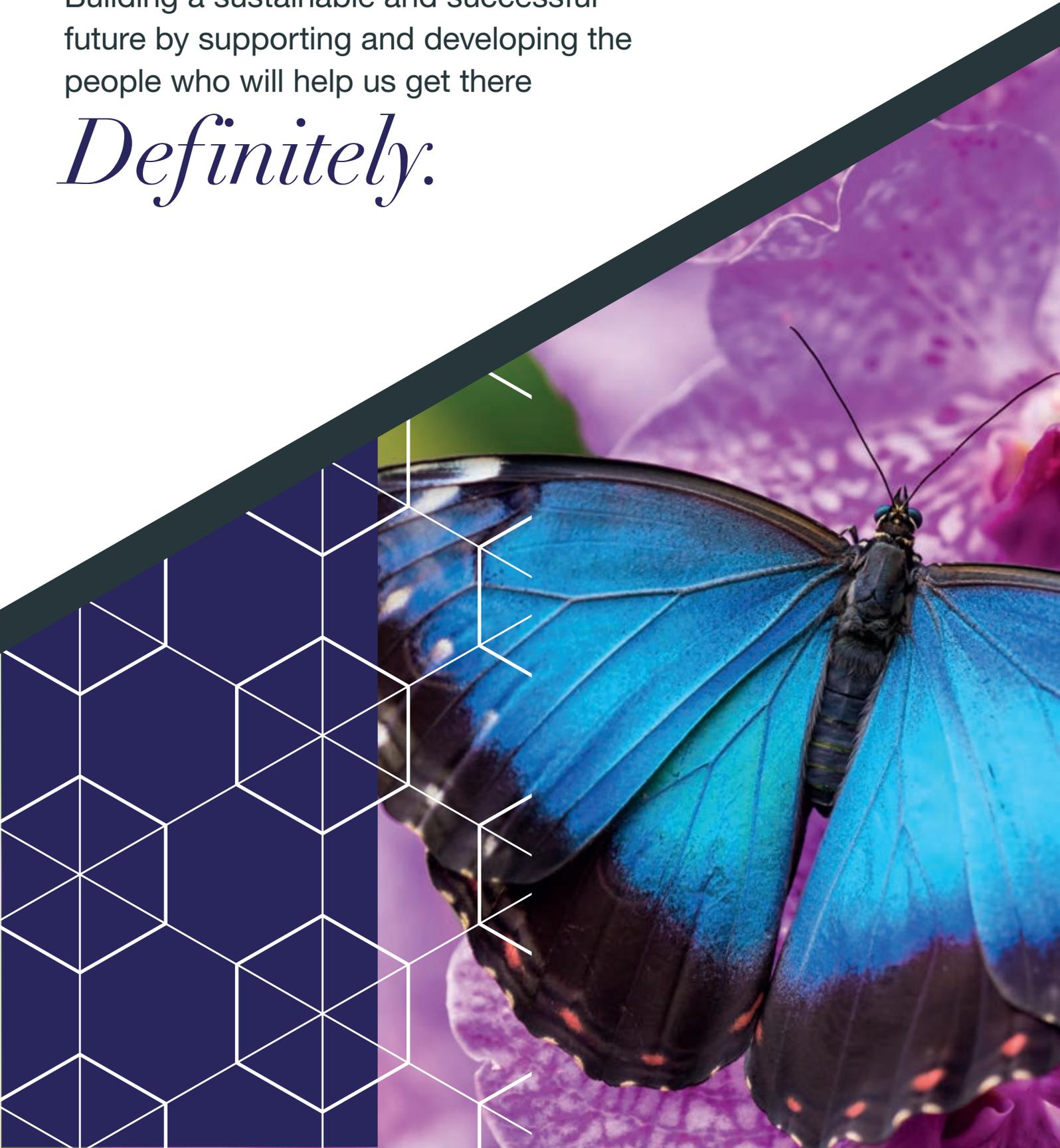**Registers of Scotland**
ros.gov.uk

Competency framework

Building a sustainable and successful future by supporting and developing the people who will help us get there

Definitely.

Table of contents

Our competency framework

// Introduction

This framework has been adapted to accurately reflect the behavioural standards needed to make Registers of Scotland successful now and in the future.

// Structure of the model

The model is made up of nine competencies, grouped under three main headings:

Setting direction	Thinking wider	Changing and improving	Analysis and making effective decisions
Engaging people	Leading and communicating	Collaborating and partnering	Building capability for all
Delivering results	Delivering value for money	Delivering a quality service	Demonstrating commitment and drive

Steps have been taken to ensure that the new model is strategically aligned with RoS vision, values, strategic objectives and the outcomes set out in the People@RoS 2016-19 strategy.

The framework places emphasis on meeting the needs of the 'customer'. Customer can mean 'internal customers' - any member of our organisation who relies on assistance from another to fulfil their duties or 'external customers' - someone who uses our organisation's products or services but is not employed by us.

The model is set out at six 'levels' to accurately reflect the depth and complexity of roles and responsibilities in the organisation. For each competency there is a description of what it means in practice and some examples of effective and ineffective behaviours at all levels. The competencies are intended to be **discrete** and **cumulative**, with each level building on the levels below i.e. a person demonstrating a competency at level 3 should be demonstrating levels 1 and 2 as a matter of course.

These indicators of behaviour are not designed to be comprehensive, but provide a clear and consistent sense of what is expected from individuals at each level in RoS.

Sheenagh Adams
The Keeper of the Registers of Scotland
April 2017

// How will you use this framework?

The framework will be used for recruitment, performance management, and development and career discussions. Your objectives listed in your appraisal document cover 'what' you need to achieve over the year, and the competency framework sets out 'how' you need to apply yourself in order to achieve them.

SETTING DIRECTION

Thinking wider
Changing and improving
Analysis and making effective decisions

RoS VALUES

DELIVERING RESULTS

Delivering value for money
Delivering a quality service
Demonstrating commitment and drive

ENGAGING PEOPLE

Leading and communicating
Collaborating and partnering
Building capability for all

Competencies are the skills, knowledge and behaviours that lead to successful performance. Most people need to focus on around six competencies, as they are essential for your role. You should discuss the framework with your manager to identify the competencies that most apply to your job.

// Cumulative levels of competency

6 Senior civil servant (SCS)

5 C3

4 C1 and C2

3 Higher executive officer (HEO) // Senior executive officer (SEO)

2 Executive officer (EO)

Level 1 Administration assistant (AA) // Administration officer (AO)

Competency definitions
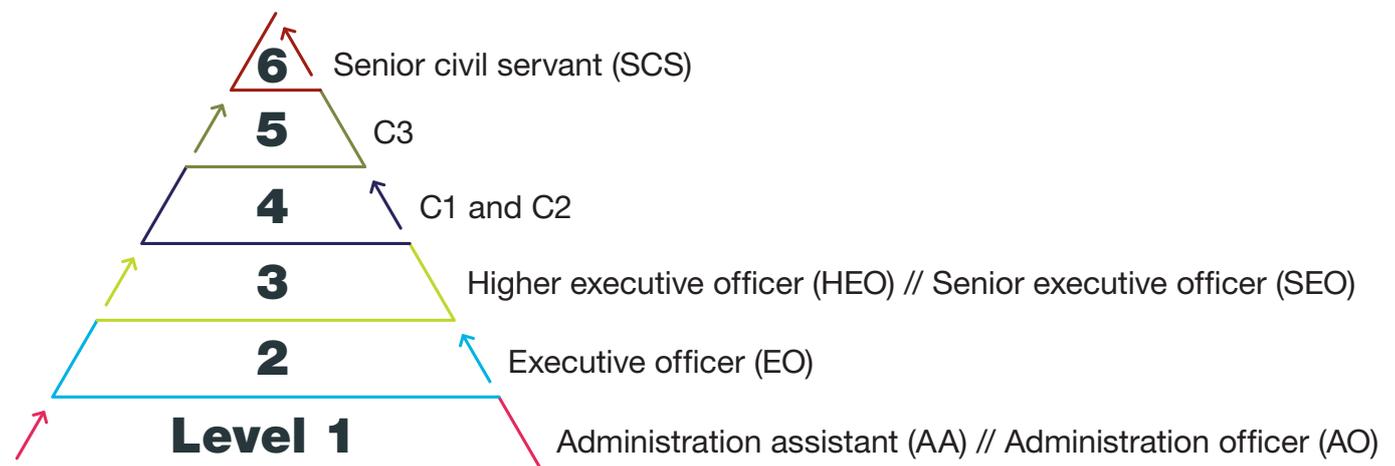
// Setting direction

Thinking wider 1 2 3 4 5 6	This competency is about having an in-depth understanding and knowledge of how your role fits with and supports organisational objectives and the wider public needs. For all colleagues, it is about focusing your contribution on the activities which will meet the strategic goals of Registers of Scotland and deliver greatest value. For leaders, it is about scanning the political context and taking account of wider impacts and developing long term implementation strategies that maximise opportunities to add value for stakeholders and support economic, sustainable growth.
Changing and improving 1 2 3 4 5 6	Effectiveness in this competency is about taking the initiative, innovation and seeking opportunities to create effective change. For all colleagues, it's about learning from what has worked as well as what has not, being open to change and improvement, and working in 'smarter', more focused ways. For leaders, it is about creating and encouraging a culture of innovation and allowing people to consider and make improvements. Doing this well means continuously seeking out ways to improve policy implementation and build a leaner, more flexible and responsive business. It also means making use of alternative delivery models including digital and shared service approaches wherever possible.
Analysis and making effective decisions 1 2 3 4 5 6	Effectiveness in this competency area is about using sound judgement, evidence and knowledge to arrive at accurate, expert and professional decisions and advice. For all colleagues it is about being careful and thoughtful about the use and protection of government and public information, handling it securely and with care. For leaders, it is about reaching evidence based strategies, evaluating options, impacts, risks and solutions and creating a security culture around the handling of information. They will aim to maximise return while assessing risk and balancing a range of considerations to provide sustainable outcomes.

