

**TAYSIDE CONTRACTS**

**LEADERSHIP AND MANAGEMENT**

**DEVELOPMENT STRATEGY**

## Tayside Contracts Leadership and Management Development Strategy

### INTRODUCTION FROM THE MANAGING DIRECTOR

If we are going to continue being successful and growing as an organisation going forward then not only is it essential that we have good managers but even more important is the need for us to have excellent leaders throughout the organisation. We need efficient and effective leaders who can deliver on the challenging agenda of change and budget reductions within local government.

I see the development of leaders throughout Tayside Contracts as being one of my key roles as Managing Director and as such I have been in discussion with key personnel across the organisation to inform the development of this updated Leadership and Management Strategy and Charter.

I want to dispel a myth about leadership. Leadership is not just about senior posts in the organisation but covers **all individuals who can make a decision which will affect the direction or performance in any part of the organisation**. Our Leadership and Management Strategy and Charter applies to all these individuals and going forward I need them to demonstrate effective and efficient leadership and management capabilities, set within the following leadership and management framework:



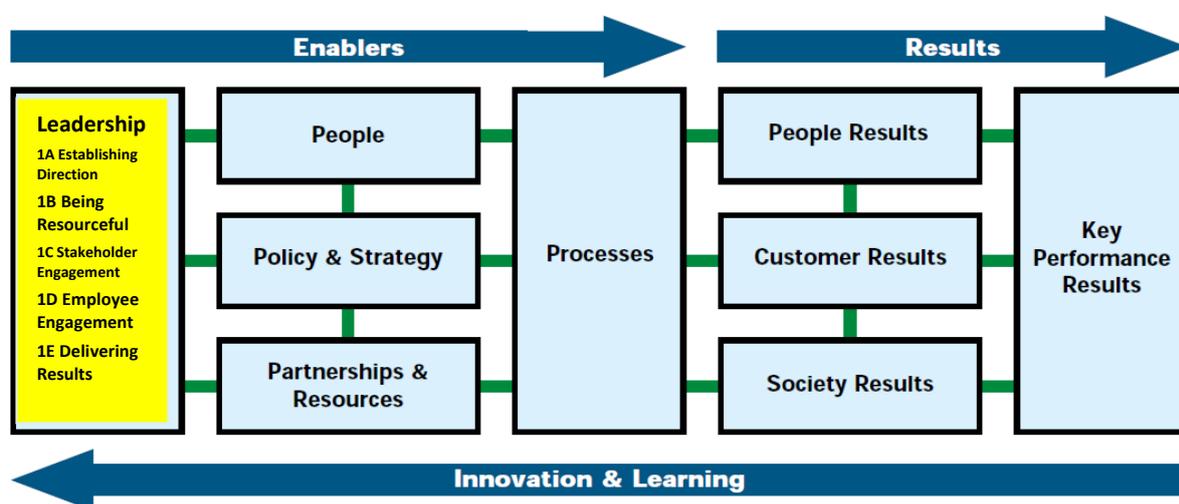
This Strategy and Charter demonstrates my commitment to supporting and developing our Leaders and Managers to being the best that they can be, enabling them to motivate and inspire their colleagues, teams and employees to achieve their full potential and thereby enabling Tayside Contracts to deliver the best possible cost effective services to our stakeholders, clients, customers and the local communities.

Iain C Waddell  
Managing Director

## 1. Introduction

This document provides the strategic leadership and capability framework for all Tayside Contracts employees with both functional and delegated leadership and management responsibilities, set within the framework of the EFQM Excellence Model. The guiding principle underpinning this Strategy is the recognition that, within the context of the unprecedented changes being experienced by the organisation, and the challenges presented by these changes, and the need to demonstrate excellence, there is a need to invest in the current and future leaders and managers throughout the organisation, and encourage behaviour and capability that supports a culture of 'Excellence'.

Our leaders and managers must be appropriately equipped and enabled to successfully deliver the organisation's Leadership Capabilities: **Establishing Direction; Being Resourceful; Stakeholder Engagement; Employee Engagement and Delivering Results** - both now and for the foreseeable future.



