

LSBU Behavioural Framework Guidance

EST 1892
LSBU



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Introduction to the framework

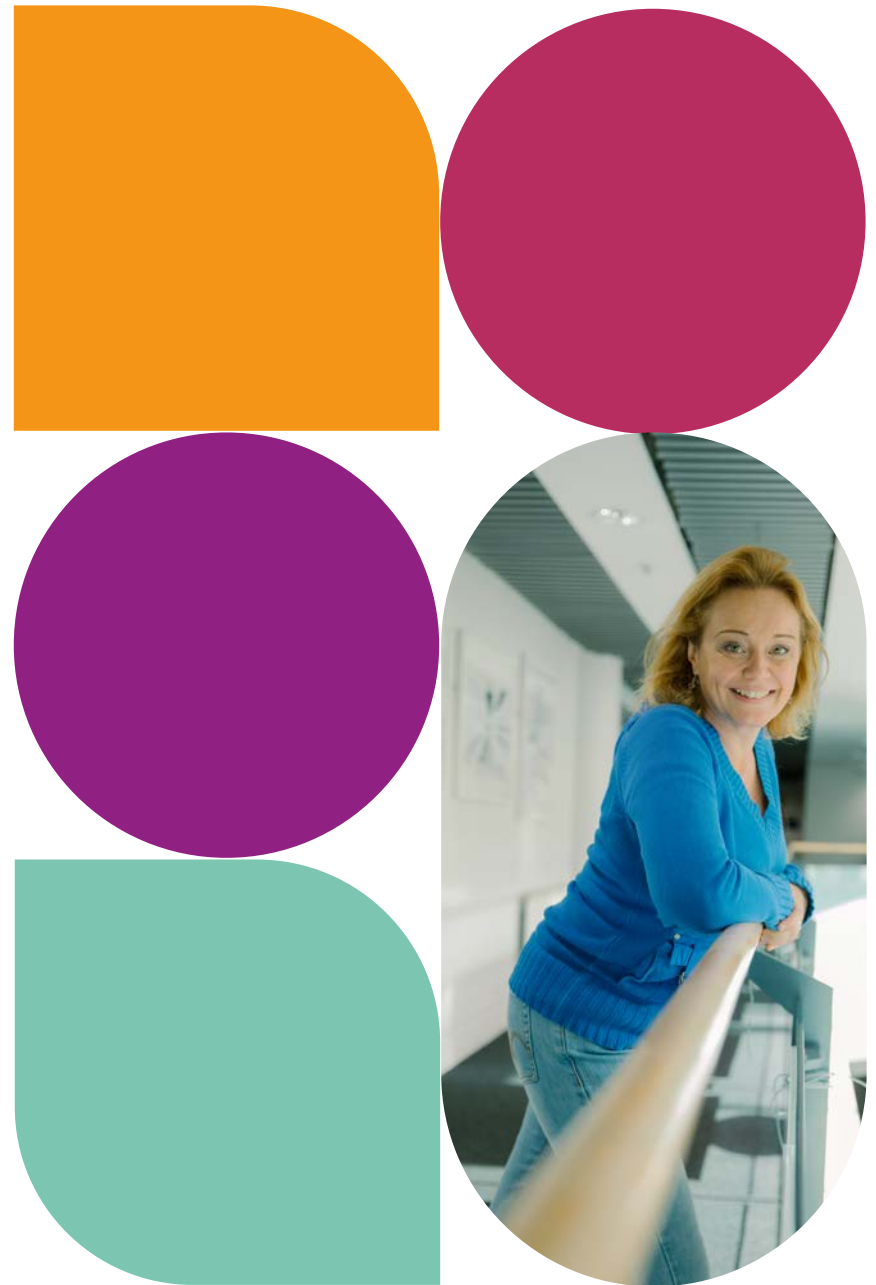
Our framework describes the behaviours essential for effective performance at LSBU. They are key to achieving results now, as well as in the future, and play a vital role in helping us to deliver our strategy.

The LSBU Behavioural framework supports the LSBU Corporate Strategy and People and Culture Strategy 20/25. The Behavioural framework sets out how we want people in LSBU to work. It puts the LSBU values of excellence, professionalism, integrity, inclusivity and creativity at the heart of everything we do. Our staff work in a huge range of jobs across the University and the Group as a whole but one thing we have in common is that we are here to deliver excellent outcomes for our students.