Competency definitions

// Engaging people

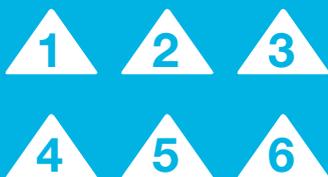|	
Leading and communicating 1 2 3 4 5 6	At all levels, effectiveness in this area is about showing our pride and passion for public service, communicating purpose and direction with clarity, integrity and enthusiasm. It's about championing difference and external experience, and supporting principles of fairness of opportunity for all. For leaders, it is about being visible, establishing a strong direction and persuasive future vision; managing and engaging with people in a straightforward, truthful, and candid way.
Collaborating and partnering 1 2 3 4 5 6	People skilled in this area are team players. At all levels, it requires working collaboratively, sharing information appropriately and building supportive, trusting and professional relationships with colleagues and a wide range of people inside and outside the organisation , whilst having the confidence to challenge assumptions. For leaders, it's about being approachable, delivering business objectives through creating an inclusive environment and welcoming challenge however uncomfortable.
Building capability for all 1 2 3 4 5 6	Effectiveness in this area is about having a strong focus on continuous learning for oneself, others and the organisation. For all colleagues, it's being open to learning, remaining curious and keeping one's own knowledge and skill set current and evolving. For leaders, it's about investing in the capabilities of people, ensuring that they are effective now and in the future, as well as giving clear, honest feedback and supporting teams to succeed. It's also about creating a learning and knowledge culture across the organisation to inform future plans and transformational change.

Competency definitions
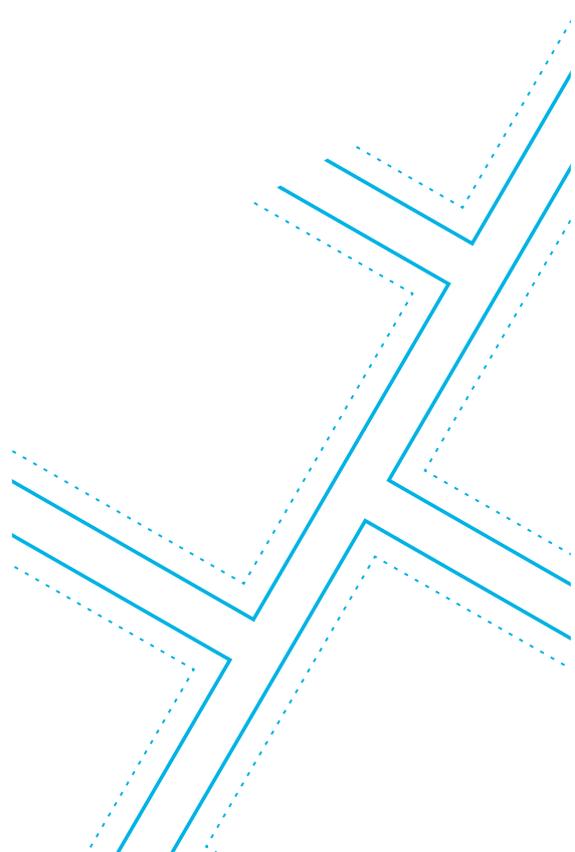
// Delivering results

Delivering value for money 1 2 3 4 5 6	This competency is about ensuring value for money is achieved within Registers of Scotland. For all, it's about having a commercial, financial and sustainable mind set to ensure all activities and services deliver added value. It means implementing solutions which achieve a good mix of quality and effectiveness for the least outlay. For leaders, it's about promoting innovative business models and commercial solutions to deliver greatest value; and ensuring robust commercial controls to meet strategic priorities. Leaders need to work collaboratively to ensure that Registers of Scotland delivers its strategic outcomes within the resources available.
Delivering a quality service 1 2 3 4 5 6	Effectiveness in this area is about valuing and modelling professional excellence and expertise to deliver service objectives, taking account of diverse customer (internal and external) needs and requirements. People who are effective plan, organise and manage their time and activities to deliver a high quality and efficient service, applying programme, project and risk management approaches to support service delivery. For leaders, it is about creating an environment to deliver operational excellence and creating the most appropriate and cost effective delivery models for public services.
Demonstrating commitment and drive 1 2 3 4 5 6	Effectiveness in this area means focusing on delivering timely performance with energy and taking responsibility and accountability for quality outcomes. For all colleagues, it's about working to agreed goals and activities and dealing with challenges in a responsive and constructive way. For leaders, it is about building a performance culture where colleagues are given the space, authority and support to deliver outcomes. It's also about keeping a firm focus on priorities and addressing performance issues resolutely, fairly and promptly.

Level 1 (AA and AO)

// Setting direction

Thinking wider

Effective behaviours:

// Gathers information from a range of relevant sources inside and outside their business area to inform own work

// Understands what is required of them in their role and how this contributes to team and business area priorities

// Considers how their own job links with and impacts on colleagues and others in partner organisations

Ineffective behaviours:

Takes actions/decisions without thinking about wider implications

Shows little interest in the work of the business area, not appreciating they have a role in meeting priorities

Works on own tasks in isolation showing little interest in the wider context and relevant developments outside their immediate area

Changing and improving

Effective behaviours:

// Reviews working practices and comes up with ideas to improve the way things are done

// Learns new procedures, seeks to exploit new technologies and helps colleagues to do the same

// Considers ways to implement and adapt to change in own work role

// Constructive in raising issues with managers about implemented changes and the impact these are having on the service

Ineffective behaviours:

Unwilling to review current practice or consider how change could help in own role

Remains attached to outdated procedures and technologies

Resistant to listening to ideas or plans for change

Adopts new processes without reporting difficulties that occur

Analysis and making effective decisions

Effective behaviours:

// Makes and records effective decisions following the appropriate decision making criteria, framework or guidance

// Monitors and stores critical data securely and accurately, confidentially and responsibly

// Undertakes appropriate analysis to support decisions or recommendations

// Investigates and respond to gaps, errors and irregularities in information

// Provides appropriate information to support manager in decision making

// Thinks through the implications of own decisions before confirming how to approach a problem/issue

Ineffective behaviours:

Compromises the consistency and quality of decision making by not following guidance

Takes little care over the storage of confidential data

Makes decisions or recommendations without the evidence to back them up

Overlooks anomalies in evidence presented

Gathers limited or poorly researched/inaccurate information

Gives limited consideration to the impact of their decisions

Level 1 (AA and AO)

// Engaging people

Leading and communicating

Effective behaviours:

// Puts forward own views and ideas in a clear and constructive manner

// Shares their expertise and knowledge willingly with others

// Communicates/writes clearly and accurately in plain language suited to the audience choosing an appropriate method, e.g. email/ telephone/ face to face

// Checks own work for spelling and grammar, learning from previous inaccuracies; Pays attention to detail

// Asks open questions to appreciate others' point of view

// Listens to others in an open and respectful fashion

Ineffective behaviours:

Misses opportunities to contribute views and ideas to the team

Keeps knowledge and expertise to themselves rather than sharing it for the benefit of the team

Communication/written work is often unclear or ambiguous

Work goes out with spelling, grammar or other inaccuracies

Tends to rely on 'closed' questions; Others views and opinions are not readily sought

Fails to listen or respect the views of others

Collaborating and partnering

Effective behaviours:

// Proactively contributes to the work of the whole team

// Gets to know fellow team members/colleagues and understand their viewpoints and preferences

// Seeks help when needed in order to complete own work effectively

// Is willing to get involved in wider initiatives, projects etc

// Tries to see issues from others' perspectives and checks understanding

// Listens to the views of others and shows sensitivity towards others

Ineffective behaviours:

Focuses on own objectives at the expense of supporting colleagues

Is overly critical and blaming of people who have different working styles or development needs

