BEHAVIOURAL COMPETENCY DESCRIPTORS

Based on principals of Association of Chief Police Officers in Scotland Performance and Development Review Behaviour Descriptors

Behavioural Competencies: Descriptors and Indicators

Respect for Diversity	Essential

Respects, values and considers *the opinions, circumstances, feelings and views of colleagues and members of the public, taking into account their diverse backgrounds.*

Is tactful and diplomatic when dealing with people, treating them with dignity and respect at all times. ***Understands and is sensitive to social, cultural and racial differences and needs.***

Exceeding Indicator examples

- Challenges potential areas of discrimination or social exclusion
- Is approachable and gives positive practical support to staff who may feel vulnerable, victimised or unfairly treated
- Is knowledgeable on diversity issues and helps others understand and be aware of policies

Competent Indicator examples

- Identifies and respects other peoples' values or opinions
- Acknowledges and respects the broad range of social or cultural customs and beliefs
- Challenges inappropriate behaviour and attitudes which are abusive, aggressive or discriminatory
- Is polite, tolerant and patient, treating all with dignity and respect
- Listens and understands the needs and interests of others
- Uses appropriate language and behaviour and is sensitive to how these may affect people
- Respects confidentiality, when appropriate

Development Indicator examples

- Does not respect other peoples' values and opinions
- Fails to acknowledge and respect the broad range of social or cultural customs and beliefs
- Ignores issues or situations that should be challenged
- Is impolite, intolerant or impatient with people
- Fails to treat people with dignity and respect
- Fails to listen or understand the needs and interests of others
- Uses inappropriate humour, remarks, language or behaviour
- Does not respect confidentiality
- Shows bias and prejudice when dealing with people
- Is thoughtless, tactless or dismissive
- Unnecessarily emphasises power and control in situations where this is not appropriate
- Intimidates others in an aggressive or overpowering way
- Criticises people without considering their feelings or motivation

Respect for Diversity	Supervisory

Sets clear standards and leads by example. **Provides constructive and supportive assistance** *to staff who feel victimised or subjected to harassment or unfair treatment.* **Challenges any incident of inappropriate behaviour** *and takes action accordingly.*

Respects, values and considers *the opinions, circumstances, feelings and views of colleagues and members of the public, taking into account their diverse backgrounds. Is tactful and diplomatic when dealing with people, treating them with dignity and respect at all times.* **Understands and is sensitive to social, cultural and racial differences and needs.**

Exceeding Indicator examples

- Challenges potential areas of discrimination or social exclusion
- Is knowledgeable on diversity issues and helps others understand and be aware of policies
- Is pro-active in integrating diversity considerations into policies, practices and procedures.
- Reviews and monitors practices to assess any disproportionate impact on individuals or groups

Competent Indicator examples

- Ensures staff are aware of and comply with legislation and policies on all diversity issues
- Is approachable and gives positive practical support to staff who may feel vulnerable, victimised or unfairly treated
- Respects everyone's needs when resolving issues
- Knows when to resolve issues locally and when to use formal procedures
- Identifies and respects other peoples' values or opinions
- Acknowledges and respects the broad range of social or cultural customs and beliefs
- Challenges inappropriate behaviour and attitudes which are abusive, aggressive or discriminatory
- Is polite, tolerant and patient, treating all with dignity and respect
- Listens and understands the needs and interests of others
- Uses appropriate language and behaviour and is sensitive to how they may affect people
- Respects confidentiality, when appropriate

Development Indicator examples

- Is not approachable, or fails to give positive practical support to staff who may feel vulnerable, victimised or unfairly treated
- Does not take everyone's needs into account when resolving issues
- Is unclear when to use formal procedures on diversity issues
- Does not respect other peoples' values and opinions
- Fails to acknowledge and respect the broad range of social or cultural customs and beliefs
- Does not take action or challenge inappropriate behaviour or attitudes which are abusive, aggressive or discriminatory
- Is impolite, intolerant or impatient with people
- Fails to treat people with dignity and respect
- Fails to listen or understand the needs and interests of others
- Uses inappropriate humour, remarks, language or behaviour
- Does not respect confidentiality
- Shows bias and prejudice when dealing with people
- Is thoughtless, tactless or dismissive
- Unnecessarily emphasises power and control in situations where this is not appropriate
- Intimidates others in an aggressive or overpowering way
- Criticises people without considering their feelings or motivation

Respect for Diversity	Managerial

*Is proactive in **integrating diversity considerations** into policies, practices and procedures as they are developed or implemented. Has a thorough understanding of diversity issues and plays a key role in dealing effectively with individual cases in accordance with policies and procedures. Monitors practices to **assess any disproportionate impact** on individuals or groups.*

Sets clear standards and leads by example. Respects, values and considers** the opinions, circumstances, feelings and views of colleagues and members of the public, taking into account their diverse backgrounds. Is tactful and diplomatic when dealing with people, treating them with dignity and respect at all times. **Understands and is sensitive to social, cultural and racial differences and needs.

