

**TRANSFORMING**  
BROMLEY



THE LONDON BOROUGH

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# Our Values and Behaviours



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# Our values and behaviours

Our values and behaviours have a key part to play in how staff carry out the work of the Council and how we engage and build working relationships with key partner agencies, such as the NHS.

As Chief Executive, I have had the opportunity to meet with many staff across various departments through my 'Ask the Chief Executive' sessions, my staff surgeries and the REAL Values thematic sessions to share with them my strategic vision for the Council and how our REAL values will help us to achieve our organisational goals and drive the necessary transformation of services.

I am continually impressed by the dedication, commitment, and passion that our staff have for the delivery of services to our local residents. As you may already know, the London Borough of Bromley has developed a set of organisational values that we believe are fundamental to building and maintaining the kind of organisation we want, as set out in our Transforming Bromley Programme.

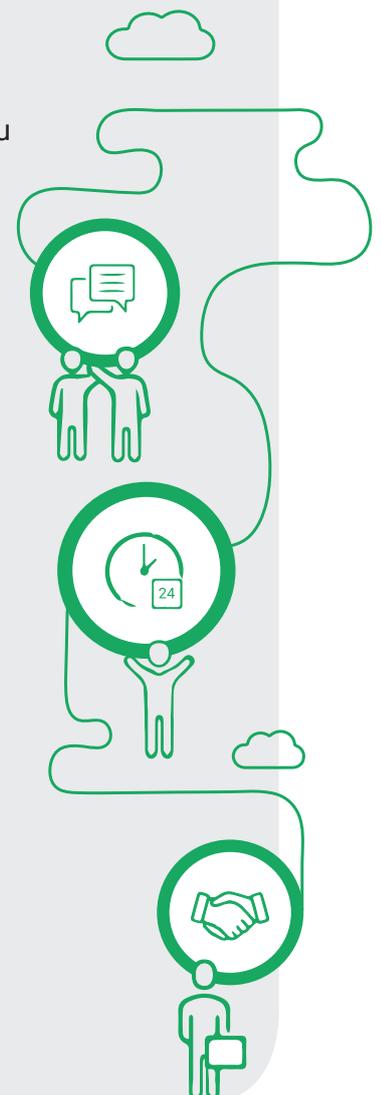
This framework outlines the desired behaviours that align with our established values, to help create a workforce that are able to deliver services that are seen as "excellent" in the eyes of local people.

I encourage you to take the time to read through this framework and use it as part of your DISCUSS conversations with your managers as part of your ongoing development.

