Behaviours for the Cooperative Council
Focuses on Citizens

This behaviour is about having a continual focus on the outcomes that are delivered for local citizens and other stakeholders. It goes beyond ‘wanting to do the right thing’ to genuinely engaging with and listening to citizens, understanding their needs and helping them make decisions about the services they want and need. Fundamentally, having a focus on citizens means we view them as an asset who can make a valuable contribution to the Borough.

Why is it important? We need to have a continual focus on the outcomes for the communities we serve. This means ensuring citizens and other stakeholders are engaged and listened to when making decisions about their services, and enabled to develop solutions for themselves. This behaviour supports us in looking beyond our Borough agenda to ensure outcomes for citizens are achieved.

Below are indicative examples

**LEVEL 1**

**Responds appropriately to citizens**
- Gives friendly and polite advice
- Follows up customer enquiries or requests for information
- Seeks ways of helping citizens rather than sticking rigidly to the ‘rules’
- Corrects problems promptly and without getting defensive

**LEVEL 2**

Always asks “what does this mean for citizens?”
- Thinks from a citizen’s perspective
- Collects and makes use of citizen data and feedback to develop and continually improve services

**LEVEL 3**

Systematically engages with citizens on a regular basis
- Engages with and listens to citizens and stakeholders on a regular basis in order to understand their needs and concerns
- Empowers and supports citizens and stakeholders to make informed choices and co-design future services

**LEVEL 4**

Systematically embeds a citizen focused culture
- Ensures that employees and delivery partners keep citizen needs at the forefront of what they do e.g. through the use of performance management processes
- Acts as a role model for engaging and empowering citizens

“People using a day centre for learning disabilities used to be told what they would be doing each day. A few years ago they started holding daily morning meetings where issues can be raised and service users can make choices on what they want to do that day and in the longer term. Result: Happier more empowered service users.”

“I recently attended a ‘shadowing’ of Lambeth Living during Customer Services week. I was bowled over by the professional commitment and genuine enthusiasm of the Area Customer Services Manager who showed me what she and her staff do to constantly address residents and tenants requests and complaints with the intent of leaving them with a positive experience. Nothing was too much, and she went the extra mile in every case to show people that she and her staff were proud to be of service and to learn from every encounter.”
Takes ownership

This behaviour is about taking the initiative to tackle issues, seize opportunities and drive the continuous improvement of the services our citizens receive. It is about having the willingness to take ownership of issues or problems even if outside of your own service area or expertise. It means having the confidence to challenge what has come before and take calculated risks. This behaviour is critical regardless of whether you are working in a direct delivery role or in commissioning or internal support role.

Why is it important? If we are to successfully deliver services based on outcomes rather than functions then every one of us needs to feel confident and able to take responsibility for issues that might not fall under our formal area of responsibility. This may include working outside of our area of expertise if it delivers the required outcomes for citizens. New ways of working and improved outcomes can only be achieved if we are prepared to take calculated risks and challenge established ways of delivering services.

Below are indicative examples

LEVEL 1
Is motivated to do a good job
- Responds to problems in own area of responsibility.
- Suggests solutions even if outside area of responsibility.
- Willingly takes on tasks outside job scope.

LEVEL 2
Spots opportunities
- Spots opportunities or problems in own area and takes action to capitalise on opportunities or resolve problems
- Proactively gets involved in projects that are outside of immediate work area

LEVEL 3
Drives continual improvement
- Constantly thinks ‘how could we do this better?’ e.g. doing something faster, more efficiently or to a higher standard.
- Takes calculated risks to deliver better outcomes for service users
- Shares lessons learned across the Borough

LEVEL 4
Creates new opportunities
- Spots opportunities that are not obvious to others and takes bold and decisive action to capitalise on these opportunities
- Creates an environment that encourages and supports others to take calculated risks

"I work with a team that reviews older people in placements (care homes). In the last six months I have assisted two service users to move to the community and ownership of their affairs. This saved the council money that could have otherwise been spent on care in homes. But most of all the service users were empowered."