Exceeding Indicator examples

- Is a clear role model who integrates and mainstreams diversity considerations into all activities
- Inspires others and breaks new ground on inclusiveness and respect for all
- Takes the lead to demonstrate the value of diversity
- Continually considers and monitors practices to assess any disproportionate impact

Competent Indicator examples

- Integrates diversity issues into day to day working practices, policies and procedures
- Monitors practices for any disproportionate impact
- Is knowledgeable on diversity issues and deals with individual cases in accordance with policies and standards
- Respects everyone's needs when resolving issues
- Is approachable and manages diversity issues, giving positive, practical support to staff who may feel vulnerable, victimised or unfairly treated
- Ensures staff are aware of and comply with legislation and policies on all diversity issues
- Identifies and respects other people's values or opinions
- Acknowledges and respects the broad range of social or cultural customs and beliefs
- Challenges inappropriate behaviour and attitudes which are abusive, aggressive or discriminatory
- Is polite, tolerant and patient, treating all with dignity and respect
- Listens and understands the needs and interests of others
- Uses appropriate language and behaviour and is sensitive to how they may affect people
- Respects confidentiality, when appropriate

Development Indicator examples

- Does not integrate diversity into day to day issues, working practices, policies and procedures
- Does not assess practices for any disproportionate impact
- Lacks knowledge of diversity issues
- Fails to respect everyone's needs when resolving issues
- Is not approachable or fails to manage diversity issues or give practical support to staff who may feel vulnerable, victimised or unfairly treated
- Fails to handle diversity cases according to policies and procedures
- Is not proactive in considering diversity issues
- Does not respect other peoples' values and opinions
- Fails to acknowledge and respect the broad range of social or cultural customs and beliefs
- Does not take action or challenge inappropriate behaviour or attitudes which are abusive, aggressive or discriminatory
- Is impolite, intolerant or impatient, or fails to treat people with dignity and respect
- Fails to listen or understand the needs and interests of others
- Uses inappropriate humour, remarks, language or behaviour
- Does not respect confidentiality
- Shows bias and prejudice when dealing with people
- Is thoughtless, tactless or dismissive
- Unnecessarily emphasises power and control in situations where this is not appropriate
- Intimidates others in an aggressive or overpowering way
- Criticises people without considering their feelings or motivation

Effective Communication	Essential

Communicates ideas and information effectively, *both **verbally and in writing**. Uses **appropriate language** and a **style** of communication that is relevant to the situation and people being addressed.*

*Capable of **persuading** and **influencing** others in a variety of situations.*

Exceeding Indicator examples

- Regularly uses consulting and networking skills to communicate and involve others
- Clearly communicates decisions and, where appropriate, the reasons behind them
- Manages group discussions effectively
- Delivers confident and effective presentations
- Prepares more complex reports to a high standard
- Deals with challenge and questions effectively, even when under extreme pressure

Competent Indicator examples

- Speaks clearly and concisely
- Communicates information and instructions confidently and in an appropriate style
- Uses correct spelling, punctuation and grammar
- Listens carefully
- Summarises information to check people understand it
- Makes sure communication has a clear purpose, is factual and accurate, and provided at the right time
- Pays attention and shows interest in what others are saying
- Records relevant information and includes the salient points in written notes/reports
- Seeks clarity when uncertain about information or instruction
- Influences people or situations through effective communication

Development Indicator examples

- Is hesitant, nervous or uncertain when speaking
- Speaks without thinking or fails to get to the point
- Fails to communicate needs and instructions clearly
- Uses poor spelling, punctuation or grammar
- Does not listen, or interrupts at inappropriate times
- Does not consider the target audience
- Avoids answering difficult questions
- Written work is unstructured, poorly presented, illegible or inaccurate
- Is not forthcoming with information
- Fails to check others' understanding
- Gives views without any logic or reasoning
- Does not seek clarity when uncertain about information or instruction
- Is ineffective at using communication to influence people or situations

Effective Communication	**Supervisory**

Communicates ideas and information confidently and effectively, *both* ***verbally and in writing***. *Uses* ***appropriate language*** *and a* ***style*** *of communication that is relevant to the situation and people being addressed.*

Communicates all needs, instructions and decisions clearly and concisely, checking for understanding. ***Persuades and influences others*** *using logic and reason.*

Exceeding Indicator examples

- Actively encourages and practises open and direct communication between staff and senior managers
- Consistently uses consulting and networking skills to communicate and involve others
- Speaks with authority and confidence
- Challenges decisions or actions, where appropriate
- Prepares reports and written summaries to a high standard, that are easily understood
- Delivers confident and effective presentations to a wide variety of audiences
- Explains complex issues simply, puts them into context for others and checks for understanding
- Deals with challenge and questions effectively, even when under extreme pressure
- Negotiates successful outcomes with stakeholders
- Influences people successfully throughout the organisation