Misses opportunities to generate better outcomes for the customer (internal and external) through collaboration with others

Assumes specific, unvarying role responsibilities

Looks at issues from own viewpoint only

Does not treat all colleagues fairly, equitably or with respect

Level 1 (AA and AO)

Building capability for all

Effective behaviours:

// Identifies own skills, knowledge and behaviour gaps to inform own development plan and discusses these with line manager

// Recognises and takes the time to achieve own learning and development objectives

// Finds ways to learn and personally improve in the completion of day-to-day tasks

// Improves own performance by taking on board feedback from colleagues

// Reacts constructively to developmental feedback and makes changes as a result

Ineffective behaviours:

Takes a passive approach to personal development, mostly relying on others to identify learning points

Lacks interest in personal development, declines all opportunities to learn e.g. through attending programmes or engaging in work-place learning

Maintains a rigid view of daily tasks, missing opportunities to learn or to improve

Ignores or undervalues the contributions and views of others

Fails to follow through on constructive developmental feedback, ignores or dismisses its value

// Delivering results

Delivering value for money

Effective behaviours:

// Is careful with all types of resource (e.g. money, time, materials, fuel, energy)

// Questions others appropriately where they see wastage and inefficiency

// Is aware of and complies with procurement processes

// Maintains recognised financial procedures and practices

Ineffective behaviours:

Frequently chooses convenience over cost effectiveness

Careless or wasteful with resources, or sees resources being wasted but fails to raise with manager

Does not recognise or understand procurement procedures

Cut corners and does not keep accurate financial records

Level 1 (AA and AO)
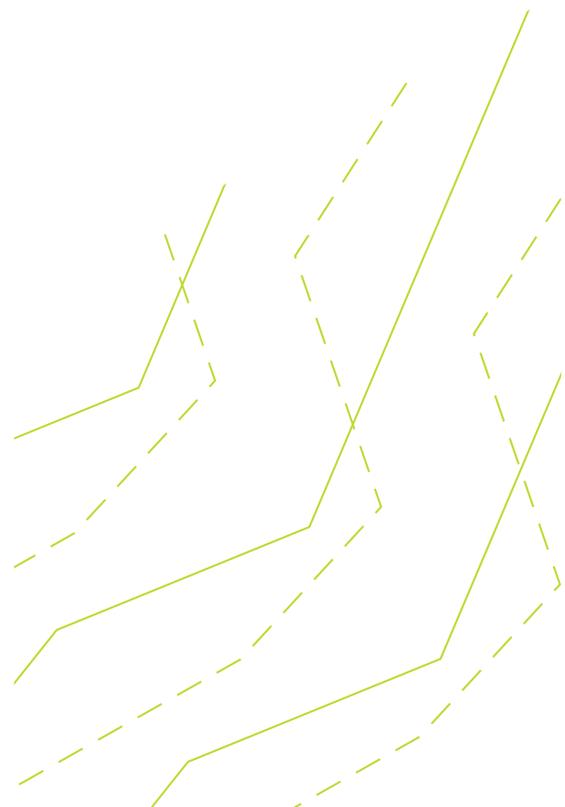
Delivering a quality service

Effective behaviours:

// Delivers work in a way that meets the customer's requirements (internal and external) and gives a favourable impression of Registers of Scotland

// Structures and prioritises work effectively to meet deadlines and customer (internal and external) needs

// Conscientious and thorough, pays attention to detail, ensuring high quality outputs

// Manages own time and takes responsibility for own work

// Ensures tasks are completed on time, meets agreed outcomes and meets customer expectations (internal and external)

// Ensures work complies with relevant policies and procedures

Ineffective behaviours:

Delivers work which fails to meet customer requirements; Gives a poor impression of Registers of Scotland

Works in an unplanned and unstructured fashion

Less reliable and meticulous regarding his/her quality of work

Does not take responsibility for managing own time and workload

Misses deadlines and fails to meet or manage customer expectations

Pays little attention to compliance or the need to constantly improve the service

Demonstrating commitment and drive

Effective behaviours:

// Self-starting; takes the initiative to get the job done and resolve issues

// Takes responsibility for the quality of own work and keeps manager informed of how the work is progressing

// Remains focused on delivery

// Maintains consistent performance

// Participates in quality assurance of products or services

Ineffective behaviours:

Waits to be told what to do and rely on others to sort out problems

Ignores own part in ensuring their team can deliver and avoids supporting colleagues to get the job done even when the need is clear

Is easily discouraged or distracted

Gives up quickly when things do not go smoothly

Misses the opportunity to suggest improvements through quality assurance

Level 2 (EO)

// Setting direction

Thinking wider

Effective behaviours:

// Keeps up to date with a broad set of issues relating to the work of Registers of Scotland

// Develops an understanding of how own and team's work supports achievement of Registers of Scotland priorities and delivery to the public

// Focuses on the overall business goal and intent of what they are trying to achieve, not just the task

// Takes an active interest in expanding their knowledge of Registers of Scotland and its purpose or goals

Ineffective behaviours:

Has a narrow view of their role, without understanding Registers of Scotland's wider activities

Carries out own tasks without considering how their work impacts or interacts with other teams

Focuses on tasks in isolation. Does not see the overall goal as the driver or linkages with the wider context

Relies solely on the knowledge they have already established about their role

Changing and improving

Effective behaviours:

// Understands and applies technology to achieve efficient and effective business and personal results

// Takes initiative to suggest improvements, sharing this feedback with others in a constructive manner

// Regularly reviews what and who is required to make an activity successful and makes on-going improvements

// Puts aside preconceptions and considers new ideas on their own merits

// Helps colleagues, customers (internal and external) and partners to understand change and why it was introduced

// Identifies, resolves or escalates the positive and negative effects that change may have on own role/ team

Ineffective behaviours:

Avoids use of technology and sticks to tried and tested means of delivering business objectives

Reluctant to consider improvements in own area, even when they are urgently required

Sticks rigidly to the original brief, not adapting support/ input to meet changing needs

Avoids considering different approaches, accepting the established way of doing things

Dismisses others concerns about change and misses opportunities to discuss what is behind their concerns

Implements change in a thoughtless and unstructured way, not considering the possible effects it may have on others

Level 2 (EO)
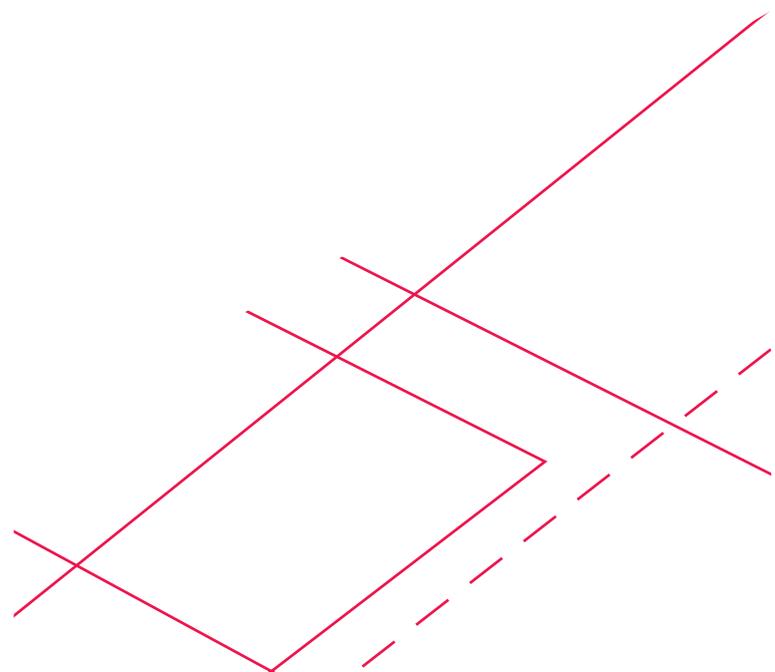
Analysis and making effective decisions

Effective behaviours:

// Demonstrates accountability and willingness to take decisions at own grade

// Examines complex information and obtains further information to make accurate, evidence based decisions

// Speaks with relevant people to obtain accurate information. Consults when unsure how to proceed

// Explains clearly, verbally and in writing, how a decision has been reached

// Provides advice and feedback to support others to make accurate decisions

// Monitors the storage of critical data and customer information to support decision making and conduct regular reviews to ensure it is stored securely, accurately, confidentially and responsibly

Ineffective behaviours:

Avoids making decisions that lie within own remit; continually pushing decisions up

Misses important evidence or makes hasty judgements

Encounters problems by failing to check issues and relevance of information before using it

Shares decisions in a way that leads to frustration or additional work

Provides limited or no assurance that the right decisions are being made in team/work area

Take little care with data and information storage; allow inaccuracies and mishandling to occur

// Engaging people

Leading and communicating

Effective behaviours:

// Demonstrates initiative and willingness to share ideas and expertise with others

