rating scale in a more objective manner.

## How does this relate to other professional frameworks i.e. social work PCF?

Most professional frameworks focus on the technical skills required for the role. The Bury Behaviours do not account for technical skill but general behaviours that would give an indication of the way in which people carry out their technical duties.

The technical elements of the role are the 'What' and the Bury Behaviours are the 'How'.

The Social Work PCF is mainly focused on technical skills and knowledge required of a social worker. Some of the higher levels in the Social Work PCF do mirror those of the Bury behaviours where they relate to supervision and organisational input.

## How would something this structured and rigid fit with the idea with a much more flexible employee review process?

The Bury Behaviours form one measure of the review process. By including questions and development tips for each behaviour it gives staff an opportunity to review themselves before their 'official' review. For staff this gives them a clear framework upon which to hang evidence and examples in preparation for their review.

The behaviours do require some 'localisation' which further increases their flexibility particularly in the review process. Departments wishing to prompt specific behaviour can include this in an appropriate behavioural indicator e.g. if Children's Services wished to increase the amount their staff adopted business focused approaches to working with the NHS this could be included in the behaviour Adapting to Change – 'Adapts working style to suit changing circumstances'.

Furthermore, by including development tips it gives staff an opportunity to take responsibility for developing their skills without excessive input from their managers.

| Competency title: Commercial Thinking and Analysis | |
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| **Description:** *Able to analyse relevant information. Understands when issues are part of a much larger system and uses data from a wide range of sources. Understands and manages the commercial elements of the role.* | |
| **Questions** | **Development Tips** |
| Describe a time when you have analysed a wide range of data to understand how something works?<br><br>When have you used intuition without any analysis to come to a conclusion?<br><br>What opportunities do you have to focus on the commercial aspects of your role?<br><br>How much responsibility do you have for setting or adhering to budgets? | Explain a work problem to a friend, colleague or member of your family and ask them to question you to test your understanding.<br><br>Review a recent piece of work or regular task. Think about the cost of materials, resources and budgets and discuss this and any cost savings you could make with your manager.<br><br>Use the internet, e.g. www.moneysavingexpert.com, television and newspapers to build your knowledge of money matters.<br><br>Do a SWOT analysis (Strengths, weaknesses, opportunities and threats) on your department, service or the council as a whole. Share your thoughts with your colleagues and manager. |