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The main purpose of the Leadership and Management Development Strategy is to **set the context** to enable leaders and managers to carry out their functions in a way that the organisation and their line managers perceive as effective.

The outcomes associated with the Leadership and Management Development Strategy will be manifest in different ways, at an organisational and an individual level. Ultimately, the development of the organisations leadership and management capability, which is rooted in a commitment to Making Excellence Happen, will benefit the local community and ultimately assist achieve the key business objectives.

The approach adopted within this strategy embraces the ideas of the organisational development theorists and practitioners Burke and Litwin, whereby organisations characterised by both complexity and change require transformational management and leadership.

Leaders and managers within Tayside Contracts will be required to deliver the changes associated with local government reform and the transformation of the organisation.

The provisions of this Strategy are consistent with the recent IIP Audit Report which recognised how the delivery of services is changing and the need to consider how best to effect sustainable change, through the application of a different style and approach compared to more recent established leadership and management styles.

## **2 Aims and Objectives**

The aim of this Leadership and Management Development Strategy is to set the direction and establish a means by which Tayside Contracts develop and retain management and leadership capability of the highest quality.

The principal objectives are to:

- Define the leadership and management skills and behaviours needed to deliver organisational success
- Ensure there are capable leaders and managers across the organisation
- Develop leadership and management capabilities which are underpinned by Tayside Contracts Leadership and Management Capability Framework which is aligned to this strategy
- Utilise the Leadership and Management Tay Review framework to appraise, measure and determine required development interventions
- Link our leadership and management development to the delivery of Investors in People and the EFQM Excellence Model

The achievement of the Strategy's aim and its principal objectives will support the strategic objectives of Tayside Contracts. The guiding principles will promote a culture that values leadership and management development and support line managers in enabling them to motivate and inspire teams to achieve their full potential and promote positive morale and deliver the best possible service our to the local community.

## **3 Leadership and Management – Similarities and Distinctions**

There are many definitions of both management and leadership. Essentially, the primary functions of management are recognised as including planning, organising, staffing and controlling in order to achieve effectiveness and efficiency. Leadership on the other hand, is principally concerned with establishing and articulating a clear and compelling vision for the future and in changing the way people think about what is possible. While management practices seek to provide order, consistency and stability, leadership seeks to produce change and movement by developing and inspiring mutual purposes, and creating alignment, engagement, shared purpose and meaning.

The distinctions and similarities between the functions of leadership and management as set out within this Strategy and aligned against the EFQM Leadership enable are summarised as follows:

Leadership produces Change and Movement	Management produces Order and Consistency
<b>1A Establishing Direction</b>	<b>1B Being Resourceful</b>
<ul style="list-style-type: none"> <li>• Create a compelling vision</li> <li>• Clarify the 'big picture'</li> <li>• Set strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Establish agendas</li> <li>• Set timetables</li> <li>• Allocate resources</li> </ul>
<b>1C Stakeholder Engagement</b>	<b>1D Employee Engagement</b>
<ul style="list-style-type: none"> <li>• Communicate goals</li> <li>• Seek commitment</li> <li>• Build teams and coalitions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide structure</li> <li>• Determine and appoint to roles</li> <li>• Establish rules and procedures</li> </ul>
<b>1E Delivering Results</b>	
<ul style="list-style-type: none"> <li>• Inspire and Energise</li> <li>• Empower employees</li> <li>• Satisfy unmet needs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop incentives</li> <li>• Generate creative solutions</li> <li>• Take corrective actions</li> </ul>

In order to be successful, managers must be able to both manage and lead. Similarly, effective leaders are those who are able to manage, or who are supported by people who can. Perhaps the most important trait, which is common both to effective managers and leaders, is the ability to devolve responsibility and accountability for decision making and contribution to continuous improvement to the lowest appropriate level. In this way, managers and leaders create the right environment and install the right behaviours which encourage employees, at all levels, to make a fundamental contribution towards the achievement of organisational goals, aspirations and deliver results.

The Leadership and Management Development Strategy aims to reach all leaders and managers from the Corporate Management Team to frontline supervisors and beyond.