"I answered the phone to a caller who was trying to contact a colleague with another department......I took the callers details and I promised to call them back. I called the numbers until I found someone who was available to help. I then called the caller back and passed on the details."
Works collaboratively

This behaviour is about being open to the perspectives of others and effectively working in partnership personally and/or enabling others to work together effectively to deliver desired outcomes for citizens. This goes beyond internal collaboration or collaboration with other public sector/third sector providers. It is about collaborating with citizens to co-design and, where appropriate, co-deliver services in the Borough.

Why is it important? If we are to make the best use of collective resources and ensure the best outcomes for citizens, we need to create an environment that supports the creation of strong partnerships and enable others to work together effectively.

Below are indicative examples

LEVEL 1
Works well with others
- Is a good team player and does their share of the work
- Shares relevant or useful information with others
- Values others input and expertise

LEVEL 2
Works across teams
- Works across teams or groups to raise or solve issues
- Takes a consultative approach seeking out the views and opinions of others who are affected by issues
- Encourages others to contribute to collaborative working

LEVEL 3
Builds partnerships and relationships internally and externally
- Takes the time to get to know others and their perspective
- Manages relationships and partnerships for the long term – sharing information, building trust, constructively and openly tackling conflict and finding win/win solutions
- Sets priorities and makes choices based on the wider needs of the Borough or the community and not just own service area

LEVEL 4
Builds a unified approach to delivering outcomes
- Helps create joined up solutions across the Borough, partner organisations and citizens
- Builds commitment from others (including citizens) to work together to deliver agreed outcomes

“A colleague phoned in to say that her father had died but will be coming in to work. The person has not always been the most flexible or engaging in supporting others. The team supported in a way that I had never expected, providing support in undertaking duty cover, allowing her spare time to do what she needed to do, acknowledging this time of difficulty. Even the most unforgiving person within the team was willing to provide support where needed.”

“I worked on a project to procure services for 6 local authorities. There were many points during the project that any one of the authorities could have withdrawn. The team worked in a co-operative and co-productive manner to get to the point of contract signature. Through the low points the team worked together to see how we could work through them and succeed.”
Integrity

This is about doing the right thing for citizens or for Lambeth as a Borough. It includes behaviours relating to trustworthiness (doing what you say you will do) and delivering in line with Cooperative Council values, moral codes and ethical standards.

**Why is it important?** We need to build trust with citizens, colleagues and partners if we are to deliver the ambitions of the Cooperative Council. This will mean building a reputation for delivering what we say we will and not being afraid to admit when mistakes have been made. It is about us becoming a role model for public service in the Borough and challenging partners to uphold the same levels of trust and openness.

**Below are indicative examples**

**LEVEL 1**
Acts with openness and honesty
- Is open and honest with colleagues and citizens
- Consistently delivers on promises
- Does what they say they will do

**LEVEL 2**
Acts in line with Borough and personal values and beliefs
- Takes pride in being trustworthy
- Acts consistently in line with values and beliefs
- Is clear about what can and can’t be delivered or achieved

**LEVEL 3**
Walks the talk
- Champions the values of the Cooperative Council and own personal values through words and actions
- Acts as a role model for others
- Is prepared to admit to having made a mistake

**LEVEL 4**
Takes a stand
- Acts on their values even when under pressure to do otherwise
- Challenges powerful individuals or groups to act on their stated values
- Goes out on a limb to defend what they believe in

“Social services have been round – they have been brilliant. Sorted out a key safe and arranging a burglar alarm. She listened; she did what she said she was going to do.”

“I attended a multi-agency meeting to discuss care surrounding a vulnerable resident. I felt quite anxious as I had been supporting this resident and there had been many failures from all agencies. A member of Lambeth Council very assertively and confidently summarised what had happened and admitted failings .... He said what he was going to do personally to help the situation .... The whole group felt visibly reassured at his honest approach. He took ownership .... This man put those strategies into actions, so kept his promises – we have one more happy resident.”
Committed to the Borough

This behaviour is about giving something back to the Borough in addition to delivering a good job for the Council. It is about us behaving in a way that supports the vision of the Cooperative Council in what we say about the Borough and in what we do for the Borough outside of our formal job descriptions. It is demonstrated through us publicly displaying pride in the Borough and through our actions such as putting the needs of the Borough before our own service needs if it results in better outcomes for citizens.