// Communicates in a polite and respectful fashion; Is suitably assertive when required

// Expresses ideas accurately and effectively, both orally and in writing

// Confidently handles challenging conversations or interviews

// Communicates to meet audience needs, tailoring as required

// Listens to, understands, respects and accepts the value of different views, ideas and ways of working

Ineffective behaviours:

Misses opportunities to show initiative or demonstrate their expertise

Is unassertive or overly aggressive in dealing with others

Verbal and/or written skills need development

Unable to deal objectively with conflicts and disputes when they arise

Communicates information without consideration for the audience

Adopts a biased, exclusive or disrespectful manner in dealings with others

Level 2 (EO)

Collaborating and partnering

Effective behaviours:

// Demonstrates interest in others and develops a range of outside contacts to help get the job done

// Builds positive relationships within and out with their team

// Proactively seeks information, resources and support from others outside own immediate team in order to help achieve results

// Readily identifies opportunities to share knowledge, information and learning and make progress by working with colleagues

// Listens attentively to others and checks their understanding by asking questions

// Creates a working environment that encourages equality, diversity and inclusion

Ineffective behaviours:

Ignores the knowledge and expertise that a wider network of colleagues and partners can bring

Does not invest time in building relationships with others

Takes a narrow approach to resolving resourcing issues in own area and fails to explore other resourcing opportunities and possibilities

Rarely shares information, or restricts it to immediate colleagues only

Shows a lack of interest or skill in interacting with others

Adopts a biased, exclusive or disrespectful manner in dealings with others

Building capability for all

Effective behaviours:

// Takes ownership of own development by identifying capability needs and consistently achieving development objectives

// Takes responsibility for the quality of own work and seeking opportunities for improvement through continuous learning

// Proactively supports the development plans of others

// Takes account of the diverse contributions of team members and (if appropriate) delegates work to improve capabilities of others

// Encourages and is open to giving and receiving developmental feedback from others

Ineffective behaviours:

Fails to address own capability needs or identify learning opportunities

Resists opportunities to broaden work responsibilities

Resists learning and development requests from others

Tends to keep work to themselves that could be a development opportunity for another team member

Disinterested in giving or receiving constructive feedback

Level 2 (EO)

// Delivering results

Delivering value for money

Effective behaviours:

// Understands that all actions have a cost and chooses the most resource effective way to do something

// Is able to identify and access internal procurement and financial expertise appropriately

// Where appropriate, monitors resources against plans and budget, identifies and flags up variances; Ensures control and governance procedures are followed

// Keeps track of spend and makes sure work is approved and signed off as necessary

// Takes opportunities to challenge misuse of resources in order to achieve value for money and sustainable ways of working

Ineffective behaviours:

Favours the easiest method even if it is not the most cost effective – struggles to identify value for money opportunities

Does not raise issues when costs or outcomes drift significantly from agreements

Does not manage resources against plan or ensure that control and governance procedures are followed

Does not follow appropriate control or authorisation processes for work, services or resource use

Fails to challenge waste and misuse of resources

Delivering a quality service

Effective behaviours:

// Coordinates work with others to ensure outcomes are met

// Works with others to set priorities and deadlines, creates clear plans and manages all work to meet the needs of the customer (internal and external) and the business

// Regularly reviews workload and modifies plans as required

// Keeps internal teams, customers (internal and external) and delivery partners fully informed of plans and possibilities

// Promotes adherence to relevant policies and procedures; Identifies common problems or weaknesses in policy or procedures that affect service, and escalates these

Ineffective behaviours:

Works in isolation with little regard for delivering quality outcomes

Always relies on others to focus and plan his/her work

Fails to review and modify plans

Provides infrequent, unclear, insufficient updates to others in need of the information

Pays little attention to highlighting and explaining the reasons for compliance; Shows a lack of desire to improve the quality of service

Level 2 (EO)

Demonstrating commitment and drive

Effective behaviours:

// Focuses self on maintaining pace and progress with all tasks and activities

// Is interested and positive about what they and others are trying to achieve

// Take ownership of problems in their own area of responsibility

// Remains positive and focused on achieving outcomes despite challenges and setbacks

// Checks own performance against outcomes, makes improvement suggestions or takes corrective action when problems are identified

Ineffective behaviours:

Fails to maintain pace and progress

Displays limited interest or positivity for their role or purpose

Avoids responsibility for dealing with problems

Tends to give up when faced with challenges or problems

Fails to monitor performance/take corrective action when problems are identified

Level 3 (HEO and SEO)
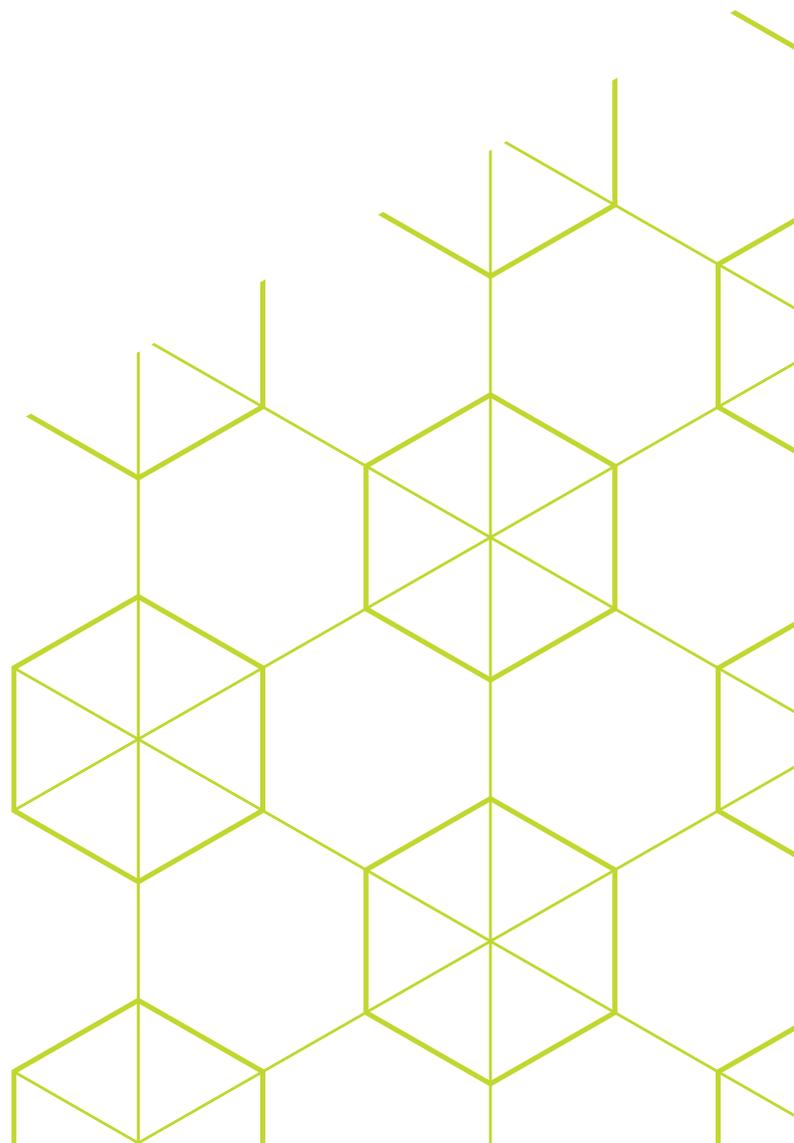
// Setting direction

Thinking wider

Effective behaviours:

// Alert to emerging external issues and trends which might impact or benefit own/ team's work

// Develops an understanding of own area's strategy and how this contributes to Registers of Scotland's priorities

// Ensures own/team's activities are aligned to Registers of Scotland's priorities

// Actively seeks out and shares experience to develop understanding and knowledge of own work and of team's business area

// Seeks to understand how the services, activities and strategies in their business area work together to create value for the customer/end user

Ineffective behaviours:

Takes no or limited account of changes in the external environment that have implications for Registers of Scotland policy and considerations

Shows limited interest in or understanding of Registers of Scotland's priorities and what they mean for activities in their area

Overly focused on individual/own team activities without due regard for how they meet the demands of Registers of Scotland as a whole

Takes action which conflicts with or misaligns with other business activities

Commits to actions without consideration of the impact on the diverse needs of customers/end users – applies a "one size fits all" approach

Changing and improving

Effective behaviours:

// Finds ways to change and improve systems and structures to deliver with more streamlined resources

// Regularly reviews procedures or systems to identify improvements and simplify processes and decision making

// Prepared to take managed risks, ensuring these are planned and their impact assessed

// Actively encourages ideas from a wide range of sources and uses these to inform own thinking

// Deals with the challenge of difficult or complex change, supports others to do the same

// Prepares for and responds appropriately to the range of possible effects that change may have on own role/ team

Ineffective behaviours:

Retains resource intensive systems and structures that are considered too difficult to change