Competent Indicator examples

- Clearly communicates needs and instructions
- Clearly communicates decisions and, where appropriate, the reasons behind them
- Supports arguments and recommendations effectively (verbally and in writing)
- Changes the style of communication to meet the needs of the audience
- Manages group discussions effectively
- Communicates effectively between management and staff
- Summarises information to check people understand it
- Deals with challenge and questions effectively
- Actively listens to the needs of customers and staff
- Delivers confident and effective briefings or presentations
- Ensures people receive and understand important or difficult messages and decisions

Development Indicator examples

- Is hesitant, nervous or uncertain when speaking
- Does not communicate needs and instructions clearly
- Lacks confidence when communicating
- Does not listen, or interrupts at inappropriate times
- Speaks without thinking or fails to get the point across
- Does not consider the target audience
- Does not manage group discussions effectively
- Avoids answering difficult questions
- Is not forthcoming with information
- Assumes others understand what has been said without actually checking
- Is ineffective in communicating between managers and staff
- Does not support arguments or recommendations effectively
- Writes in an unstructured way or uses poor spelling, punctuation or grammar
- Is ineffective in handling briefings or presentations

Effective Communication	Managerial

Communicates ideas and information effectively, both *verbally and in writing*. Uses *appropriate language* and a *style* of communication that is relevant to the situation and people being addressed. Explains complex issues, making them easy to understand.

Ensures that important messages are being communicated and understood throughout the organisation. Ensures the communication and consultative processes within the organisation are functioning and effective. Develops strategies for *influencing others and negotiates solutions* on broad or complex issues.

Exceeding Indicator examples

- Is an inspirational communicator, able to capture and hold peoples' attention
- Develops sophisticated strategies for influencing others at all levels of the organisation, or externally
- Consults and negotiates satisfactory solutions on broad or complex issues with stakeholders
- Deals with challenge and questions effectively, even when under extreme pressure
- Is insistent on openness and communication; motivated by the values and benefits of inclusiveness

Competent Indicator examples

- Actively encourages and practises open and direct communication between staff and senior managers
- Ensures people receive and understand important or difficult messages and decisions
- Delivers confident and effective presentations to a wide variety of audiences
- Explains complex issues simply, puts them into context for others and checks for understanding
- Manages group discussions effectively
- Considers the information needs of different audiences
- Takes every opportunity to reinforce important messages
- Speaks with authority and confidence
- Negotiates successful outcomes with stakeholders
- Consults and influences people successfully throughout the organisation
- Produces reports which incorporate comprehensive analysis of all relevant issues
- Effectively presents or promotes the views of the service/area/department at formal meetings, both internally and externally
- Actively listens to the needs of customers, stakeholders and staff

Development Indicator examples

- Does not explain complex issues simply or put them into context for others
- Is hesitant, nervous or uncertain when speaking
- Is ineffective in managing group discussions
- Does not consider the target audience or how information may be interpreted
- Assumes others understand what has been said without actually checking
- Is ineffective in developing and managing the communication or consultative processes within the organisation
- Does not speak with authority and confidence
- Is ineffective in consulting or negotiating situations
- Has difficulty in influencing others
- Produces reports which are lacking in content
- Does not effectively present or promote the views of the service/area/department at formal meetings, both internally and externally
- Fails to listen to the needs of customers, stakeholders or staff

Job Knowledge	**Essential**

Demonstrates a *sound working knowledge* ***within current role. Understands what other areas of the organisation do in order to operate effectively.***

Utilises specialist training in an operational or practical setting. ***Demonstrates a willingness to learn and keep knowledge up to date.***

Exceeding Indicator examples

- Keeps up with developments in own and other areas of the organisation
- Is committed to continuous learning and self development and is a role model to others
- Regularly and openly shares ideas or experiences with others
- Advises others on the application of legislation, policies and procedures relevant to their area of responsibility
- Knows the environment in which the organisation operates and the way the business area functions
- Looks for opportunities to work co-operatively internally, cross-organisation or with external organisations

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Competent Indicator examples

- Demonstrates a sound working knowledge of all legislation, policies and procedures relevant to current role
- Understands and adheres to legislation, policies and procedures relevant to their role
- Continually keeps updated on changes in legislation, policies and procedures
- Is willing to learn new skills and put them into practice
- Shares knowledge and experience with others, where appropriate
- Seeks ways to improve own learning and self development

Development Indicator examples

- Is ineffective due to lack of knowledge or understanding
- Is negative or dismissive about policies and procedures
- Fails to keep knowledge up to date
- Has little knowledge or interest outside their own role or area of responsibility
- Is unaware of the environment in which the organisation operates
- Is unwilling to learn new skills
- Does not share appropriate knowledge or experience with others
- Seems uninterested in learning and/or developing themselves