**For the purpose of this strategy Tayside Contracts leaders and managers are synonymous with anybody who can make decisions which will affect the direction or performance of all or part of the organisation (IIP Leadership and Management Model).**

#### 4 Leadership and Management Capability Framework

Within the context outlined, Tayside Contracts ability to achieve its strategic objectives is to a large degree, dependent upon the cultivation of strong and capable leaders and managers. Any individual who can make a decision which will affect the direction or performance of all

or part of the organisation will need to demonstrate their leadership and management in the following five key domains.

EFQM Leadership Criteria Definition	Tayside Contracts Definition
1a Leaders develop the Mission, Vision, Values and ethics and act as role models	<b>Logistics and Direction</b>
1b Leaders define, monitor, review and drive the improvement of the organisation’s management system and performance.	<b>Adaptability and Resourcefulness</b>
1c Leaders engage with external stakeholders.	<b>Stakeholder Engagement</b>
1d Leaders reinforce a culture of excellence with the organisation’s people.	<b>Employee Engagement</b>
1e Leaders ensure that the organisation is flexible and managers change effectively.	<b>Delivering Results</b>

These domains are the skills, knowledge and behaviours that lead to successful performance that will provide the focus for and will inform the content of Tayside Contracts Leadership and Management Capability Framework (Appendix 1) and all management and leadership development programmes and interventions.

## 5 Delivery Methodology

The 70/20/10 Model is a learning and development framework derived from the conclusions of contemporary research by Michael Lombardo which will be adopted for Tayside Contracts leadership and management development interventions. Based on a study of how executives learn to lead, Lombardo’s model derives from an assertion that leadership and management is mainly learned through doing and critical observation. Supporting evidence (by the Corporate Leadership Council) also concludes that ‘on-the-job’ learning has three times more impact on employee performance than formal training.

This model proposes that a blend of different learning approaches can provide for powerful and effective learning that is focused in the local prevailing environment and what is real for the organisation. The model suggests that the most effective development will be derived from:

- Approximately 70 per cent workplace experience, tasks and problem solving;
- Approximately 20 per cent feedback from coaching, mentoring and performance appraisal peer reports;
- Approximately 10 per cent formal training programme, interventions and self study.

The three components of the 70/20/10 model reinforce one another, and will help to promote new and sustainable behaviours, leading to improved performance.

The Strategy is based on the established fact that more leadership and development occurs within the context of work. The general principles associated with the 70/20/10 model will be applied to the Tay Review PDP and consideration to the design and delivery of all development interventions.

As part of that context senior managers will need to take an active role in the delivery of the strategy and the development of the existing and next generation of leaders and managers.

## **6 Responsibilities of Line Managers**

Leadership and management development is a priority activity to which all line managers will be expected to take ownership for their own performance and development and commit sufficient time and effort to achieving this.

Line managers are expected to be effective role models and whilst developing their own capabilities they will also take an active role in the development of the existing and next generation of leaders and managers.

All leaders and managers are expected to have a personal development plan that has SMART Goals (specific, measurable, action oriented, realistic and timely) and links directly to the strategic objectives of Tayside Contracts and the objectives of the Unit and development identified using the 70/20/10 model.

## **7 Measures of Success**

The Leadership and Management Development Strategy will be measured through an assessment of the following measures:

- Health and safety compliance
- Employee satisfaction, turnover and absence
- Regular review of feedback sheets received from participants attending learning events
- Leadership and Management Tay Review observations
- Feedback from the employee survey
- Informal views from employees and other key stakeholders

- Investors in People and EFQM audits
- Number of management positions filled by internal applicants
- Progress in attaining the strategic objectives

## 8 Review and Monitoring

Improving leadership and management capability is an issue that Tayside Contracts cannot afford to ignore if it is to achieve long-term success. Capable leaders and managers can have a truly significant impact on organisational performance. Tayside Contracts faces significant challenges over the next few years and it is imperative for leaders and managers to enhance their skills and knowledge in order for Tayside Contracts to be better placed to respond effectively to these challenges.

The Leadership and Management Development Strategy will be reviewed at three yearly intervals.

### **GENERAL DATA PROTECTION REGULATION**

Tayside Contracts respects the privacy of our employees, any personal data processed during the application of this policy will be in line with Data Protection Legislation. Further information on how we may process personal data for the purpose of applying this policy can be found in our Privacy Notice.