Repeats mistakes and overlook lessons learned from what has not worked and what has worked in the past

Has unfocused ideas with little connection to the realities of the business or customer (internal or external) needs

Does not listen to suggested changes and does not give reasons as to why the suggestion is not feasible

Resists changing own approach in response to the new demands adopting a position of "we've always done it this way"

Takes little responsibility for suggesting or progressing changes due to perceived lack of control of processes

Level 3 (HEO and SEO)

Analysis and making effective decisions

Effective behaviours:

// Makes decisions when they are needed, even if they prove difficult or unpopular

// Identifies a broad range of relevant and credible information sources; Recognises when it is necessary to collect new data from internal and external sources

// Recognises patterns and trends in a wide range of evidence/ data and draws key conclusions, outlining costs, benefits, risks and potential responses

// Ensures all government and public data and information is treated with care in accordance with security policies and protocols

// Recognises scope of own authority for decision making and empowers team members to make decisions where possible

// Invites challenge and where appropriate involves others in decision making to help build engagement and present robust recommendations

Ineffective behaviours:

Misses opportunities or deadlines by delaying decisions

Only use evidence sources that support arguments or are easily accessible ignoring wider concerns such as security, legal or technical advice

Comes to conclusions that are not supported by evidence

Gives little consideration to the people and resources impacted by decisions

Creates confusion by omitting to inform relevant people of amendments or decisions causing delays in implementation

Consistently makes decisions in isolation or with a select group

// Engaging people

Leading and communicating

Effective behaviours:

// Continually communicates with others, helping to clarify goals and activities and the links between these and Registers of Scotland strategy

// Recognises, respects and rewards the contribution and achievements of others, valuing difference

// Communicates in a straightforward, honest, accurate and engaging manner with all stakeholders and stands ground when needed

// Communicates using appropriate styles, methods and timing, including digital channels, to maximise understanding and impact

// Promotes the work of Registers of Scotland and plays an active part in supporting the Civil Service values and culture

Ineffective behaviours:

Is rarely available to colleagues and others, communicates infrequently

Takes the credit for others' achievements

Concedes too readily when challenged

Communicates in a set way with little variation, without tailoring messages, style and timing to the needs of the target audience

Is ignorant of and/or dismissive of broader organisational values and goals, such as equality and diversity

Level 3 (HEO and SEO)

Collaborating and partnering

Effective behaviours:

// Establishes relationships with a range of stakeholders to support delivery of business outcomes

// Acts as a team player, investing time to generate a common focus and genuine team spirit

// Actively seeks input from a diverse range of people. Promotes diversity and equality.

// Readily shares resources to support higher priority work, showing pragmatism and support for the shared goals of the organisation

Ineffective behaviours:

Devotes little or no time to networking or engaging with immediate stakeholders, preferring to work in isolation

Demonstrates limited capability to get the best from people and creates barriers or negative feelings between and within teams

Displays little appreciation of the value of different contributions and perspectives

Creates reasons why resources and support cannot be shared

Building capability for all

Effective behaviours:

// Identifies and addresses own (and where applicable, team) capability requirements and gaps to deliver current and future work

// Where applicable, identifies and develops all talented team members to support succession planning, devoting time to coach, mentor and develop others

// Values and responds to different needs/aspirations in the team; Promotes inclusiveness

// Proactively manages own career and identifies own learning needs with line manager, plans and carries out work-place learning opportunities

// Continually seeks and act on feedback to evaluate and improve own and, where applicable, team performance

Ineffective behaviours:

Fails to manage own/team capability gaps

Chooses to only develop team members who reflect own capabilities, styles and strengths

Insensitive to and unaware of the diverse aspirations and capability of all members of the team

Passively expects others to identify and manage his/her learning needs

Makes no attempt to learn from or apply lessons of feedback

Level 3 (HEO and SEO)

// Delivering results

Delivering value for money

Effective behaviours:

// Works confidently with performance management and financial data to prepare forecasts and manage and monitor budget against agreed plans

// Monitors the use of resources in line with organisational procedures and plans and holds others to account

// Where appropriate, considers in consultation with procurement and financial experts, alternative ways of working with partners and contractors to identify more efficient outcomes, balancing cost, quality etc

// Gathers and uses evidence to assess the costs, benefits and risks of a wide range of delivery options when making resource decisions

// Identifies and understands relevant legal and commercial terms, concepts, policies and processes (including project approvals and assurance procedures) to deliver agreed outcomes, taking relevant advice from experts

Ineffective behaviours:

Misinterprets or over-estimates performance and financial data used to forecast and monitor budgets and plans

Unable to justify own (and teams') use of resources

Overlooks opportunities to work more cost effectively with partners and contractors

Takes a narrow view of options and focuses only on cost, rather than long term value and impact

Shows a lack of understanding about relevant commercial concepts processes and systems

Delivering a quality service

Effective behaviours:

// Uses a range of skills and techniques to deliver outcomes, including identifying risks and mitigating actions

// Develops, implements, maintains and reviews systems and service standards to ensure professional excellence and expertise is delivered

// Works with team to set priorities, goals, objectives and timescales

// Establishes mechanisms to seek out and respond to feedback from customers (internal and external) about service provided

// Develops proposals to improve the quality of service with involvement from a diverse range of colleagues, stakeholders or delivery partners

Ineffective behaviours:

Has minimal understanding of what could go wrong or needs to be resolved as a priority

Focuses on delivering the task to the exclusion of meeting customer/end user requirements and needs

Allocates or delegates work without clarifying deadlines or priorities

Is unable to explain common customer (internal and external) problems or needs and how these are evolving

Generates limited proposals to create service improvements and does so with little involvement of colleagues

Level 3 (HEO and SEO)

Demonstrating commitment and drive

Effective behaviours:

// Successfully manages, supports and stretches self and others to deliver agreed goals and objectives

// Shows a positive approach in keeping efforts focused on the goals that really matter

// Takes responsibility for delivering expected outcomes on time and to standard

// Role models an energetic and confident approach to delivery

// Monitors and manages performance, maintaining quality standards

// Coaches and supports others to set and achieve challenging goals for themselves

Ineffective behaviours:

Takes the easy option; Does not stretch self or others to deliver agreed goals and objectives

Allows work flow to lose momentum or drift away from priorities

Gives little or no support to others in managing poor performance, allows others' problems and obstacles to hamper progress

Demonstrates a lack of commitment and drive, fails to strive to deliver

Allows poor performance to go unchallenged, causing workload issues for other team members

Allows organisational and other obstacles, including a lack of support, to stand in the way of own and others' aspirations

Level 4 (C1 and C2)

// Setting direction

Thinking wider

Effective behaviours:

// Anticipates economic, social, legal, political, environmental and technological developments to keep activity relevant and targeted

// Identifies implications of Registers of Scotland's political priorities and strategy on own area to ensure plans and activities reflect these

// Creates policies, plans and service provision to meet citizens' diverse needs based on current knowledge of needs, issues and relevant good practice

// Ensures relevant issues relating to their activity/ policy area are effectively fed into strategy and bigger picture considerations

// Adopts a Government-wide perspective to ensure alignment of activity and policy

// Brings together views and perspectives of stakeholders to gain a wider picture of the landscape surrounding activities and policies

Ineffective behaviours:

Demonstrates lack of knowledge and insight into wider issues, developments and impacts related to own business area

Operates within own area without sufficient regard to how it creates value and supports the delivery of Registers of Scotland's goals

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

Misses opportunities to ensure important issues are considered by senior colleagues, raises small details as big picture issues

Only considers the context of own business area and not those of others or of the organisation as a whole

Lacks clarity of or interest in gaining wider stakeholder perspectives

Changing and improving

Effective behaviours:

// Understands and identifies the role of technology in public service delivery and policy implementation

// Encourages and recognises a culture of initiative and innovation focused on adding value – gives people space and praise for creativity

// Effectively captures, utilises and shares customer (internal and external) feedback from a diverse range of stakeholders to ensure better policy and delivery

// Spots warning signs of things going wrong and provides a decisive response to significant delivery challenges

// Provides constructive challenge to senior management on change proposals which will affect own business area

// Considers the cumulative impact on own business area of implementing change (culture, structure, service and morale)

Ineffective behaviours:

Overlooks/fails to explore potential learning from what has worked and what hasn't

Takes a narrow and risk averse approach to proposed new approaches by not taking or following up on ideas seriously

Fails to effectively capture, utilise and share customer feedback appropriately in the development of policies and services

Remains wedded to the course they have set; unresponsive to the changing demands of the situation

Spends limited time on engaging experts and relevant individuals in developing and testing proposals, failing to pass on relevant colleague feedback

Gives limited time to acknowledging anxieties and overcoming cynicism associated with change

Level 4 (C1 and C2)

Analysis and making effective decisions

Effective behaviours:

// Pushes decision making to the right level within their teams, not allowing unnecessary bureaucracy and structure to suppress delivery