Job Knowledge	**Supervisory**

Demonstrates a *detailed understanding of working practices,* ***procedures and policies relevant to current role and the roles of their staff.***

Understands the ***inter-relationships between the roles*** *of the various areas of the organisation and how organisational structures and systems work.*
Demonstrates a continued willingness to learn and keep own knowledge up to date, ***ensuring staff do likewise.***

Exceeding Indicator examples

- Is a role model to others in terms of self development
- Regularly and openly shares ideas or experiences with others
- Understands the organisation's responsibilities and those of other major stakeholders or partner agencies
- Regularly looks for opportunities that can be shared internally, cross-organisation or with external organisations
- Actively encourages co-operative working internally, cross-organisation or with external organisations
- Is aware of the changes in society and how they may impact on the organisation

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Competent Indicator examples

- Ensures that legislation, policies and procedures are adhered to at all times
- Demonstrates a thorough understanding of legislation, policies and procedures relevant to current role
- Is aware of the roles, responsibilities and capabilities of their staff
- Ensures that staff are fully aware of their responsibilities and have the relevant training and knowledge to enable them to carry out their work effectively
- Advises others on the application of legislation, policies and procedures relevant to their area of responsibility
- Knows the environment in which the organisation operates and the way the business area functions
- Demonstrates commitment to maintaining and developing their skills
- Encourages learning and training opportunities for staff
- Creates the environment where appropriate knowledge and experience are readily shared

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Development Indicator examples

- Is negative or dismissive about set policies and procedures
- Is ineffective due to lack of knowledge or understanding
- Does not advise others on the application of legislation, policies and procedures relevant to their area of responsibility
- Is unaware of the roles, responsibilities or capabilities of their staff
- Fails to ensure that staff are fully aware of their responsibilities and have the relevant training and knowledge to enable them to carry out their work effectively
- Is unaware of the responsibilities of the organisation or other partner agencies
- Restricts their interest or knowledge to their own role or area
- Fails to show commitment to maintaining and developing their skills
- Fails to identify learning opportunities for staff
- Does not encourage sharing of appropriate knowledge and experiences

Job Knowledge	Managerial

*Demonstrates a **thorough understanding** of the key responsibilities and decision making processes across the organisation.*

*Understands the environment **in which the organisation operates, both locally and nationally***

***Champions learning** and facilitates development opportunities.*

Exceeding Indicator examples

- Understands the culture of the organisation and regularly works to positively influence it
- Stimulates others to explore the wider aspects of the organisation's services and current affairs in order to improve understanding
- Is a role model to others in terms of investing time in self development
- Continuously looks for benefits that can be achieved cross-organisation, nationally or collaborated with external organisations
- Creates a learning culture where staff potential can be realised

Competent Indicator examples

- Possesses an overall understanding of legislation, policies and procedures relevant to their current role and area of responsibility
- Is aware of the roles, responsibilities and the capabilities of their staff
- Ensures that staff are fully aware of their responsibilities and have the relevant training and knowledge to enable them to carry out their work effectively
- Understands their own responsibilities and those of the organisation and all other major stakeholders or partner agencies
- Facilitates learning, training and development opportunities for staff and encourages self development
- Sets an example to others by showing they are committed to maintaining and developing their skills
- Promotes and openly shares knowledge and experience, where appropriate
- Is aware of the social, economic or political environment and how this may impact on the organisation

Development Indicator examples

- Is ineffective due to lack of knowledge or understanding
- Restricts interest or knowledge to their own role or area
- Is unaware of organisational developments and how they impact on their role and that of their staff
- Is unaware of the organisation's responsibilities or that of other partner agencies
- Is unaware of the social, economic or political environment and how this may impact on the organisation
- Fails to understand the environment in which the organisation operates
- Restricts learning, or training and development opportunities for staff
- Does not encourage staff to invest time in self development
- Fails to show commitment to maintaining and developing their skills
- Does not encourage sharing of appropriate knowledge or experience with others

Leadership	Essential

Leads by example and is a role model to others.

Exceeding Indicator examples

- Readily steps forward to lead
- Demonstrates and stresses the importance of having a strong sense of purpose and common goal
- Consistently shows drive and determination
- Leads by example by being an effective role model or coach
- Takes command and gives clear direction in a crisis

Competent Indicator examples

- Steps forward to lead as needed
- Understands the importance of having a strong sense of purpose and common goal
- Is thoughtful, fair and leads by example
- Demonstrates a 'do the right thing' attitude
- Demonstrates common sense and sound judgement
- Gives clear and concise instructions
- Is trusted by members of the team
- Considers the thoughts and opinions of others
- Considers the moral and ethical consequences of actions

Development Indicator examples

- Is slow, hesitant or unwilling to take the lead
- Acts without thinking
- Fails to issue clear instructions
- Does not understand the importance of having a sense of purpose or common goal
- Does not consider the thoughts and opinions of others
- Does not have the trust of the team
- Shows little drive and determination
- Does not consider the moral and ethical consequences of actions

Leadership	Supervisory

Leads by example and is a role model to others. *Provides clear direction* and makes sure that staff know what is expected of them.