Why is it important? For us to deliver the ambitions of the Cooperative Council there needs to be a shift in thinking from being professionals/employees who are delivering a ‘job’ to genuinely engaging with what is happening in the Borough. The Cooperative Council will only deliver its aims if we have pride in our role as public servants who are the guardians of the interests of all citizens and stakeholders in the Borough.

Below are indicative examples

LEVEL 1

Talks positively about the Borough
- Talks positively about the Borough e.g. to citizens or people in other organisations
- Expresses pride and/or commitment to delivering excellent services

LEVEL 2

Supports the Borough
- Takes action in own service area to support the vision and goals of the Cooperative Council
- Gets involved in organisation-wide activities and activities not directly related to own service area

LEVEL 3

Gives back to the Borough
- Gives something back to the Borough beyond delivering their own job e.g. takes up volunteering opportunities
- Consistently champions the Borough to internal and external audiences

LEVEL 4

Puts the Borough first
- Puts Borough needs before own service area needs e.g. gives up resources to support improved outcomes for citizens elsewhere in the Borough
- Publically supports decisions made that benefit the Borough, even if they are unpopular or involve difficult choices to be made

“Adventure playground buildings left in a mess] Office based staff pulled together and voluntarily went to the adventure playground sites and had a clear out, did some cleaning and reported all repairs to facilities management. They went through all the keys to label them for each door and ensured the sites were in a fit state for the handover date [to the association taking on the new contract].”

“An urgent email went out for people needed to paint the railings outside the Town Hall as the Olympic Torch was coming through the next day……I got covered in paint, ruined trainers but I loved the spirit of doing something to make the community a nicer, better place.”
Supports learning and development

This behaviour is about a commitment to support the learning and development of others. It is about ensuring we have the opportunity to use all our talents to support the delivery of the Cooperative Council vision. It is underpinned by a belief in the ability of others to achieve, and a commitment to supporting others to learn and grow. While this behaviour supports the learning and development of employees in the Borough it also applies to supporting the development of individuals in the community to become engaged and involved in the design and delivery of Council services.

Why is it important? The Cooperative Council can only deliver its vision if we are given the support and opportunities to demonstrate our full range of skills and talents. This goes beyond simply the skills and talents needed for our specific role; it is about recognising that we have many talents that go beyond our job description which can be tapped into to support the delivery of better outcomes for citizens.

Below are indicative examples

**LEVEL 1**
**Provides instructions**
- Gives directions, instructions or demonstrations to help people deliver the task at hand

**LEVEL 2**
**Supports learning and development**
- Provides balanced feedback on current performance
- Helps others learn from mistakes and successes
- Provides opportunities for the team or individuals to keep up to speed with best practice on an ongoing basis

**LEVEL 3**
**Develops talent for the long term**
- Provides regular coaching and mentoring to develop others
- Takes actions to address talent gaps and ensure the Borough has the skills and behaviours it needs to deliver outcomes for citizens

**LEVEL 4**
**Creates a learning culture**
- Establishes systems to ensure that future organisational development needs are assessed and met on an ongoing basis
- Acts as a role model e.g. when things go wrong they support the Borough to use it as an opportunity to learn rather than 'blame'
- Takes a strategic approach to learning and development, investing time and resources in developing staff and citizens for the longer term

"The residents were asked to provide their opinions into the design.....and participate in the evaluation process for the selection of a development partner. I arranged for a group of residents to attend a number of design workshops ..... this helped them develop an understanding of good design. I also trained residents in their role as members on an evaluation panel. I provided 1-1 support, written guidance and workshop training."