// Ensures the secure and careful use of all government and public data and information within their area

// Analyses and evaluates data from various sources to identify pros and cons and identify risks in order to make well considered decisions

// Draws together and presents reasonable conclusions from a wide range of incomplete and complex evidence and data – able to act or decide even when details are not clear

// Identifies the main issues in complex problems, clarifies understanding or stakeholder expectations, to seek best option

// Makes difficult decisions by pragmatically weighing the complexities involved against the need to act

Ineffective behaviours:

Involves only those in their peer group or direct reporting line in decision making

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

Take decisions without regard for the context, organisation risk, alignment with wider agendas or impacts (economic, social and environmental)

Gets confused by complexity and ambiguity and considers only simple or straightforward evidence

Provides unclear, incoherent or illogical analysis of core issues

Makes expedient decisions that offer less resistance or risk to themselves rather than decisions that are best for the business

// Engaging people

Leading and communicating

Effective behaviours:

// Is visible to colleagues and stakeholders and regularly undertakes activities to engage and build trust with others

// Clarifies strategies and plans, communicates purpose and direction with clarity and enthusiasm

// Stands by, promotes or defends own (and team's) actions and decisions where needed

// Confidently engages with stakeholders and colleagues at all levels to generate commitment to goals. Seeks to build high performing teams

// Leads by example, communicates in a truthful, straightforward manner with integrity and impartiality, and supports the Registers of Scotland vision, values and strategic objectives

// Is open and inviting of the views of others and responds despite pressure to ignore, revert or concede

Ineffective behaviours:

Only speak to colleagues and stakeholders one to one when pressured to do so

Leaves others unclear about vision and goals of their immediate business area

Leaves others to cope alone in difficult situations – provides little support

Misses opportunities to transform the team, waits for others to take the lead

Acts in ways that are at odds with their expressed beliefs

Sets out a course of action and applies it without listening to others or adapting where relevant

Level 4 (C1 and C2)

Collaborating and partnering

Effective behaviours:

// Actively builds and maintains a wide network of colleagues and contacts to achieve progress on objectives and shared interests

// Demonstrates genuine care for colleagues and others, is approachable and builds strong interpersonal relationships

// Encourages contributions and involvement from a broad and diverse range of colleagues by being visible and accessible

// Works as an effective team player, managing team dynamics when working across Registers of Scotland boundaries and other boundaries

// Actively involves partners to deliver a business outcome through collaboration that achieves better results for citizens

// Seeks constructive outcomes in discussions, challenges assumptions but remains willing to compromise when it is beneficial to progress

Ineffective behaviours:

Only seeks to build contacts in immediate work group, neglects to create a wider network

Neglects to maintain relationships during difficult times

Operates within a narrow frame of reference and avoids adopting a fuller perspective with associated complexity

Is overly protective of own initiatives and misses opportunities to network across boundaries

Struggles to manage, or actively ignores other parties' agendas

Pushes forward initiatives on the basis of personal agendas or advantage and refuses to compromise; stays wedded to one outcome

Building capability for all

Effective behaviours:

// Ensures that individual and organisational learning and talent development opportunities are fully exploited to enhance organisational capability

// Role models work-place based learning and encourages development, talent and career management for all colleagues

// Coaches and supports colleagues to take responsibility for their own development (through giving accountability, varied assignments and on-going feedback)

// Establishes and drives intra and inter-team discussions to learn from experience and adapt organisational processes and plans

// Identifies capability requirements needed to deliver future team objectives and supports teams to succeed in delivering to meet those needs

// Prioritises and role models continuous self-learning and development, including leadership, management and people skills

Ineffective behaviours:

Ignores emerging learning and development opportunities and the sharing of that learning to benefit the organisation

Does not follow up on learning to ensure colleagues practise and apply new learning to the benefit of the organisation

Makes token efforts to coach and develop people, allows colleagues to de-prioritise own development

Stays ignorant of the experience of colleagues and takes little notice of the potential learning available

Fails to address capability needs; Does not use development opportunities and performance management to maximise team capability

Places low priority on people management and development, seldom seeks feedback or challenge, and prioritise professional expertise over leadership, management and people skills

Level 4 (C1 and C2)

// Delivering results

Delivering value for money

Effective behaviours:

// Understands impacts of financial position in own area and that of the organisation and uses insight to curtail or support business and investment activities

// Achieves the best return on investment and delivers more for less on specific budgets by managing resources and maximising the use of assets

// Balances policy aspiration and delivery, outlines risk and benefits of different options to achieve value for money ensuring all submissions contain appropriate financial information

// Understands the commercial drivers that influence suppliers and levers that can be used in negotiating/ influencing contractual arrangements, taking appropriate advice from commercial and procurement experts

// Able to recognise and understand the commercial tools such as pricing models, open book accounting, supply chain management that commercial experts can deploy to extract value from contracts

// Motivates improved performance by suppliers, challenges any gaps between contractual commitments and actual delivery through joint working with commercial /procurement experts

Ineffective behaviours:

Overlooks the impact of decisions on the whole organisation and make recommendations without awareness of the wider financial position

Deliberately spends money up to the level of the available budget, ignoring the effectiveness of committing the expenditure

Overly focused on minimising expenditure rather than ensuring it is well spent and will provide lasting added value

Shows little or no understanding or appreciation of the economic or commercial drivers that influence the behaviour of suppliers

Has little or no knowledge or understanding of the commercial tools used to extract value from contracts

Takes it for granted that suppliers are delivering what is needed

Delivering a quality service

Effective behaviours:

// Exemplifies positive customer service behaviours. Promotes a culture of meeting customer needs

// Makes clear, pragmatic and manageable plans for service delivery using programme and project management methods

// Creates regular opportunities for colleagues and customers to help improve service quality and demonstrates a visible involvement

// Responds to customers' needs using a broad range of available methods, including new technology where relevant

// Ensures adherence to legal, regulatory and security requirements in service delivery and builds diversity and equality considerations into plans

// Establishes how the business area compares to customer service expectations and industry best practice and identifies necessary improvements

Ineffective behaviours:

Takes little action when customer needs are not met

Allows programmes or service delivery to lose momentum and focus and has no contingencies in place

Makes changes to service delivery with minimal involvement from others

Maintains a limited or out-dated view of how to respond to customers' needs

Disregards non–compliance with policies, rules and legal requirements and allow unfair or discriminatory practices

Ignores external trends that impact on the business area

Level 4 (C1 and C2)

Demonstrating commitment and drive

Effective behaviours:

// Gets the best out of people by being positive and encouraging about priorities, objectives and expectations

// Clarifies business priorities, roles and responsibilities and secures individual and team ownership

// Adopts clear processes and standards for managing performance at all levels

// Acts as a role model in supporting and energising teams to build confidence in their ability to deliver outcomes

// Maintains effective performance in difficult and challenging circumstances, encourages others to do the same

// Reviews, challenges and adjusts performance levels to ensure quality outcomes are delivered on time, rewarding success

Ineffective behaviours:

Loses focus, giving a confusing sense of what is important

Takes the credit for delivery of outcomes without acknowledging the contribution of their teams

Fails to set standards for timeliness and quality of monitoring in their own area of responsibility

Keeps too tight control over performance at the expense of motivating others to perform

Fails to take a constructive approach to adversity, resorting quickly to blaming others for shortcomings

Allows performance to drop without challenging quickly and responsively - continually focuses on the negatives

Level 5 (Executive management team)

// Setting direction

Thinking wider

Effective behaviours:

// Anticipates and predicts the long-term impact of national and international developments, including economic, political, legal, environmental, social and technological, on own business area

// Identifies and shapes how own business area fits within and supports the work of Registers of Scotland and priorities for the national interest, public and economic good

// Develops an in-depth insight into customers, citizens, services, communities and markets affected by their business area and the wider public sector context

// Creates joined up strategies and plans that have positive impact and add value for stakeholders, citizens and communities

// Shapes strategies and plans which help put into practice and support the Registers of Scotland's vision and long-term direction, including those shared with other organisations

Ineffective behaviours:

Has limited insight into the changes and developments surrounding own business area

Gives limited attention to the bigger issues and interactions across departments and outside the Civil Service when defining strategy

Shows limited insight into the wider context for own business area – takes a simplistic perspective on the issues and concerns of stakeholders

Develops strategies and plans with limited reference to the impact and value to key stakeholders and citizens now and in the future

Maintains a narrow perspective – allows own area to become out of step or work against the overall objectives of the business

Changing and improving

Effective behaviours:

// Seeks, encourages and recognises ideas, initiative, improvements and measured risk taking within own area to deliver better approaches and services

// Encourages a culture of imaginative thinking and measured risk taking and genuinely listens to ideas from employees and stakeholders

// Identifies step changes that quickly transform flexibility, responsiveness and quality of service

// Challenge the status quo in own and related areas to achieve value-adding improvements and change