*Spends time **coaching and developing** others. Makes time for and pays attention to individual concerns. **Encourages, motivates and stimulates others** to perform at their best.*

Exceeding Indicator examples

- Articulates and encourages enthusiasm for a shared vision and common goal
- Talks optimistically and enthusiastically and expresses confidence that goals will be achieved
- Guides the performance and development of others through empowerment and by delegating tasks which broaden their experience
- Shows determination to succeed as a way of motivating others
- Leads others by giving clear direction and by exemplifying the organisation's values and behaviours
- Is active in supporting peoples' development, mentoring and coaching others is a priority activity for them
- Is a natural leader who inspires others

Competent Indicator examples

- Steps forward to lead
- Is thoughtful and fair, and leads by example by being an effective role model, coach and mentor
- Considers the moral and ethical consequences of actions
- Demonstrates a 'do the right thing' attitude
- Takes command and gives clear direction in a crisis
- Creates an environment where people can learn from mistakes
- Values peoples' input and gains trust and commitment through consultation and participation
- Is approachable and makes time for staff, even when under pressure
- Helps staff to understand the shared vision and common goal
- Guides the performance and development of others

Development Indicator examples

- Is slow, hesitant or unwilling to take the lead
- Is ineffective as a role model, coach or mentor
- Does not consider the moral or ethical consequences of actions
- Does not help staff understand the shared vision or common goal
- Does not value input and opinions of staff
- Panics and unsettles staff or is unable to take command during a crisis
- Does not guide the performance and development of others
- Creates an environment of mistrust or blame
- Is unapproachable and fails to make time for staff
- Does not inspire confidence in own or team's abilities
- Unable to convey key messages in a way that motivates staff
- Shows little drive and determination

Leadership	Managerial

Leads by example and is a role model who *inspires confidence*. *Takes command and gives* *clear and strong direction*. *Effectively communicates* *a clear strategic vision.*

Can take personal risks and readily uses new (but always ethical) methods to achieve the collective vision or goal.

Spends time *coaching and developing* others. *Inspires, motivates and stimulates* others to perform at their best, both individually and collectively.

Exceeding Indicator examples

- Manages and motivates others by giving clear direction and by exemplifying the organisation's values and behaviours
- Is a natural leader who inspires others
- Articulates and encourages a compelling view of the future, which others can relate to and find attractive
- Puts systems and strategies in place that develop people at all levels of the organisation
- Invests energy in bringing about change; seeks to leave a legacy of improvements for those who follow
- Is courageous and enthusiastic in driving forward strategies and action plans

Competent Indicator examples

- Is active in supporting peoples' development by personally acting as their coach or mentor
- Develops logical arguments, convinces everyone of the benefits and wins peoples' support
- Inspires confidence that goals will be achieved
- Considers the moral and ethical consequences of actions and decisions
- Is approachable and makes time for staff even when under pressure
- Guides the performance and development of others through empowerment and by delegating tasks which broaden their experience
- Encourages supervisors to develop their leadership skills, giving guidance and support
- Shows and encourages a determination to succeed as a way of motivating others
- Is thoughtful, fair and not afraid to take risks or admit mistakes
- Creates an environment where people can learn from success and failure
- Stands firmly by a position when it is right to do so
- Displays self confidence with a drive to succeed
- Takes command and gives clear and strong direction

Development Indicator examples

- Does not lead by example
- Is ineffective as a role model, coach or mentor
- Does not inspire confidence in own or others' abilities
- Fails to take command or give clear and strong direction
- Is afraid of taking risks or does not admit mistakes
- Does not consider the impact of their actions
- Talks in negative terms or lacks enthusiasm
- Does not guide the performance and development of others
- Does not offer encouragement or support to supervisors to develop their leadership, coaching or mentoring skills
- Shows little drive or determination
- Is unapproachable and fails to find time for staff
- Creates an environment of mistrust or blame
- Unable to convey key messages in a way that motivates staff

Management Ability	Essential

*Looks at issues with a **broad view**. Acts in the best interests of the organisation as a whole, rather than just own area or department.*

*__Thinks ahead__ and prepares for the future. **Plans, organises and manages work activities**, ensuring that resources are used effectively and efficiently to achieve organisational goals.*