Behaviours are the knowledge that lead to successful performance. The framework outlines seven behaviours. For each behaviour there is a description of what it means in practice and some examples of effective and ineffective behaviours at all levels.

The Behavioural Framework should not be used for disciplinary purposes, sickness management or in any cases concerning a re-organisation of teams or services. Furthermore, the framework should not supercede or take precedence over existing policies, procedures, contractual terms or job descriptions. Where a conflict arises, those documents take precedence.

The behaviours are intended to be discreet and cumulative, with each level building on the levels below, i.e. a person demonstrating a behaviour 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 across LSBU.



What does it mean for me?

The framework is intended to be used in recruitment, performance management and development discussions. Your work objectives set out “what” you need to achieve over the year and the Behavioural framework sets out “how” you need to work to achieve those objectives. The 3 levels set out are cumulative so for Directors operating at the highest level one would expect them to be demonstrating the behaviours from the levels below.

Most of you will need to focus on a number of behaviours, usually around six, identified with your manager as being essential to your role. You are encouraged to discuss the framework with your line manager to identify the behaviours that apply most to your job role.

This framework has been developed in partnership with staff across all levels of the University including PSGs and Schools. If you work as part of a profession with a separate framework this complements your professional framework and should be used alongside it.

What will it not do?

Whilst we need to understand what these behaviours mean for us, we also need to be very clear on what they are not about. The framework does not define our technical knowledge and accountabilities, nor is it an exhaustive list of how to display each behaviour. This can be found in other documents such as job descriptions and performance objectives and through conversations with your manager.

Why were these behaviours chosen?

We gathered information from across the University to establish the behaviours which are essential to allow us to succeed in our roles and deliver on our strategy. We wanted the framework to reflect not only our strategic focus but also the behaviours and measures that you want to see role modelled.

How do I use the framework?

Recruitment and Selection

Embedding our behaviours within recruitment will help us to recruit people who align with what good looks like and diversify and strengthen our talent pool.

Job descriptions

Each job description will provide an overview of the key responsibilities for the role, but also include a person profile, which describes the qualities (experience, knowledge, skills, success criteria and behaviours) a person needs to excel. The behaviours section should reflect the most relevant behaviours and indicators for that role.

When hiring

Undertake a brief job evaluation to ensure the role content and structure remains effective and accurate. Identify the essential behaviours and indicators and include them in the person profile. Consider signposting required behaviours in job advertisements, alongside other selection criteria.

Behaviour based selection

Our behaviours will be embedded in our selection tools, for example through behaviour based interviews and assessment centres, testing candidate's abilities to display each behaviour.

When recruiting

- Ask questions targeted at obtaining evidence for a specific behaviour.
- Ask candidates to provide concrete examples of when they demonstrated the behaviour in question.
- Ask HR for examples of interview questions you can use for each behaviour.

Performance Management

The Behavioural Framework forms part of our annual performance development review process. Your annual and mid-year review meetings are a great opportunity for two-way discussion about how you exhibit the behaviours in your day-to-day work.

Learning and Development

The framework provides a set of behaviours that can be used to identify areas of focus for our development.

We will use it to:

- Take a targeted approach to mapping and building our learning and development activities.
- Identify the behaviours individuals, teams or the organisation need to develop and direct our investment where it is needed most.
- Use behaviours to compliment skills-based learning needs analysis and development.

When thinking about career development

Drive your development and identify which behaviours you may need to develop in order to progress.

- Work with your manager to create a personal development plan for the areas you wish to develop.
- Discuss your development needs as part of your appraisal.

Management Development

All managers should role model our behaviours and we will provide plenty of development tools through targeted programmes as well as tools and advice around how to use the framework within teams.