Very best wishes,



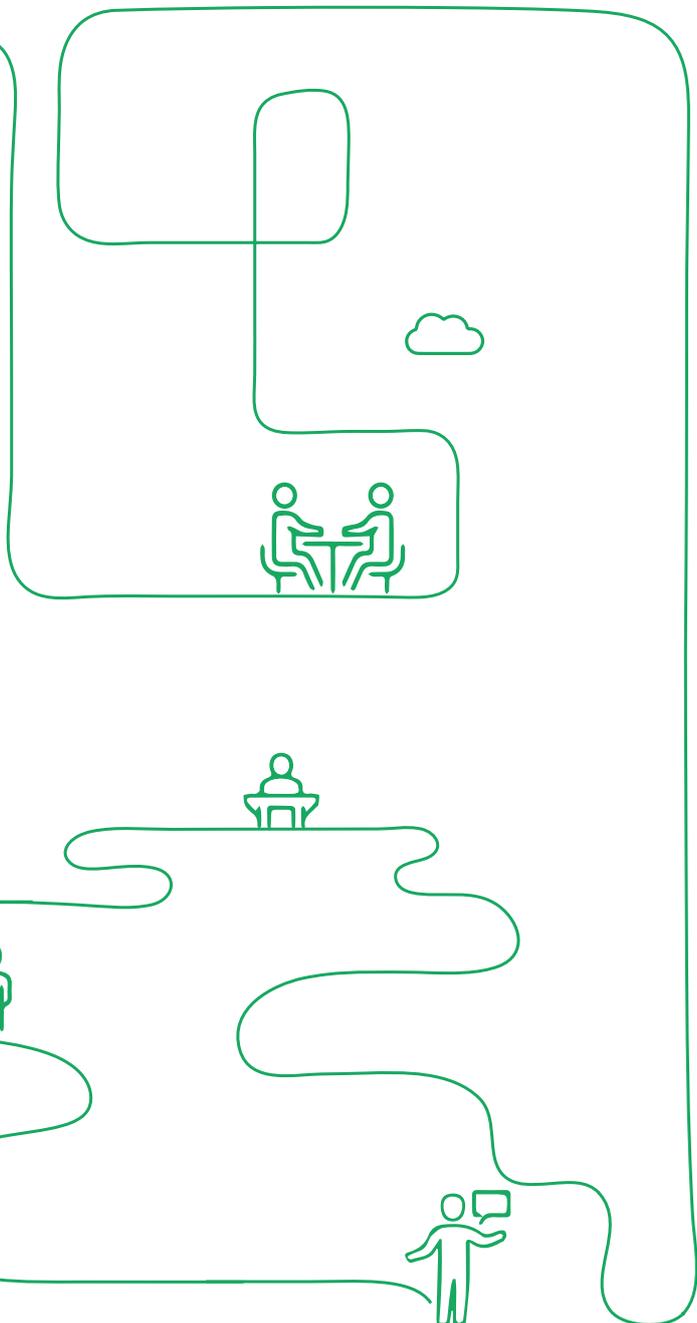
**Ade Adetosoye OBE**  
Chief Executive



# Why do we need organisational values and behaviours?

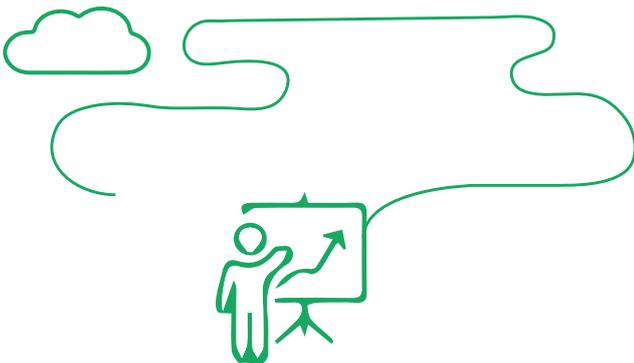


The behaviour and attitude that people bring to work is a reflection of their own individual values. Equally, an organisation can demonstrate its own value system through the day to day practices and processes it adopts, management action and how decision-making is conducted. Both sets of values can be equally strong and should there be any mismatch between the two value systems this will undermine the commitment and motivation of the workforce to deliver organisational goals.



# What are our values?

These four words define the fundamental standards which govern the behaviour of individuals within the Council. Without such values there is a risk that individuals will pursue behaviours that are in line with their own individual value systems which may lead to behaviours that the organisation does not wish to encourage.

**R**

**Respect** for ourselves, the people we work with and the customers that we deal with when providing our services

**E**

**Empower** ourselves, other agencies and the community to deliver services that meet the needs of our customers in the most appropriate and efficient manner

**A**

**Ambition** for ourselves and our community should drive our efforts to improve services and find new ways of working - we should never accept second best for our customers