Exceeding Indicator examples

- Regularly identifies cost savings or better use of resources
- Examines both short and long term considerations
- Concentrates on activities that are in line with the strategic direction of the organisation
- Plans alternatives and contingencies

Competent Indicator examples

- Acts in the organisation's best interests
- Achieves results and demanding deadlines through careful planning and effective use of resources
- Considers cost implications of work activities
- Checks plans, monitors progress and adjusts them in response to change

Development Indicator examples

- Does not act in the organisation's best interests
- Fails to meet deadlines due to poor planning or ineffective use of resources
- Does not consider costs when planning activities
- Fails to check plans, monitor progress or adjust them in response to change

Management Ability	Supervisory

*Thinks ahead and prepares for the future. Concentrates on issues that support the **broad organisational strategies**. Understands and considers the interests and aims of the organisation. **Plans thoroughly** to ensure resources are used effectively and efficiently to achieve organisational goals.*

*Manages individual and team performance by setting targets, **monitoring progress** and regularly **assessing performance** by **giving feedback.***

Exceeding Indicator examples

- Sets challenging levels of performance in line with strategic objectives
- Challenges actions that deviate from the organisational strategy or objectives
- Promotes a culture of recognising and rewarding achievements and challenging poor performance
- Uses sophisticated planning techniques to manage plans and activities
- Understands broad political, social, economic and legislative trends, and predicts what effect they will have

Competent Indicator examples

- Concentrates on activities that are in line with the strategic direction of the organisation
- Achieves results and demanding deadlines through careful planning, prioritising and effective use of resources
- Implements corporate decisions effectively
- Organises work around availability, skills and other resources
- Examines both short and long term considerations, even when having to respond quickly
- Plans alternatives and contingencies
- Checks plans, monitors progress and adjusts them in response to change
- Delegates and assigns roles and responsibilities
- Manages individual and team performance and makes sure people have a workload that is manageable, fair and challenging
- Costs activities and finds ways of achieving results within the budget, considering Best Value principles
- Regularly assesses individual performance and gives feedback
- Examines the reasons why someone is not performing well, plans and coaches improvement
- Maintains a culture where individual performance is regularly reviewed and reported on time
- Acknowledges, recognises and rewards improved performance and challenges poor performance

Development Indicator examples

- Does not concentrate on activities that are in line with the strategic direction of the organisation
- Is ineffective when implementing corporate decisions
- Does not see the possible damaging effects of actions on other parts of the organisation
- Focuses on short-term issues, ignoring long-term effects
- Does not predict or prepare for problems
- Does not prioritise workload
- Consistently fails to meet deadlines due to poor planning
- Takes a fixed approach and does not monitor or re-assess plans
- Has difficulty with or is unable to work on a number of priorities at the same time
- Does not assign roles clearly or delegate responsibilities
- Does not manage individual and team performance or ensure people have a workload that is manageable, fair and challenging
- Fails to consider costs when planning activities
- Is reluctant to tackle performance issues with staff or plan/coach improvement
- Sees performance management as a once a year activity
- Fails to give feedback, or to challenge or reward performance

Management Ability	Managerial

Creates a vision for the future and a strategy for how it can be achieved.
Understands external expectations and influences on the organisation and predicts *how they may impact.*

Develops and monitors **structured plans** across a range of complex activities and manages these to achieve organisational goals. **Sets challenging levels of performance** in line with strategic objectives, whilst managing the risks involved.

Obtains best value *through effective use of resources and management of budgets.*

Exceeding Indicator examples

- Continually looks for opportunities to reduce costs whilst maintaining an appropriate level of service
- Develops contingencies in anticipation of unexpected events or probable outcomes
- Creates effective strategies, vision and values and establishes them within the organisation
- Compares performance with other Centres of Excellence to set organisational goals
- Drives improvement by promoting a culture of recognising and rewarding achievements and challenging poor performance
- Implements corporate decisions with energy and enthusiasm

Competent Indicator examples

- Promotes effective strategies, vision and values, and establishes them within the organisation
- Understands broad political, social, economic and legislative trends, and predicts what effect they will have
- Considers issues and best practice from an organisational-wide, national or international perspective
- Looks and plans ahead to assess where the organisation needs to be in the short and long term
- Implements corporate decisions effectively
- Adjusts strategies and plans to reflect the changing needs of the organisation or stakeholders
- Manages audits to ensure that the organisation is effective and implements change accordingly
- Challenges actions that deviate from the organisational strategy or objectives
- Co-ordinates activities to ensure that they are cost-effective, considering Best Value principles
- Maintains a culture where individual performance is regularly reviewed and reported on time