The Behaviours

The Behaviours

Student and Service Orientated

Being effective in this area is about maintaining a focus on short and long-term goals in all activities, which sit at the heart of the student and customer journey. For all, it's about having a customer focused mindset to ensure all activities and services are delivering added value and provide great outcomes for students and our internal customers. For leaders, it's about having a mindset of seeking out feedback from stakeholders and seeing complaints and feedback as golden opportunities to improve, building systems and processes, and being skilled at resolving conflicts or disagreements. ■

Seeing the Big Picture

Seeing the big picture is about having an in-depth understanding and knowledge of how your role fits with and supports organisational objectives and the wider Corporate Plan. For all staff, it is about focusing your contribution on the activities, which will meet LSBU goals and deliver the greatest value. For leaders, it is about scanning the internal and external HE/FE context and taking account of wider impacts to develop long term implementation strategies that maximise opportunities to add value to students and support sustainable growth. ▽

Taking Ownership

Being effective in this area involves taking responsibility for the tasks and duties of your role. For all staff it's about ensuring everyone keeps to their promise of doing what they said they would do and helping each other to do the same, and adopting a flexible approach at all times. It's also about seeking clarity if something is unclear or to correct if something has been presented which doesn't look right, thereby seeking continuous improvement. For leaders it's about ensuring that accountability is role modelled from within their own teams and holding others to account who may struggle in this area, enabling trusting and constructive relationships, making effective decisions and understanding what should be delegated within teams, encouraging and creating opportunities for staff to develop themselves. ■

Inclusive Working

Being effective in this area is about ensuring that all voices are heard and all staff understand the value of contributions which others bring, both inside and outside of their teams. For all staff it's about understanding how all of our actions and behaviours may impact on others and recognising the importance of treating everyone with dignity and respect. For leaders it's about being able to actively demonstrate listening to and acknowledging all contributions and viewpoints from a diverse team. ●

Outcome Focused

Being Outcome Focused involves the efficient, effective and economic use of resources in the delivery of an excellent experience for students and customers, valuing and modelling professional excellence with energy and passion. For all staff, it means seeking out and implementing solutions, which achieve the best mix of quality and effectiveness for the least outlay. It means working to agreed goals and activities and dealing with challenges in a responsive and constructive way, applying programme, project and risk management approaches to support service delivery. For leaders, it is about building a performance culture where staff are given space, authority and support to deliver outcomes. It's also about keeping a firm focus on priorities and addressing performance issues resolutely, fairly and timely. ■

Changing and Improving

People who are effective in this area take initiative, are innovative and seek out opportunities to create effective change. For all staff, 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, this is about creating and encouraging a culture of innovation and allowing people to consider and take informed decisions. Doing this well means continuously seeking out ways to improve the student / customer experience and build a leaner, more flexible and responsive LSBU. It also means making use of alternative delivery models including digital, shared service approaches wherever possible and hybrid learning. ■

Leading and Communicating

At all levels, effectiveness in this area is about showing our pride and passion for the student experience or support 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, promoting their own teams and our values internally and externally. For leaders, it is about being visible, establishing clear direction and persuasive future vision; managing and engaging with people in a straightforward, truthful, and candid way. ■

Student and Service Orientated



Level	Indicators
Staff grade 2-6	<ul style="list-style-type: none">• Understands who their customers are and puts themselves in their shoes• Manages customer expectations in the appropriate manner• Actively seeks and uses feedback to continuously improve student and customer experience• Adapts communication style, tone and language to engage audience• Views complaints as opportunities to improve• Demonstrates openness and honesty with customers• Maintains and displays a positive “can do” attitude, but is not afraid to say “no”
Managers and specialists grade 7-10	<ul style="list-style-type: none">• Defines standards and role models excellent service delivery• Seeks and uses feedback to improve service delivery• Adopts service user perspective when planning, communicating and making decisions• Engages with stakeholders, listens and acts upon diverse viewpoints• Is quick, tactful and fair in resolving conflicts• Builds simple and intuitive processes and systems to deliver services efficiently, effectively and consistently
Executive and Senior Leaders grade 11 upwards	<ul style="list-style-type: none">• Leads by role modelling service focused behaviours; expects and encourages service orientated behaviours of others• Actively encourages feedback to continuously improve the services they lead• Consults widely and listens to a broad range of stakeholders to inform strategy development and decision-making• Engages with stakeholders to understand the impact of decisions• Adopts a systematic view of service delivery, and understands dependencies