**Should you have any queries or require further clarification regarding any aspects of this strategy or related policies please contact, HR Services on 01382 812721 or [employment.policies@tayside-contracts.co.uk](mailto:employment.policies@tayside-contracts.co.uk)**

**If you would like this document translated into another language or in another format such as audio or large print then please contact Angie Thompson, Equalities and Communications Manager on 01382 834165 or [angie.thompson@tayside-contracts.co.uk](mailto:angie.thompson@tayside-contracts.co.uk)**

The purpose of the Leadership and Management Capability Framework is:

- To provide all employees who have leadership and management responsibilities with guidelines on what capabilities (key behaviours, skills and knowledge) are required to sustain effective leadership and management within the organisation
- To ensure that good leadership and management practice is consistent across all areas of the organisation
- To support Tayside Contracts Leadership and Management Tay Review process

**Overview**

The framework consists of key behaviours, skills and knowledge that are grouped into five inter-linked themes. Each theme covers a different aspect of what Tayside Contracts expects from its leaders and managers. For each capability there is a description of what it means in practice and examples of effective and ineffective behaviours.

EFQM Leadership Criteria Definition	Tayside Contracts Definition
1a Leaders develop the Mission, Vision, Values and ethics and act as role models	= <b>Logistics and Direction</b>
1b Leaders define, monitor, review and drive the improvement of the organisation’s management system and performance.	= <b>Adaptability and Resourcefulness</b>
1c Leaders engage with external stakeholders.	= <b>Stakeholder Engagement</b>
1d Leaders reinforce a culture of excellence with the organisation’s people.	= <b>Employee Engagement</b>
1e Leaders ensure that the organisation is flexible and managers change effectively.	= <b>Delivering Results</b>

## **LOGISTICS AND DIRECTION CAPABILITIES MAPPED TO EFQM CRITERIA 1A**

Effectiveness in this area is about

- Engaging and communicating a strong direction and a persuasive future vision.
- Managing and engaging with people, demonstrating organisational values by leading from the front with clarity, conviction and enthusiasm.

<b>EFFECTIVE CAPABILITY</b>	<b>INEFFECTIVE CAPABILITY</b>
<b>Able to engage the vision as a compelling view of the future, clarify strategies and plans, giving clear and strong sense of direction and purpose.</b>	Leave team unclear about vision and goals.
<b>Able to lead by example, role modelling organisational values and Employee Charter.</b>	Act in ways that are at odds with organisational beliefs.
<b>Able to be highly visible, approachable to all, regularly communicate and interact with employees, to clarify goals and activities and the links between these and organisational strategy.</b>	Is rarely available, communicates infrequently with others.
<b>Able to display a ‘can do’ attitude, convey enthusiasm and energy about work and encourage others to do the same.</b>	Communicate with limited/low levels of enthusiasm and effort.
<b>Able to promote or defend own and team’s actions and decisions where needed.</b>	Leave team members to cope alone in difficult situations – provide little support for teams.
<b>Able to be thoughtful, fair, open and inviting of the views of others.</b>	Set out a course of action and apply it without listening to others or adapting where relevant.
<b>Able to recognise, respect and reward the contribution and achievements of others.</b>	Take the credit for others’ achievements.
<b>Able to communicate in a succinct, engaging manner, using appropriate styles, methods and timing, to maximise</b>	Communicate in a set way with little variation, without tailoring messages, style and timing to the needs of the target audience.