"I managed two members of staff, both were feeling demotivated .... one member of staff felt this way because they felt undervalued and bored with their role. I made them know that I was there to support; we identified additional projects for them to be involved with, training and job shadowing to improve skills and develop. Result: the member of staff feeling valued."
Manages performance for outcomes

This behaviour is about providing clear expectations, standards and objectives for employees, partners or providers. It is about ensuring that good performance is delivered and taking constructive action if it is not, whether it be with employees, partners, providers or colleagues.

Why is it important? If outcomes for citizens are to be delivered consistently and in line with the vision for the Cooperative Council then performance issues will need to be promptly and constructively addressed. Furthermore, if resources are going to be used as efficiently as possible in an environment of budget constraints then we will need to know what is expected of us and focus our energy on the right things.

Below are indicative examples

LEVEL 1
Delivers tasks well
- Delivers tasks to agreed deadlines and quality standards
- Is reliable and delivers on commitments

LEVEL 2
Monitors performance
- Sets clear deadlines and quality expectations to others
- Systematically monitors performance of individuals or service providers
- Raises and tackles performance issues promptly and constructively
- Uses different data sources to keep connected to what is going on the ground (e.g. walks the floor, interacts with citizens)

LEVEL 3
Sets expectations of standards
- Sets clear expectations about what is acceptable and unacceptable behaviour or standards of work
- Addresses conflict between groups or individuals directly, constructively and objectively
- Shares performance improvement learning with the wider organisation

LEVEL 4
Creates a culture of accountability
- Constructively challenges peers, partners, members and senior leaders to deliver agreed results and/or model the agreed values and behaviours
- Is prepared to take appropriate action to address performance problems e.g. removing a service contract from a provider

“One of the local groups had funding withheld for non compliance in relation to the submission of forms [for a grant]. The group though it was the Council’s fault for not supporting them to have proper systems....Council officers visited the organisation and provided finance and admin support by setting up basic admin and finance systems.....The group realised that grant funding by the Council is dependent on groups keeping to a basic obligation of monitoring sound finance and admin records. They also realise that future funding is not guaranteed and that partnership with the Council involved rights and obligations.”
Leads and engages

This behaviour is about providing direction, support and clarity to others to enable them to deliver effectively. It involves creating the right climate for people to do their best work, ensuring a culture of mutual respect, support, honesty, learning and constructive challenge. This behaviour is not restricted to those employees who are in formal management positions. All of us have a leadership role to play in Borough, creating the right conditions for our colleagues to deliver their best work and supporting our citizens to engage with the vision of the Cooperative Council.

Why is it important? Effective leaders must be able to align, engage and enable employees, members, partners and citizens to deliver the Cooperative Council vision. This will be critical in creating a climate and culture which supports people to take risks and deliver their best for the Borough and citizens.

Below are indicative examples

LEVEL 1
Supports the team
- Treats members of the team fairly and is open and honest
- Provides team members with the information, tools and resources they need to do their job
- Publically recognises and appreciates team efforts

LEVEL 2
Builds team commitment and engagement
- Is approachable, empathetic and supportive, helping people to solve problems, address issues or adapt to change
- Asks for team/individual input into solving problems and consults them on issues that impact on them
- Supports and encourages new ideas

LEVEL 3
Positions themselves as a leader
- Clearly positions themself as a leader, establishing expected ways of behaving and working and ensuring that these are maintained
- Builds leadership credibility by modelling the behaviour expected of others
- Demonstrates a clear sense of purpose and commitment to the achievement of team and Cooperative Council goals.

LEVEL 4
Communicates a compelling vision
- Inspires and motivates people and the team to reach their full potential.
- Generates excitement and commitment in team members.
- Embraces and supports change.

“My team won a prize as the best team or most productive team in Housing, Regeneration and Environment. The significant impact of the award made all of my team beam….It made everyone feel as though they had achieved.”

“Re-organisation of the Finance function. I listened to everyone, gathered the facts and facilitated a workshop approach to joint problem solving. I listened, took responsibility and made the final decision. Everyone felt they had input into the final outcome, even though difficult to deliver.”
Empathy

This behaviour is about sensing others feelings and perspectives and taking an active interest in their concerns. It is the ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings and concerns of others. It is also the ability to see things from someone else’s perspective and recognise the underlying reasons for why someone might say or do the things they do.