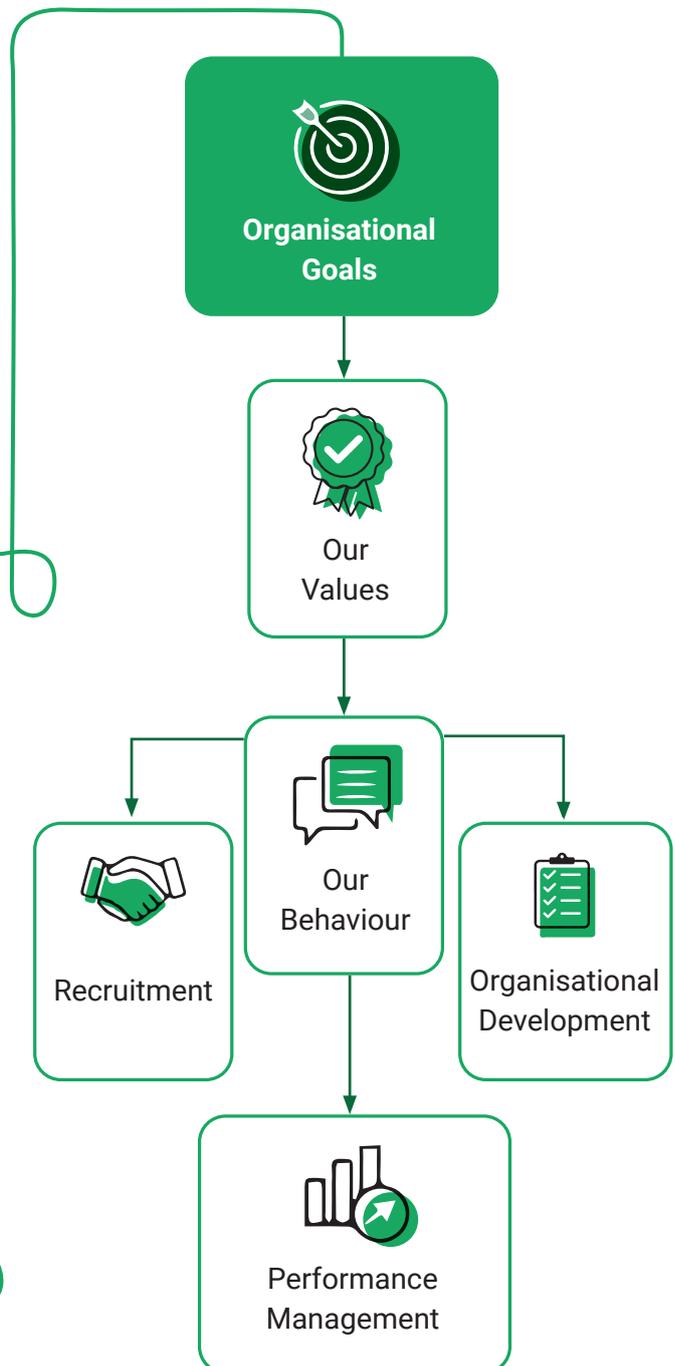
**L**

**Learn** from others and our own experiences to improve and extend our own performance and that of the organisation

# Behaviours bring our values to life

Behaviours are at the heart of everything we do. From engaging with challenging work to conducting meetings with colleagues, they influence how we interact and work every day.

They help bring our values to life and are embedded into how we recruit, manage and develop our staff so that we can achieve our organisational goals. Having a behavioural competency framework helps us to establish consistent standards across all service areas so that we collectively drive towards achieving our organisational goals.

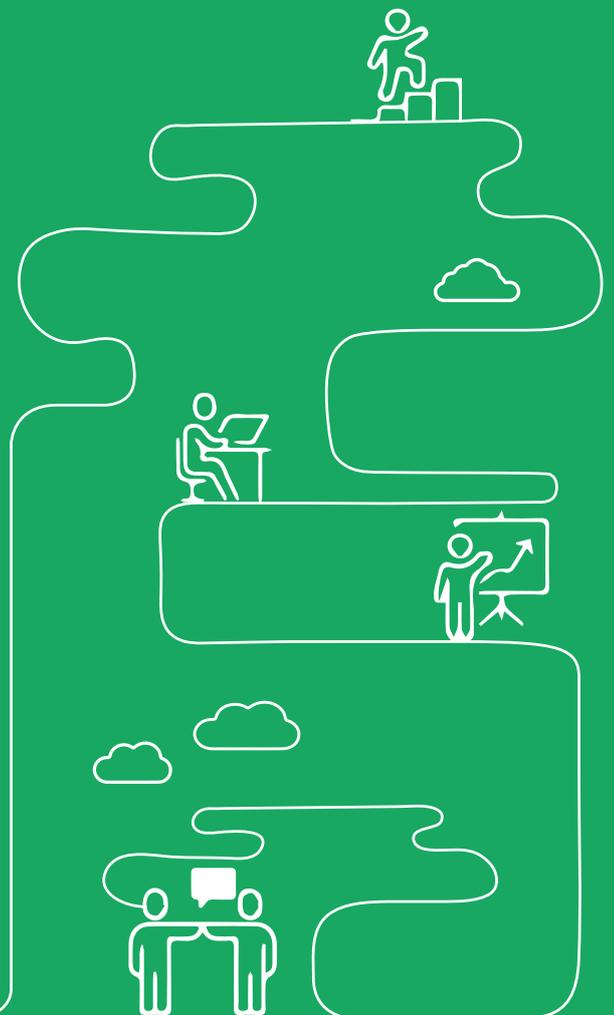


# What are our behaviours?

We have four key behaviours that form the core of our competency framework for managers and employees:

- Accountability and Responsibility
- Building Relationships
- Communication
- Continuous Improvement

Over the next few pages you can find out more about these behaviours and how they relate to our REAL values. You will understand their different levels and what the Council expects from staff as they progress through the levels. We have also included guidance on aspirational behaviour that all staff should aim to achieve.





# Behaviour levels

Each post within the Council correlates to the Bromley BR grading system, using a Job Evaluation scheme each role is benchmarked to demonstrate the responsibilities, skills and abilities required to undertake it.

Our behaviours framework complements this approach by giving examples of the types of behaviours expected at each grade and goes further to indicate aspirational levels.

At your regular DISCUSS appraisal session you will have an opportunity to share with your manager how you are aspiring to achieve the next level appropriate to your role.



# Accountability & responsibility

Willingly owning and understanding the consequences of one’s own actions and behaviour at an individual, job and organisational level.