<b>understanding and impact, stand ground when needed.</b>	Give in readily when challenged.
<b>Able to listen to, understand, respect and accept the value of different views, ideas, ways of working, team and individual views.</b>	Adopt a biased, exclusive or disrespectful manner in their dealings with others
<b>Able to express ideas/views in a clear and constructive manner, effectively and appropriately (orally- telephone/ face to face, writing- email/report), and with sensitivity and respect for others.</b>	Demonstrate no awareness of the impact of their behaviour on others nor consider the potential reactions of others to the ideas put forward.
<b>Able to confidently handle challenging conversations or interviews.</b>	Unable to deal objectively with conflicts and disputes when they arise
<b>Able to confront and deal promptly with inappropriate language or behaviours, including bullying, harassment or discrimination.</b>	Avoid challenging inappropriate language or behaviours
<b>Able to write clearly in plain simple language and check work for spelling and grammar, learning from previous inaccuracies.</b>	Make little effort to ensure they express themselves in an effective manner that others can easily understand
<b>Able to ask open questions to appreciate others' point of view.</b>	Withhold work information and refuse to share knowledge that would help others do a better job
<b>Able to act in a fair and respectful way in dealing with others.</b>	Show bias or a lack of respect and treat some groups more favourably than others

## **ADAPTABILITY AND RESOURCEFULNESS CAPABILITIES MAPPED TO EFQM CRITERIA 1B**

Effectiveness in this area is about

- Using sound judgement and knowledge, clarity of thought, analysing and using evidence to evaluate options before arriving at well reasoned justifiable decisions and proposals.
- Being responsive, innovative, open to change, working in a smarter way, taking managed risks to improve the capabilities and performance of the organisation.

<b>EFFECTIVE CAPABILITY</b>	<b>INEFFECTIVE CAPABILITY</b>
<b>Able to recognise scope of own authority for decision making and empower team members to make decisions.</b>	Create confusion by omitting to inform relevant people of amendments or decisions causing delays in implementation
<b>Able to find new ways of looking at issues, explore different options outlining costs, benefits, potential risks and consequences.</b>	Give little consideration to the people and resources impacted by decisions.
<b>Able to identify a range of relevant and credible information sources, recognise the need to collect new data when necessary from internal and external sources.</b>	Only use evidence sources that support arguments or are easily accessible.
<b>Able to pull together, examine complex information, obtain further information to make accurate decisions.</b>	Get confused by complexity and ambiguity and consider only simple or straightforward evidence. Come to conclusions that are not supported by evidence.
<b>Able to recognise patterns and trends, present reasonable conclusions from a wide range, complex, conflicting, evidence and data.</b>	Miss important evidence or make hasty judgements.
<b>Able to demonstrate adherence to financial policy, make effective / unbiased decisions and accept responsibility for decision making.</b>	Avoid making decisions that lie within own remit; continually push decisions up, compromise the consistency and quality of decision making.
<b>Able to invite challenge and where appropriate involve others in decision making to help build engagement and present robust</b>	Consistently make decisions in isolation or with a select group

<b>recommendations.</b>	
<b>Able to explain clearly, verbally and in writing, how a decision has been reached.</b>	Share decisions in a way that leads to frustration or additional work
<b>Able to provide advice and feedback to support others to make accurate decisions.</b>	Provide limited or no assurance that the right decisions are being made in team/work area
<b>Able to store critical data and customer information to support decision making.</b>	Take little care with data and information storage; allow inaccuracies and mishandling to occur
<b>Able to ask questions when unsure what to do.</b>	Fail to research or use relevant information or support to carry out tasks
<b>Able to undertake appropriate analysis, research to support decision making.</b>	Make decisions or recommendations without the evidence to back them up, Overlook anomalies in evidence presented
<b>Able to think through the implications of own decisions before confirming how to approach a problem/issue.</b>	Give limited consideration to the impact of their decisions

## **STAKEHOLDER ENGAGEMENT CAPABILITIES MAPPED TO EFQM CRITERIA 1C**

Effectiveness in this area is about

- Creating and maintaining positive, professional, working relationships with a wide range of people within and outside the organisation.
- Collaborative working, information sharing, building supportive, trusting, responsive relationships with stakeholders.