// Leads the transformation of services to users, moving to a digital approach whenever possible

// Creates effective plans, systems and governance to manage change and responds promptly to critical events

Ineffective behaviours:

Restricts changes to own portfolio – does not integrate or align with change in other areas

Creates a punitive environment for risk taking and responsive decision making – shows intolerance of mistakes

Allows own area to become outdated and out of step with evolving changes and wider service requirements

Contribute to a culture of inertia across own portfolio of activities by focusing managers on delivering things as they always have

Misses opportunities to use alternative delivery models

Adopts an unsystematic approach to change management – causes confusion about priorities and timelines

Level 5 (Executive management team)

Analysis and making effective decisions

Effective behaviours:

// Interprets a wide range of political and national pressures and influences to develop strategies

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

// Ensures involvement and consultation where necessary and takes decisive action when required

// Articulates options and large-scale reputational risks and impacts, including economic, environmental, political and social, and recommend plans to manage and mitigate

// Takes quick, confident decisions at a strategic level to move things forward to meet organisational goals

// Outlines direction of travel, recommendations and decisions for their area

Ineffective behaviours:

Gives limited consideration to long-term sustainability or diversity impacts when shaping strategies and plans

Has to continually revisit decisions due to lack of or poor quality analysis and evidence

Fails to follow a broad consultation process when coming to key decisions

Provides advice without full consideration of risk, scenarios and options

Constantly changes decisions based on new opinions, information or challenge

Overlooks key information relating to legal, financial, security and implementation issues

// Engaging people

Leading and communicating

Effective behaviours:

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

// Actively promotes Registers of Scotland's reputation externally and internally – builds a sense of pride and passion for public service

// Inspires colleagues and delivery partners to engage fully with long term vision and purpose of the business

// Communicates with conviction and clarity in the face of tough negotiations or challenges and resolves ambiguities

// Influences external partners, stakeholders and customers successfully – secures mutually beneficial outcomes

Ineffective behaviours:

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

Avoids activities to build profile within or outside the business

Makes limited effort to create clarity for others around strategy or purpose

Back down readily in the face of challenge or tough negotiations

Loses focus under pressure and neglects the need to agree joint outcomes

Level 5 (Executive management team)

Collaborating and partnering

Effective behaviours:

// Creates, maintains and promotes a strong network of connections with colleagues across Registers of Scotland, the wider Civil Service and externally

// Promotes team working with peers; shares knowledge and resources across functions

// Encourages and establishes principles of working effectively across boundaries to support the business

// Encourages teams to engage with a variety of delivery partners and stakeholders and listens to their feedback

// Builds high performing teams within own area, aligned around common goals

Ineffective behaviours:

Focuses on delivery at the expense of building networks and effective relationships across and beyond their area

Consistently protects resources and interests of own area at the expense of wider priorities

Acts selfishly to protect own area and resists involvement from external colleagues or experts

Gives teams limited support regarding collaboration with partners; discourages early engagement

Struggles to address low morale or de-motivation within teams; creates boundaries or resource tensions between teams

Building capability for all

Effective behaviours:

// Champions development, talent and career management for all colleagues and makes learning a reality by encouraging and providing a range of development experiences

// Creates an inclusive environment, one from which all colleagues, including under-represented groups, can benefit

// Encourages work-place based learning and problem solving, ensures individuals take responsibility for own learning and share it building organisational capability

// Supports teams to succeed, devoting dedicated time to empowering people through coaching and mentoring and sharing expertise/knowledge

// Identifies capability requirements to deliver Registers 3-5 year strategy and grow sustainable capability across all groups including those identified as having high potential

// Role models continuous learning and self-development, evaluating own effectiveness and growth and planning next learning steps accordingly

Ineffective behaviours:

Allows delivery to dominate to the exclusion of learning and development activities, missing out on longer term business benefits and ignoring the organisational learning dimension

Tolerates discriminatory thinking and practices when building capability in the organisation

Fails to ensure colleagues practise and share new learning of benefit to the business

Focuses resources on technical knowledge/ skills gaps at the expense of leadership skills or development of future talent

Allows ineffective performance management which fails to narrow capability gaps for the organisation or grow available talent

Seldom seeks feedback and fails to seize opportunities for personal development

Level 5 (Executive management team)

// Delivering results

Delivering value for money

Effective behaviours:

// Promotes and visibly demonstrates a culture of value for money in own area/function in order to focus managers on getting a good return for investment

// Manages strategic commercial relationships and delivery arrangements effectively to provide ongoing value for money

// Develops and applies market and economic understanding and insights, working with commercial experts and internal teams, to support sound commercial decision-making and recommendations

// Makes and encourages strategic choices on spend, challenges high risk costly projects and forgoes non-priority expenditure

// Promotes a strong focus on the needs of customers, suppliers and other delivery partners to develop new commercial models for the delivery of policy and business goals

// Understands financial position of own area, the business and wider economy. Interprets a wide range of financial and management information and uses financial data effectively in decision making, building business cases and managing risk

Ineffective behaviours:

Adopts a short-term, incremental view of resource thus compromising sustainability of resource savings

Shows limited active management of commercial arrangements associated with delivery of policy and business outcomes

Rarely approaches or sees limited value in working proactively with commercial experts and internal teams to support commercial activities

Takes the narrow view that low cost equates to good value

Defines success too narrowly and focuses mostly on own concerns, ignoring opportunities to form commercial alliances which could support delivery

Rarely uses financial or management information to support analysis and decision making. Overlooks opportunities to gather and make use of financial information in development of policy and plans

Delivering a quality service

Effective behaviours:

// Facilitates flexible use of resources across grades through innovative structuring of teams and resources within own area

// Clarifies and articulates the diverse requirements of customers and delivery partners to support delivery of professional excellence and expertise

// Uses customer insight to determine and drive customer service outcomes and quality throughout own area

// Translates complex aims into clear and manageable plans and determines resource requirements to support implementation

// Maintains and improves service by setting clear plans and priorities and managing risks to ensure own area and partners deliver against defined outcomes

// Work collaboratively with customers or service delivery partners to manage, monitor and deliver against service level agreements

Ineffective behaviours:

Maintains status quo in organisational structures and lacks a flexible approach to manage resources and services

Fails to engage specifically with data security, system resilience and implementation needs

Does not involve delivery partners sufficiently in delivering quality and customer service outcomes

Is unclear about overall service deliverables and resources required for implementation

Establishes unrealistic or confusing priorities and plans, leading to inefficiency in service/overlaps between activities

Sets service level agreements which cannot be delivered and fails to engage effectively or manage expectations with delivery partners

Level 5 (Executive management team)

Demonstrating commitment and drive

Effective behaviours:

// Translates strategic priorities into clear outcome-focused objectives for managers and provides the energy and drive in achievement of these objectives

// Takes ownership of delivery against outcomes and gives credit for others' delivery

// Maintains a strong focus on priorities, holding others to account for priorities and swiftly responds to changing requirements

// Drives a performance culture within own area, allowing people space and authority to deliver their objectives

// Acts as a role model for delivery by injecting enthusiasm and energy to achieve results

// Promotes resilience and responsiveness in the organisation by being open and honest about challenges, and the actions required to address unexpected developments

Ineffective behaviours:

Sets unrealistic, vague or uninspiring goals and lacks clarity around expected outcomes

Presents delivery as someone else's issue

Constantly revisits and revises priorities

Gives limited personal support for delivery and allows the focus to drift away from critical priorities

Puts an overly strong focus on achieving tasks without efforts to motivate and energise people to perform

Overlooks the impact of challenges and the impact on team and organisational resilience

Level 6 (SCS)

// Setting direction

Thinking wider

Effective behaviours:

// Demonstrates an in-depth insight into the dynamics and issues surrounding Registers of Scotland, including political, economic, social, legal, environmental and technological impacts

// Clarifies and shapes Registers of Scotland's vision, role and purpose in delivering priorities for the national interest, public and economic good

// Understands where Registers of Scotland sits within and aligns across the Civil Service

// Articulates Registers of Scotland's business model and helps people to see their role within it

// Creates clear, long-term strategies focusing on adding value to the citizen and making real, lasting change

// Fully engages with and utilises wider experience (e.g. non-executive directors) and knowledge to support strategic decision making

Ineffective behaviours:

Focuses on short term concerns, neglecting long-term thinking about evolving future issues and considerations for Registers of Scotland

Shows limited insight into the Government expectations of Registers of Scotland in generating value and growth in Scotland

Focuses on own immediate concerns and fails to see interconnections across the Civil Service and wider.