Level	<b>Expected Behaviour of Staff</b> Staff should look to demonstrate the required behaviour based on their level	<b>Aspirational Behaviour</b> Staff should look to demonstrate aspirational behaviour in order to develop and progress to more senior positions
<b>Management</b> (All MG Grades)	Fully understands own role objectives and responsibilities and plans ahead to prepare for implementation, allocating tasks to self or others with time-scales and takes ownership for following this up. Displays commitment and enthusiasm for the role.	Evaluates the impact of holding certain beliefs and values and of belonging to their community of shared beliefs/values.
<b>Level 3</b> (BR11- BR14)	Shows strong understanding of how their actions will impact on the reputation of the wider service they deliver. Shows drive and tenacity in resolving immediate problems and finding ways to ensure they do not occur again.	Displays a high level of commitment to doing a good job and is willing to go above and beyond as an example to others.
<b>Level 2</b> (BR6-BR10)	Takes on challenging objectives with enthusiasm. Thinks ahead, spots problems and takes action to resolve them or alerts the right colleagues.	Willing to go the “extra mile” thereby improving service delivery.
<b>Level 1</b> (BR3 - BR5)	Is conscientious in carrying out all aspects of their work. Recognises and learns from own mistakes.	Helps others when they are under pressure to ensure services are delivered.

# Building relationships

Consciously striving to promote mutual understanding and respect to achieve individual, service and organisational goals

Level	<b>Expected Behaviour of Staff</b>	<b>Aspirational Behaviour</b>
<b>Management</b> (All MG Grades)	Can see events from another colleague’s point of view and probes further to find out more about others’ opinions so that team discussions can be facilitated. Ensures a diverse range of views are sought, heard and considered and works effectively with others in a team.	Fully understands the ideas and feelings of others and uses probing questions and summary clarification to test assumptions, thus helping team members to see common threads and resolve conflict through achieving collaboration or consensus.
<b>Level 3</b> (BR11 - BR14)	Has a reputation for acting with integrity. Always seeks to find the common ground on which to build productive working relationships.	Deals with conflict when it arises and helps those involved to find a solution or a way of working together productively.
<b>Level 2</b> (BR6-BR10)	Shares information openly so that everyone understands what is happening. Looks for solutions that are mutually beneficial to all concerned.	Takes time to explore and understand other people’s perspective and needs.
<b>Level 1</b> (BR3 - BR5)	Does what he/she says they will do. Treats people as individuals.	Listens to other people’s viewpoints.

# Communication

An open and honest approach involving listening and responding in a manner appropriate to the other person, group or audience.

Level	<b>Expected Behaviour of Staff</b> Staff should look to demonstrate the required behaviour based on their level.	<b>Aspirational Behaviour</b> Staff should look to demonstrate aspirational behaviour in order to develop and progress to more senior positions.
Management (All MG Grades)	Communication is clear to the audience with good use of voice or other medium, visuals and technology so that the message is understood and recipients understand and can respond appropriately.	Presentation and communication of information is planned, compelling and tailored specifically to the audience, enhanced by effective visuals, humour or analogy, full of energy and conviction, so that the intended audience is interested enthused and keen to respond.
Level 3 (BR11- BR14)	Influences others by presenting their ideas in a compelling manner. Picks up non-verbal clues when talking with others.	Effortlessly changes his/her approach to suit the situation and people involved.
Level 2 (BR6-BR10)	Diffuses conflict and difficult situations through dialogue Listens carefully and checks out that they have understood another's point of view or issues accurately.	Able to explain complex rules or processes in a way that customers and colleagues can understand.
Level 1 (BR3 - BR5)	Remains calm in difficult situations. Listens to other people's points of view.	Puts across his/her message in a clear and concise manner, avoids use of jargon. Speaks to customers and colleagues in a courteous and sensitive manner.

# Continuous improvement

Genuinely wanting to do things better and striving to be more effective and efficient at an individual, job and organisational level

Level	<b>Expected Behaviour of Staff</b> Staff should look to demonstrate the required behaviour based on their level.	<b>Aspirational Behaviour</b> Staff should look to demonstrate aspirational behaviour in order to develop and progress to more senior positions.
<b>Management</b> (All MG Grades)	Reacts to customers' needs or issues and makes changes in the processes involved. Deals successfully with customer complaints and reviews the improvements required to ensure that the lessons are learned for the future.	Takes account of customers' needs or issues when planning process and performance improvements. Sets targets accordingly and regularly reviews service performance to ensure that improvements are achieved and upgraded to best practice levels.
<b>Level 3</b> (BR11 - BR14)	Keeps up to date with new ideas and issues that impact on his/her service. Shares own experience and learning to the benefit of colleagues and the service.	Champions new ways of working and service improvements with colleagues.
<b>Level 2</b> (BR6-BR10)	Uses his/her initiative to improve processes and systems. Responds positively to challenging objectives and works hard to achieve them.	Looks for opportunities to work in different ways.
<b>Level 1</b> (BR3 - BR5)	Learns from own mistakes and does not repeat them. Understands that the quality of the service he/she provides impacts on the Council's reputation.	Makes suggestions about improving the way his/her job can be done.



THE LONDON BOROUGH

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