<b>EFFECTIVE CAPABILITY</b>	<b>INEFFECTIVE CAPABILITY</b>
<b>Able to be regularly visible, undertake activities to engage and build trust with colleagues and stakeholders.</b>	Only speak to colleagues and stakeholders in face-to-face environment when pressured to do so.
<b>Able to get to know colleagues and stakeholders and understand their viewpoints and preferences.</b>	Is overly critical and blaming of people who have different working styles or development needs
<b>Able to identify the main issues from colleagues and stakeholders perspectives, listen to their views, show sensitivity, clarify understanding of expectations.</b>	Look at issues from own viewpoint only, rely too heavily on gut instinct and provide unclear, incoherent or illogical analysis of core issues. Not treat all stakeholders fairly, equitably or with respect.
<b>Able to establish relationships and invest time with colleagues and stakeholders to understand their viewpoints, preferences and support delivery of business outcomes.</b>	Devote little or no time to networking or engaging with immediate stakeholders, preferring to work in isolation and create barriers or negative feelings
<b>Able to create a working environment that encourages equality, diversity, inclusion and encourage collaborative team working.</b>	Display little appreciation of the value of different contributions and perspectives. Support individual or silo ways of working.
<b>Able to deal with conflict in a prompt, calm and constructive manner.</b>	Show a lack of concern for others' perspectives
<b>Able to proactively seek information, resources and support from others outside own immediate team in order to help achieve results</b>	Take a narrow approach to resolving resourcing issues in own area and fail to explore other resourcing opportunities and possibilities
<b>Able to readily identify opportunities to share knowledge, information and learning and make progress by working with colleagues and stakeholders.</b>	Rarely share information, or restrict it to immediate colleagues only

<b>Able to be open to taking on different roles.</b>	Assume specific, unvarying role responsibilities
<b>Able to seek help when needed in order to complete own work effectively.</b>	Miss opportunities to generate better outcomes for the customer through collaboration with others
<b>Able to listen attentively to others and check their understanding by asking questions.</b>	Show a lack of interest or skill in interacting with others

## **EMPLOYEE ENGAGEMENT CAPABILITIES MAPPED TO EFQM CRITERIA 1D**

Effectiveness in this area is about

- Taking responsibility and accountability for delivery and quality outcomes; building a performance culture to deliver outcomes with a firm focus on addressing performance issues and challenges resolutely, fairly and promptly.
- Having a strong focus on continuous learning ensuring a diverse blend of capability and skills is identified and developed to meet current and future business needs.

<b>EFFECTIVE CAPABILITY</b>	<b>INEFFECTIVE CAPABILITY</b>
<b>Able to act as a role model, get the best out of individual and teams by being positive, giving enthusiastic and encouraging messages about priorities, and expectations.</b>	Lose focus, giving a confusing sense of what is important. Fail to take a constructive approach to adversity, resorting quickly to blaming others for shortcomings.
<b>Able to successfully manage, support, coach and stretch individual and teams to deliver agreed (and challenging) goals, objectives.</b>	Give people work to do without supporting them / allow organisational and other obstacles to stand in the way.
<b>Able to clarify business priorities, roles, responsibilities, performance criteria and secure individual and team ownership.</b>	Take the credit for delivery of outcomes without acknowledging the contribution of their teams.
<b>Able to build confidence in individual and teams ability to achieve and deliver outcomes.</b>	Display limited interest or positivity / Overly focus on task delivery at expense of motivating and building capability to perform
<b>Able to take responsibility for delivering expected outcomes on time and to standard, giving credit to individual and teams as appropriate.</b>	Give little or no support to others in managing poor performance, allow others' problems and obstacles to hamper progress
<b>Able to plan ahead, reassess workloads and priorities if situations change or individual and teams are facing conflicting demands.</b>	Show no consideration for diversity-related needs of the team when organising the workload
<b>Able to monitor individual and teams performance/quality against outcomes, make improvement suggestions or take corrective action when problems are identified.</b>	Neglect performance reviews and so be unable to give timely and constructive feedback. Blame others for poor quality work
<b>Able to take responsibility for the quality of own work and seek</b>	Resist opportunities to broaden work responsibilities