Development Indicator examples

- Fails to promote strategies, vision and values in the organisation
- Has limited knowledge of broad political, social economic or legislative trends
- Does not benchmark activities to improve performance
- Tends to focus on own area of responsibility
- Fails to implement corporate decisions effectively
- Focuses on short-term issues, ignoring long-term effects
- Fails to challenge actions that deviate from organisational strategies or objectives
- Fails to review, monitor and control performance or costs
- Does not set high standards of performance
- Fails to maintain a culture in which individual performance is regularly reviewed
- Sees performance management as a once a year activity
- Fails to give feedback, recognise and reward performance or challenge poor performance

Partnership Working	Essential

*Recognises the importance of partnership working and consultation. Establishes and **maintains effective relationships with partner agencies** to maximise the potential of a **joint problem solving approach.***

Exceeding Indicator examples

- Is an ambassador for the organisation in terms of working with other agencies
- Looks for opportunities to work co-operatively internally or with external organisations
- Consults with and engages the community and encourages their involvement in the problem solving
  process

Competent Indicator examples

- Represents the service in an appropriate and professional manner
- Encourages and develops a shared problem solving approach with partner agencies
- Works effectively as a team member of a multi-agency, multi-disciplinary team
- Establishes, maintains and utilises relationships with relevant partner agencies
- Adheres to organisational policies that outline the responsibilities when working with other partners
- Shares information appropriately with partnership agencies
- Ensures colleagues and line management are kept informed of activities, as appropriate

Development Indicator examples

- Does not represent the service in an appropriate and professional manner
- Does not encourage or develop a shared problem solving approach with partner agencies
- Does not work effectively as part of the multi-agency, multi-disciplinary team
- Has difficulty in establishing relationships with partner agencies
- Does not adhere to organisational policies on working with other partners
- Is unclear about what information may, or may not, be shared with partner agencies
- Does not keep colleagues or line management advised of progress

Partnership Working	**Supervisory**

*Recognises the importance of partnership working and consultation. Establishes, **maintains and oversees effective relationships with partner agencies** to maximise the potential of a **joint problem solving approach**.*

***Supports the interests and commitments of the organisation** in the development of joint strategies.*

Exceeding Indicator examples

- Is an ambassador for the organisation in terms of working with other agencies
- Regularly looks for opportunities that can be shared internally or with external organisations
- Actively encourages co-operative working internally or with external organisations
- Evaluates, amends and develops organisational policies in order to facilitate successful partnership working

Competent Indicator examples

- Represents the service in an appropriate and professional manner
- Identifies and develops business areas that will benefit from joint working
- Supports and encourages staff to develop effective partnership working
- Shares information appropriately and sensibly with partnership agencies
- Tasks and co-ordinates in line with existing procedures
- Work effectively as part of the multi-agency, multi-disciplinary team
- Establishes, maintains or oversees relationships with relevant partner agencies
- Ensures that organisational policies which outline the responsibilities when working with other partners are adhered to
- Assesses, advises and reports on new legislation and the impact it may have on partnership working issues
- Consults with, and engages, the community and encourages their involvement in problem solving
- Ensures colleagues and line management are kept informed of activities, as appropriate

Development Indicator examples

- Does not ensure the service is represented in an appropriate and professional manner
- Fails to identify or develop business areas that would benefit from partnership working
- Does not support or encourage staff to develop effective partnership working
- Does not work effectively as part of the multi-agency, multi-disciplinary team
- Fails to task and co-ordinate in line with existing procedures
- Has difficulty in establishing, managing or overseeing partnership relationships
- Does not enforce existing organisational policies
- Does not promote the interests and commitments of the organisation in the development of joint strategies
- Is unclear as to what information may or may not be shared with partner agencies
- Does not keep colleagues or line management advised of progress

Partnership Working	Managerial

Manages and directs the organisation *to take full advantage of developing joint strategies. Establishes and maintains effective relationships with partner agencies, through consultation, to maximise the potential of **a joint problem solving approach**.*

*Maintains an **overview of partnership projects** throughout the organisation. Promotes the interests and commitments of the organisation/business area in the **development of joint strategies**. Assumes responsibility for organisational policies and procedures on partnership working.*

Exceeding Indicator examples

- Is an ambassador for the organisation in terms of working with other agencies or in cross-organisation activities
- Understands external expectations and influences on the organisation
- Identifies key stakeholders and knows what level of control, responsibility and influence they have in the community
- Continuously looks for activities that can be shared internally or with external organisations
- Copes with an increasingly complex environment caused by the blurring of organisational boundaries and the requirement to work in partnership with others

Competent Indicator examples

- Directs and develops business areas that will benefit from joint working
- Shares information appropriately with partnership agencies
- Ensures colleagues and line management are kept informed of all activities
- Ensures effective implementation of partnership projects throughout the organisation/business area
- Is fully aware of and can advise on current and future partnership projects
- Evaluates and reviews partnership projects and maintains a close liaison with key staff
- Promotes the development of long term plans and joint strategies
- Assesses, advises and reports on new legislation and the impact it may have on partnership working issues
- Liaises and advises stakeholders and media on issues pertaining to partnership working
- Understands partner agencies' preferred approaches to agreeing solutions
- Ensures that projects or operations are fully consulted and agreed