Seeing the Big Picture



Level	Indicators
Staff grade 2-6	<ul style="list-style-type: none"> • Is open to new ideas, learns from best practice and seeks diverse ideas from inside and outside of the organisation • Embraces change, and is open to the potential of using new technologies and working methods • Keeps up to date with the latest thinking in their professional area • Actively engages with internal and external networks to share best practice and bring innovative ideas back to LSBU • Operates in an agile and constructive way to fulfil shifting demands • Appropriately considers Health and Safety implications regarding actions of individuals and their teams around them
Managers and specialists grade 7-10	<ul style="list-style-type: none"> • Develops new ideas and initiatives that build on current thinking and practice • Develops a personal vision for the success of their area of responsibility, aligned to LSBU's vision and strategies. • Embeds a mind-set that encourages innovation and is inquisitive to ensure continuous improvement and service orientation • Identifies opportunities to introduce efficiencies and adds value in learning, teaching, research, enterprise and/or service provision
Executive and Senior Leaders grade 11 upwards	<ul style="list-style-type: none"> • Undertakes regular personal and professional development, scholarly activities, technical training and/or stretching on-the job activities • Creates long-term strategies to deliver the Group's mission, linking activities across the organisations and taking account of external factors • Leads and sponsors change, inspiring people to support and implement positive changes to their ways of working and contribution • Encourages the development of talent and looks for challenging opportunities for the development of staff inside and outside of their directorate

Taking Ownership



Level	Indicators
Staff grade 2-6	<ul style="list-style-type: none">• Takes personal responsibility for decisions and actions and delivers on commitments to others• Shows consistency between words and actions• Keeps track of commitments and holds each other accountable• Understands where decisions can be made and when they need to be escalated• Is confident to share thoughts and opinions and challenge ways of working• Learns from their successes and challenges to continuously improve• Seeks clarity and questions when roles and responsibilities are unclear
Managers and specialists grade 7-10	<ul style="list-style-type: none">• Considers impact of actions on other areas of the organisation• Builds trusting, respectful relationships by sharing information and keeping personal commitments• Directs work and projects effectively, providing clarity and structure for individual roles and responsibilities• Gives people the space and freedom to be creative and empowers others• Is empowered to make decisions and delegates responsibility when appropriate• Encourages learning and personal development in others• Enables trusting and constructive relationships with others• Thinks through decisions and their impact
Executive and Senior Leaders grade 11 upwards	<ul style="list-style-type: none">• Takes responsibility for role modelling a culture of trust and transparency• Takes full responsibility for their service performance and standards• Ensures that their team/department has clarity of expectation• Ensures appraisal objectives are aligned with values to improve service offer• Involves correct stakeholders in decision making• Makes decisions which are difficult or unpopular• Offers time and support to others to enable them to seize opportunities and achieve their potential

Inclusive Working



Level	Indicators
Staff grade 2-6	<ul style="list-style-type: none">• Takes time to celebrate successes and gives praise for work well done• Values diversity and treats every person with respect and dignity• Seeks to collaborate with internal and external stakeholders• Takes time to listen and understand before developing solutions• Considers how their actions impact others
Managers and specialists grade 7-10	<ul style="list-style-type: none">• Is appreciative of different backgrounds and the strength that diversity brings to inform strategy and decision making• Creates opportunities to involve others in the continuous improvement of service delivery• Develops personal and professional networks, building relationships that add value to teaching, learning, research, enterprise and/or service provision• Nurtures a culture of inclusion and belonging• Ensures staff working remotely are included
Executive and Senior Leaders grade 11 upwards	<ul style="list-style-type: none">• Challenges behaviours that are counter-productive to the organisation's values• Builds relationships based on trust and respect, sharing information wherever possible and keeping commitments• Encourages discussion and sharing of ideas and information across LSBU• Develops a wide collaborative network, nurturing new relationships inside and outside of the sector• Promotes an inclusive culture of celebrating and rewarding achievements, and recognising efforts throughout LSBU• Role models behaviours that facilitate an Inclusive Working environment