<b>opportunities for improvement through learning.</b>	
<b>Able to role model work-place based learning, continuous self learning and development, including leadership, management and people.</b>	Place low priority on development, seldom seek feedback or challenge, and prioritise professional expertise over leadership, management and people skills.
<b>Able to take ownership of individual and team development by identifying capability needs to deliver current and future work.</b>	Allow team capability needs to go unaddressed and fail to use development opportunities and effective performance management to maximise team capability
<b>Able to coach and support individual and teams through development (coaching, learning events, varied assignments and on-going feedback).</b>	Make token efforts to coach and develop people, allow staff to de-prioritise own development.
<b>Able to manage own career and identify own learning needs (skills, knowledge and behaviour gaps) with line manager, plan and carry out work-place learning opportunities and discuss these with the line manager.</b>	Passively expect others to identify and manage their learning needs
<b>Able to seek, react constructively to feedback from colleagues and employees to improve own and team's performance.</b>	Make no attempt to receive feedback, learn from or apply lessons of feedback, disinterested in giving constructive feedback.
<b>Able to support the development plans of others.</b>	Resist learning and development requests from others
<b>Able to assess the impact of learning, share learning with individual and teams; contribute to the team's shared learning and understanding.</b>	Keep knowledge and expertise to themselves rather than share for the benefit of the whole team

## **DELIVERING RESULTS CAPABILITIES MAPPED TO EFQM CRITERIA 1E**

Effectiveness in this area is about

- **Effective planning, organising and managing time and activities to deliver a high quality and efficient service; applying project management and process improvement approaches to support service delivery and change.**
- **About being responsive, innovative, open to change, working in a smarter and more focused way, taking managed risks and striving to improve the quality of service and performance of the organisation.**

<b>EFFECTIVE CAPABILITY</b>	<b>INEFFECTIVE CAPABILITY</b>
<b>Able to apply technology to achieve efficiencies and effective business and personal results.</b>	Avoid use of technology and stick to tried and tested means of delivering business objectives
<b>Able to encourage a culture of innovation focused on adding value.</b>	Take a narrow and risk averse approach to proposed new approaches by not taking or following up on ideas seriously
<b>Able to set aside preconceptions, encourage / suggest ideas for improvements from a wide range of sources and sharing this feedback with others in a constructive manner using it inform own thinking and delivery.</b>	Fail to effectively capture, utilise and share insight appropriately in the development of services. Be reluctant to consider ways to improve services, even when improvements are urgently required
<b>Able to meet, prepare for, and respond appropriately to the challenge of change and the possible effects it may have.</b>	Resist changing own approach in response to the new demands - adopting a position of “always done things like this”.
<b>Able to help and support employees understand change the positive and negative effects that change may have and why it has been introduced.</b>	Dismiss concerns about change and miss opportunities to discuss with employees what is behind their concerns. Implement change in a thoughtless and unstructured way, having not considered the possible effects it may have on others
<b>Able to review procedures to identify improvements, simplify decision making, deliver with more streamlined resources.</b>	Repeat mistakes and overlook lessons learned from changes that have been less effective in the past
<b>Able to take managed risks, ensuring these are planned and their</b>	Have ideas that are unfocused and have little connection to the

<b>impact assessed.</b>	realities of the business or customer needs
<b>Able to role model positive customer service behaviours and promote a culture focused on ensuring customer needs are met.</b>	Take little action when customer needs are not being met
<b>Able to establish how the business area compares to customer service expectations and industry best practice and identify necessary improvements.</b>	Ignore external trends that impact on the business area
<b>Able to make clear, pragmatic and manageable plans for service delivery using programme and project management skills.</b>	Allow programmes or service delivery to lose momentum and focus and have no contingencies in place
<b>Able to adhere to legal and regulatory requirements, policies, procedures, including equality, diversity and health and safety in service delivery and build diversity and equality considerations into plans.</b>	Disregard non-compliance with policies, rules and legal requirements and allow unfair or discriminatory practices
<b>Able to develop, implement, maintain and review systems and service standards to provide quality, efficiency and value for money.</b>	Focus on delivering the task to the exclusion of meeting customer/end user requirements and needs
<b>Able to work with team to set priorities, goals, objectives and timescales and manage all work to meet the needs of the customer and the business.</b>	Allocate or delegate work without clarifying deadlines or priorities
<b>Able to ensure that levels of service are maintained – flag up risks or concerns in order to meet business requirements.</b>	Focus on immediate service delivery problems and neglect overall quality or customer /end user needs
<b>Able to identify common problems or weaknesses in policy or procedures that affect service and escalate these.</b>	Show a lack of desire to improve the quality of service