Lacks clarity about own role and that of colleagues in delivering Registers of Scotland's work

Focuses primarily on continuing historical activities based on short-term priorities not linked to clear value and delivery for the citizen and the economy

Operates independently, without reference to the wider system of knowledge and experience available

Changing and improving

Effective behaviours:

// Navigates and balances a range of political, national and international pressures to shape the RoS strategy and priorities

// Places the highest priority on ensuring security of government and public information across Registers of Scotland, the Civil Service and external bodies

// Involves the right stakeholders and partners in making recommendations or decisions from the outset and continues to engage them

// Identifies and evaluates risks and options and develops Registers of Scotland wide strategies to manage and mitigate

// Makes unpopular decisions and defends them at the highest level when required

// Gives unbiased advice to Ministers based on robust analysis, not just what is welcomed

Ineffective behaviours:

Omits consideration of sustainable long-term development in strategy and gives limited consideration to social, environmental or economic factors in analysis

Struggles to provide clarity of thinking when faced with complex and ambiguous data, constantly calls for more information rather than making decisions

Provides recommendations or decisions without full and proper consultation

Provides advice without full evaluation of risk, scenarios and options

Constantly changes decisions based on new opinions, information or challenge

Opts to give advice which the Minister/stakeholder wants to hear and ignores contrary evidence

Level 6 (SCS)

Analysis and making effective decisions

Effective behaviours:

// Navigates and balances a range of political, national and international pressures to shape RoS strategy and priorities

// Places the highest priority on ensuring security of government and public information across Registers of Scotland, Civil Service and external bodies

// Involves the right stakeholders and partners in making recommendations or decisions from the outset and continues to engage them

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Provides advice without full evaluation of risk, scenarios and options

Constantly changes decisions based on new opinions, information or challenge

Opts to give advice which the Minister/stakeholder wants to hear and ignores contrary evidence

// Engaging people

Leading and communicating

Effective behaviours:

// Actively develops and protects the reputation of Registers of Scotland and the Civil Service – creates a sense of pride and passion for public service

// Shapes, promotes and exemplifies desired Registers of Scotland and the Civil Service values and culture

// Is highly visible and credible at the most senior levels across and outside the Civil Service, communicating purpose and direction with clarity and enthusiasm

// Engages positively in debate, resolves tensions and ambiguities across the Civil Service and beyond

// Demonstrates insight into the link between the moral and business case for equality and diversity and achieving organisational priorities

// Negotiates with and influences external partners, stakeholders and customers successfully at the highest levels

Ineffective behaviours:

Overlooks opportunities to champion achievements in Registers of Scotland and the wider Civil Service

Acts in ways which are at odds with desired culture and values – damages the Civil Service leadership reputation internally and externally

Lacks confidence or impact at high levels, struggles with media spotlight, misses opportunities to communicate messages or gives a confused or uninspiring narrative about what's important

Operates independently, rarely asking for input from senior colleagues and communicating infrequently

Disregards the link between the moral and business case for diverse and sustainable outcomes

Lacks insight into the different motivations and agendas of various stakeholders

Level 6 (SCS)

Collaborating and partnering

Effective behaviours:

// Builds a strong network of relationships and partnerships across the Civil Service, at the highest levels in Government and beyond to help deliver Registers of Scotland's and SG objectives

// Is a full partner on the Board and acts for the wider good of public service

// Drives a diverse and collaborative working culture which encourages openness, approachability and is supportive of challenge however uncomfortable

// Confronts issues and challenges assumptions at the highest levels with delivery partners, stakeholders and clients in an assertive yet constructive way

// Works effectively with Non-Executive Directors to bring together political and official leadership to improve governance at board level

Ineffective behaviours:

Restricts collaboration to existing relationships, gives limited attention to the importance of building networks

Encourages Registers of Scotland to focus on its pressures and agenda at the expense of wider collaboration

Creates and allows cliques and narrow ways of working within and across functions, promoting a "knowledge is power" culture

Does not involve partners and stakeholders early on in the development of policies, services and delivery options

Fails to utilise the experience and input offered by Non-Executive Directors

Building capability for all

Effective behaviours:

// Champions the strategic importance of talent management and people development, building a culture of continuous learning and knowledge sharing

// Operates with an acute awareness of inclusiveness, equality and diversity and build capability strategies to support careers for all colleagues.

// Renowned as an effective coach and sounding board for senior people

// Takes a strategic perspective to identifying the capability needs of the business now and in the future

// Role models continuous learning and self-development, evaluating own effectiveness and growth and planning next learning steps accordingly

Ineffective behaviours:

Allows organisational learning to be lost and fails to create a climate where colleagues can apply new learning relevant to the business

Shows little ability or commitment to enabling equal opportunities for people to realise their aspirations

Invests little personal time to develop talent and future leaders

Adopts a short term perspective to people and talent management issues – struggles to assess long-term and evolving people requirements for the business

Resistant to or dismissive of personal feedback and sees personal development and growth as not relevant at their level

Level 6 (SCS)
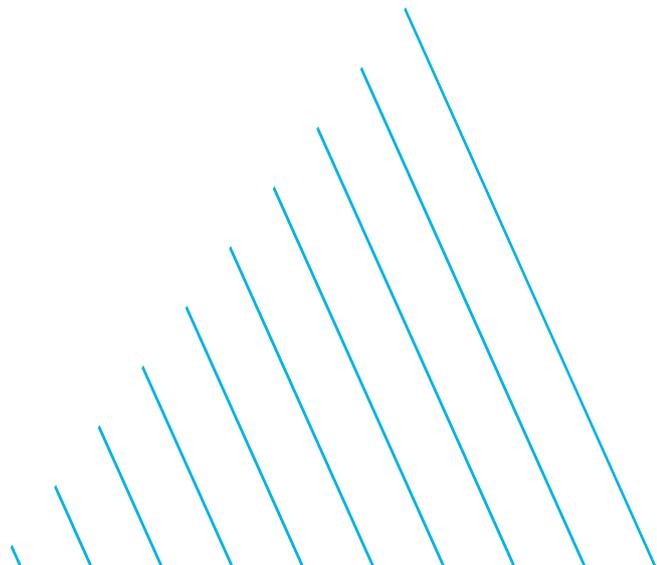
// Delivering results

Delivering value for money

Effective behaviours:

// Maintains a clear focus on maximising resource efficiency and delivering value for money, continually questioning the value of activities against strategic priorities

// Ensures that commercial considerations and risks are fully considered in policy and implementation decision making, formation and delivery

// Seeks out and introduces innovative business models, systems and approaches, including strategic delivery partnerships, to deliver greater commerciality and sustainability

// Maintains good financial and budgetary discipline by ensuring accountability for financial controls and systems

// Demonstrates transparency both in terms of decisions made around financial choices and money spent

Ineffective behaviours:

Signs off spending with insufficient challenge or scrutiny. Allows non-core activities to divert funds and make decisions not in the best long-term financial interest of the organisation.

Show little evidence of commercial understanding when shaping policies with senior stakeholders

Allows ineffective business models or systems to continue, resulting in wasted money or resource.

Fails to deliver outcomes or strategy by significantly under or over-spending against agreed plans

Fails to demonstrate a full consideration of the financial aspects of a business decision and ignores the need for transparency and audit

Delivering a quality service

Effective behaviours:

// Ensures an in-depth and evolving understanding of the broad range of customer requirements is embedded in the business

// Determines customer service outcomes at a broad strategic level and works across Government to ensure delivery of professional excellence and expertise to customers

// Ensures all parts of the delivery chain fully understand the required outcomes for the customer and articulates the impact of poor service on Registers of Scotland's customers

// Creates a culture of working with and through delivery partners to achieve outcomes, establish and negotiate service levels and deliverables

// Defines and integrates clear structures, systems and resources required across the business to promote efficient service delivery

Ineffective behaviours:

Allows the business to operate with only superficial understanding of customer/end user requirements

Gives little attention to defining customer requirements in setting strategic priorities

Gives insufficient clarity around customer needs to the delivery partners and loses sight of which partner is responsible for delivery

Does not give sufficient attention to managing customer expectations and outcomes at the highest levels

Establishes unrealistic or confusing priorities and strategies at the highest level, leading to inefficiencies in service delivery

Level 6 (SCS)

Demonstrating commitment and drive

Effective behaviours:

// Sets, maintains and ensures a clear direction for Registers of Scotland, with highly focused priorities and project outcomes

// Retains accountability for achieving strategic priorities and outcomes

// Swiftly re-focuses the organisation on new priorities as changing situations dictate

// Drives a performance culture across the organisation giving teams space and authority to deliver objectives whilst resolutely holding them accountable for outcomes

// Encourages, supports and coaches individuals and teams across the organisation to energise delivery

// Enables the organisation to remain focussed on core priorities irrespective of external challenges

Ineffective behaviours:

Displays imprecision and lack of purpose about direction and focus of Registers of Scotland

Allows the organisations focus to drift away from critical priorities and does not measure performance against them

Sticks to strategy even when it is superseded by events which necessitate a change

Allows the organisation to settle for poor results and inaction

Expects people to perform with enthusiasm without giving support and encouragement

Readily allows problems or external challenges to distract the organisation from its core priorities