Outcome Focused

Level	Indicators
Staff grade 2-6	<ul style="list-style-type: none">• Manages information and data so that it is accurate, easily located and reusable• Understands that all actions have a cost and chooses the most effective way to do something in a resource efficient way• Identifies and seeks solutions to common problems or weaknesses• Works in partnership across the organisation to develop and deliver service outcomes• Seeks out and responds to feedback• Successfully stretches and develops self and team to deliver agreed goals and objectives
Managers and specialists grade 7-10	<ul style="list-style-type: none">• Monitors the use of resources in line with organisational procedures and plans and holds their team to account• Recommends actions to achieve value for money and efficiency• Makes effective use of project management skills and techniques to deliver outcomes, including identifying risks and mitigating action• Works with team to set priorities, goals, objectives and timescales• 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
Executive and Senior Leaders grade 11 upwards	<ul style="list-style-type: none">• Drives and delivers a culture that emphasises continuous improvement, efficiency and value for money• Is fluent at interpreting a wide range of financial and performance information and uses this to determine policy and strategy delivery• Sets, maintains and ensures a clear direction for the Department/School, with highly focused priorities and project outcomes• Ensures that an in-depth and evolving understanding of the broad range of customer/ student requirements is embedded in the Department/School

Changing and Improving

Level	Indicators
Staff grade 2-6	<ul style="list-style-type: none"> • Learns new procedures, seeks to exploit new technologies and helps colleagues to do the same • Co-operates with and is open to the possibilities of change and considers ways to implement and adapt to change in own work role • Responds positively to new ways of working
Managers and specialists grade 7-10	<ul style="list-style-type: none"> • Encourages and recognises a culture of initiative and innovation, focused on adding value to the student/customer experience • Gives people space and praise for creativity • Prepares for and responds appropriately to the range of possible effects that change may have on own role/team • Is prepared to take managed risks, ensuring these are planned and their impact assessed • Regularly reviews procedures or systems with teams to identify improvements and simplify processes and decision making • Takes a pro-active approach to leading and supporting new ways of working
Executive and Senior Leaders grade 11 upwards	<ul style="list-style-type: none"> • Challenges over bureaucratic decision making, resourcing structures and processes • Creates and encourages a culture of initiative, flexibility and responsiveness, mobilising the Department/School to respond swiftly to changing priorities • Seeks out opportunities for innovation and has the courage to take risks and make step changes in how things are done • Encourages a culture of imaginative thinking, learning from experience, expanding mindsets and genuinely listening to ideas from employees and stakeholders • Challenges the status quo in own and related areas to achieve value-adding improvements and change

Leading and Communicating



Level	Indicators
Staff grade 2-6	<ul style="list-style-type: none"> • Listens to and respects the value of different views, ideas and ways of working • Promotes the work of the department/division and plays an active part in supporting LSBU values and culture • Expresses ideas effectively, both orally and in writing, with sensitivity and respect for others
Managers and specialists grade 7-10	<ul style="list-style-type: none"> • Is visible to staff and stakeholders and regularly undertakes activities to engage and build trust with people involved in area of work • Clarifies strategies and plans, communicates purpose and direction with clarity and enthusiasm • Is open to and actively and invites the views of others • Leads by example, regularly communicates in a truthful and straightforward manner with integrity and impartiality • Prioritises and role models continuous self-learning and development, including leadership, management and people skills • Encourages others to work effectively, balancing competing needs and adjusting to changing circumstances • Encourages wellbeing and work life balance of self and others • Promotes and supports flexible and hybrid working approaches. • Gives praise and recognition for good performance
Executive and Senior Leaders grade 11 upwards	<ul style="list-style-type: none"> • Engages positively in debate, surfaces tensions and resolves ambiguities across LSBU • Actively develops and protects the reputation of the Department/School and LSBU, creating a sense of pride and passion for all • Shapes, promotes and exemplifies desired outcomes for Departmental/School in line with LSBU values and culture • Is highly visible and credible across and outside LSBU, communicating purpose and direction with clarity and enthusiasm • Actively promotes diversity and equality of opportunity inside and outside LSBU, valuing difference and external experience • Leads, supports and promotes new ways of working • Ensures the right systems and processes are in place to encourage and support a culture of creativity, inclusion and engagement across the organisation • Drives continuous improvement, taking account of leading edge of thinking and practice