



Effective Behaviours Framework

Guidance for Implementation

Introduction

The Effective Behaviours Framework is designed to support LSE's Ethics Code. This already sets out six core principles underpinning life at LSE and all members of the LSE community, including students, staff and governors are expected to behave in line with these principles:

- Responsibility and Accountability
- Integrity
- Intellectual Freedom
- Equality of Respect and Opportunity
- Collegiality
- Sustainability

To achieve these core principles the Effective Behaviours framework has six behaviours that all Professional Service Staff are expected to show, these are:

- **Managing self and others** – ensuring that you do your best and that you enable those you manage to do the same
- **Delivering excellent service** – effectively managing and exceeding the expectations of your service users
- **Continuous Improvement** – innovating and making improvements based on self-reflection and feedback (both positive and negative)
- **Working with People** – knowing the function and value of your role and those of others and maintaining positive relationships
- **Equity and Diversity** – monitoring, representing and championing differences
- **Communication** – using all available channels to communicate relevant information

Each of these behaviours is expressed at three levels:

- Yourself – your own day-to-day work
- Your team and others – your responsibility to manage and/or influence others and resources in your immediate work
- The School and beyond – vision, policy and strategy

Under each of these levels you can find a set of indicators to be used as a guide to what effective behaviour looks like. The full framework with indicators can be found [here](#).

Using the Framework

Getting Started

The framework is designed to support a number of activities:

- **recruitment** - it will help those involved with selection to have a clear understanding of the behaviours that are required for a role.
- **learning and development** - the core course programme has been aligned to the framework with each course showing which Effective Behaviour the course supports and at which level. The behaviours have also been integrated into the Career Development Review (CDR) process.

At the start of any of the above activities you need to be clear about:

- Which of the behaviours are most relevant and key to the role
- Which of the three levels would be expected to be exhibited for the role

Recruitment

When recruiting for a role the recruiting manager can use the framework to consider what behaviour is key for the job. Whilst each behaviour has equal importance for the School each role will clearly need to have a different focus.

When drafting a person specification Managers should reflect on:

- What is the most important behaviour for the role
- To what level does the role need to exhibit that behaviour - Yourself, Your team and others, The School and Beyond
- When drafting the person specification you should consider the relevant indicators from that behaviour and level.

You can use the relevant indicators to help develop the person specification

Learning and Development

All courses in the core course programme now show which behaviour(s) the course supports and up to which level. This enables staff to identify specific courses to help develop particular areas of development.

Career Development Review (CDR)

The Effective Behaviours Framework has been built into the Career Development Review process. In the annual review meeting it is important to consider how someone is performing against the framework. Whilst all the behaviours are in the online and paper-based form, the key considerations have been pulled out here:

- Which of the behaviours are key to the role?
- At what level should those behaviours be demonstrated?
- To what extent has the reviewee demonstrated those behaviours. The indicators give some examples of what that behaviour may involve.
- Do the reviewee and reviewer agree on this?
- How can the School support the reviewee in their development of these areas?

A rating should then be agreed jointly between both reviewee and reviewer:

1 = Never – the behaviours have never been demonstrated

2 = Rarely –the behaviours have rarely been demonstrated

3 = Regularly – the behaviours have regularly been demonstrated

4 = Always –the behaviours are always demonstrated

This is an overall rating for all of the behaviours. Whilst all are important some may have a higher priority than others depending on the role and on what the objectives were for the previous year. If support is required then an action plan should be drafted detailing the areas where it's needed and a framework for achieving the objectives. This plan should be built into the CDR objectives and training needs.

If an individual is underperforming and performance improvement is required this should be recorded using the yes/no drop down box on the form. If performance improvement is

required then an action plan should be drafted detailing what this improvement is, how it will be attained, what support is available and what the timeframes are. This plan should be built into the CDR objectives and training needs.

The plan can include behavioural objectives that detail the behaviour required to achieve these objectives/performance standards; for example, being a proactive and supportive team member, demonstrating excellent customer service and always thinking about how to improve service and performance.

They should always be specific and measurable statements of what is required with clear timeframes. Whilst not always possible the acronym SMART is a good guideline for writing objectives/performance standards:

S – Specific

M- Measurable

A – Achievable

R- Relevant

T - Time bound