Why is it important? If we are to genuinely engage with citizens then we need to be able to ‘put ourselves in their shoes’. We need to be able to respond and communicate to citizens in a way that they themselves would like to be treated – politely and respectfully, and where appropriate, with warmth and compassion. Empathy will be particularly important if we are to engage and involve some of the most vulnerable individuals in the Borough who may not be able to fully express or articulate their thoughts or feelings.

Below are indicative examples

LEVEL 1
Listens to others
- Listens attentively and responds calmly and professionally

LEVEL 2
Understands emotions
- Recognises ‘non verbal’ cues such as body language, tone of voice or facial expression and ‘reads’ these to understand what someone is actually feeling but not necessarily expressing

LEVEL 3
Understands meanings
- Makes inferences that go beyond the explicit content or emotion being expressed
- Can interpret and understand poorly expressed thoughts, concerns or feelings
- Is able to relate to people from a wide range of diverse backgrounds

LEVEL 4
Understands underlying issues
- Displays an in-depth understanding of the ongoing reasons for a person’s behaviour or response to a situation
- Is able to see things from someone else’s perspective and challenges own thinking as a result of this

“An older person of Jamaican heritage living in a care home out of the borough. He has cognitive problems and his cultural needs were not being met. Although he could not express his discontent, his social worker stressed the importance of cultural needs in terms of diet, social interests and workshops. There was a positive change in the gentleman’s life ... He smiled more, danced more and put on weight as he had not been eating.”
Scans the environment

This behaviour is about having an underlying curiosity which drives you to ask ‘why?’, ‘what’s their story?’ ‘how do others do it?’ or ‘what is happening in the broader environment?’ It is about tapping into the community ‘assets’ that exist in the Borough e.g. engaging with citizens to gather their views, opinions and expertise in designing services. It is about seeing every interaction with a citizen as an opportunity to learn more about what is going on for them, the wider community and the broader ‘world’ outside of the Borough.

Why is it important? We need to be continually inquisitive if we are going to drive innovation and continual improvement. We need to be clued up with what’s happening in the Borough, with citizens and the broader environment.

Below are indicative examples

LEVEL 1
Is curious and questioning
- Does not take things at face value but asks questions and probes to get to the root of an issue or problem
- Is adaptable and open to new ways of doing things

LEVEL 2
Explores broadly
- Does not accept ‘the way it has always been done’
- When faced with a problem explores broadly by tapping into best practice.
- Is open to ideas or input from different sources including citizens

LEVEL 3
Keeps up to speed
- Keeps up to speed on an ongoing basis with trends, new thinking, demographic and context issues
- Uses this understanding to pre-empt issues, spot opportunities or develop innovative solutions

LEVEL 4
Shapes the agenda
- Seeks out ideas and learning from the best organisations, not just from the sector
- Is at the forefront of thinking in their area
- Informs the thinking of policy makers

“A junior member of my team who did not have a good/clear understanding of the cooperative council came to my desk with a list of questions to ask me to find out more .... I was glad she was taking the initiative, not waiting to be spoon-fed information but curious and eager to understand what it would mean for her and the team.”
Thinks strategically and creates clarity

This behaviour is about the ability to think systematically and spot links and connections. It is the ability to simplify complexity, create clarity and think creatively.

**Why is it important?** To deliver the ambitions of the Cooperative Council, we all need to be able to ‘join up the dots’ between seemingly unconnected bits of information provided by citizens through our interactions with them. This means we all need to be able make sense of a complex environment, challenge current thinking and develop creative solutions to difficult issues. For those of us in senior leadership roles, we need to be able to think ‘system wide’ and boil down complexity to provide clarity and focus for those we lead.

Below are indicative examples

**LEVEL 1**  
Is logical in their thinking  
- Is able to identify the underlying cause and effect of a problem or situation  
- Prioritises work based on the importance or urgency of the situation

**LEVEL 2**  
Synthesises complex data  
- Is able to synthesise data from a range of sources to identify key issues and develop practical solutions  
- Recognises patterns, themes and connections between data and information and uses this to tackle issues or create solutions

**LEVEL 3**  
Establishes strategic focus  
- Takes a broad view of issues considering multiple perspectives and scenarios  
- Is able to identify key drivers or issues even in ambiguous or unclear situations  
- Focuses where it counts, creating clear strategic direction for themselves and others

**LEVEL 4**  
Creates new ways of working for the future  
- Draws new insights from complex, multi-faceted data to fundamentally re-define how things are done  
- Creates innovative new approaches that illustrate an understanding of the ‘system wide picture’, anticipate future issues and positively challenge current thinking

“At Lambeth Walk Day Centre a man with autism was creating problems sometimes destroying the notice board displays in the centre. Through observation, the staff found he enjoyed the noise and rhythm stiff paper makes. Staff created several laminated cards for him which he could find on a particular notice board.....Staff also use one of the cards to reflect the noises he makes, as a communication game. This worked well, he is engaging in this communication at times and his behaviour has improved.”
Politically astute

This behaviour is about understanding the political context locally, regionally and nationally. It will include understanding the Borough context and that of partners and providers.

**Why is it important?** We need to understand the organisational and political context to ensure we position our services effectively within this context. It will help us to spot and take up opportunities and to understand the complexities of delivering services through a variety of delivery models i.e. in-house vs. external providers.

**Below are indicative examples**

**LEVEL 1**

**Understands how things work**
- Understands who internal and external key stakeholders and partners are
- Understands the culture in which they are operating – what is likely to go down well and what is not
- Uses this understanding to identify opportunities/consider the best approach for getting things done

**LEVEL 2**

**Understands the Borough politics**
- Understands the big and little ‘P’ politics in the Borough
- Uses this understanding to identify opportunities/consider the best approach for getting things done

**LEVEL 3**

**Understands the local politics**
- Understands the local partnership and provider context and the politics at play
- Actively builds networks and relationships to build their understanding of stakeholders and to stay tapped into what is going on
- Uses this understanding to shape the local context, identify opportunities or consider the best approach to getting things done

**LEVEL 4**

**Understands the national politics**
- Understands the impact of underlying demographic, social or political drivers
- Understands the formal and informal politics at the national level and what this means for them
- Uses this to shape the context, identify opportunities or consider the best way to get things done
Influences

This behaviour is about engaging with others, communicating with impact and skilfully influencing to build support for ideas or new ways of doing things.

Why is it important? We will need to be able to understand and influence a broad range of individuals and organisations in order to deliver high quality services and outcomes for citizens. In order to do this effectively we need to build on our understanding both of individuals and organisations and the context in which they are operating.

Below are indicative examples

LEVEL 1
Communicates clearly
- Thinks about their personal impact and uses this to the best effect
- Uses clear and logical arguments to influence and engage

LEVEL 2
Tailors their approach
- Thinks about their message and their audience
- Uses their understanding of others to tailor and choose the most impactful approach

LEVEL 3
Takes multiple steps
- Uses a range of tailored steps to build support and engagement around an issue
- For example using indirect approaches such as asking experts to present the case, asking A to talk to B about an issue, alongside presenting a case personally

LEVEL 4
Takes strategic approach
- Builds coalitions or relationships to gain support over the long term
- Builds behind the scene support
- Develops relationships when there is no particular need to do so for future influence

“I went along to a property to meet a landlord who did not turn up. While waiting outside the property the neighbour came out to ask me the reason for my visit. The conversation once I informed him I was from the Council immediately turned to a problem he was having.....the council not emptying the bins, keeping the streets clean etc. I explained the Council is aiming to become a cooperative council and that it would now like to hear views and opinions of people like you. You could get involved and help shape things....he listened and wanted to hear more. He no longer wished to complain but was now interested in how he could see the service improved.”