Development Indicator examples

- Fails to direct or develop business areas that would benefit from partnership working
- Is unable to manage and direct partnership working across the organisation/business area
- Does not evaluate or review partnership projects or fails to maintain close liaison with key staff
- Fails to represent the organisation/business area in a positive or strategic way
- Does not promote the development of long term plans or joint strategies
- Allows projects or operations to develop without consultation or approval by the organisation/business area
- Does not assess, advise or report on new legislation in terms of the impact it may have on partnership working issues
- Fails to keep stakeholders or the media informed and updated on partnership issues
- Fails to implement or support policies or procedures on partnership working
- Does not understand key issues relating to partner agencies

Personal Awareness	**Essential**

Recognises how **feelings and emotions** *affect their own performance and how this may impact on others.*

Handles difficult or sensitive situations *with empathy and diplomacy.*

Exceeding Indicator examples

- Is sensitive to relationships within the team and is active in resolving issues, or preventing them arising
- Is able to accurately assess own strengths and limitations
- Welcomes and accepts constructive criticism
- Is positive and optimistic; is able to seize opportunities or create them
- Shows pride in individual and team achievements

Competent Indicator examples

- Recognises how feelings and emotions affect their own performance and how this may impact on others
- Listens well, shows sensitivity and empathy to others' views, needs and feelings
- Shows interest in others and builds trust and confidence
- Is able to show a sense of humour and flexibility, where appropriate
- Shows confidence in their own abilities

Development Indicator examples

- Is unable to recognise how feelings and emotions can affect performance in themselves or others
- Does not listen to others' views and is insensitive to their needs and feelings
- Has difficulty empathising with others
- Gets easily upset, frustrated or annoyed
- Finds it hard to accept feedback or criticism
- Easily loses control of emotions
- Complains about problems rather than dealing with them
- Sees things negatively and rarely sees the good in situations and people
- Is unable to tactfully deal with difficult or sensitive situations
- Lacks confidence in their own abilities

Personal Awareness	**Supervisory**

*Recognises how **feelings and emotions** affect performance in themselves or others. **Handles difficult or sensitive situations** with empathy and diplomacy.*

***Understands the needs, talents, capabilities and interests of their staff** and encourages them to develop.*

Exceeding Indicator examples

- Asks for feedback in order to improve own performance
- Is sensitive to relationships in the team and resolves potential issues before they arise
- Is positive and optimistic, and is able to seize opportunities or create them
- Helps staff develop their skills through encouragement, motivation and support
- Takes tough, principled stands even if they are unpopular
- Focuses on training and development to improve the teams' effectiveness
- Seeks ways to improve morale and encourage loyalty
- Operates from hope of success rather than fear of failure
- Mentors, coaches and delegates tasks that challenge or enhance the skills of others

Competent Indicator examples

- Recognises how feelings and emotions affect their own performance and how this may impact on others
- Listens well, shows sensitivity and understanding to others' views, needs and feelings
- Shows empathy towards others
- Shows interest in others and builds trust and confidence
- Is able to accurately assess strengths and limitations in self and others
- Is able to show a sense of humour and flexibility, where appropriate
- Accepts and provides constructive criticism
- Shows confidence in their own abilities
- Acts ethically and confronts unethical actions in others
- Shows pride in individual and team achievements

Development Indicator examples

- Is unable to recognise how feelings and emotions can affect performance in themselves or others
- Does not listen, show understanding, or empathise with others
- Fails to build confidence and trust with their staff
- Is not approachable for advice or assistance
- Is not aware of strengths and weaknesses in themselves or others
- Does not recognise the individuality of their staff
- Sees things negatively and rarely sees the good in situations or people
- Is defensive and has difficulty accepting feedback
- Lacks confidence in their own abilities
- Fails to give feedback to staff
- Gets easily upset, frustrated or annoyed
- Easily loses control of emotions
- Complains about problems rather than dealing with them
- Lacks tact when dealing with difficult or sensitive situations
- Does not show pride in individual or team achievements

Personal Awareness	Managerial

*Recognises how **feelings and emotions** affect performance in themselves and others. **Handles difficult or sensitive situations** with empathy and diplomacy.*

***Shows an interest in, and understanding** of, the talents and capabilities of their staff and manages their development. Is able to accurately **self-assess strengths and limitations**. Is positive, optimistic and able to seize opportunities or create them.*

Exceeding Indicator examples

- Can accurately predict the reaction of others and works to build co-operation and understanding
- Identifies causes and resolves symptoms of stress in others
- Asks for feedback from team members in order to improve their own performance
- Takes tough, principled stands even if they are unpopular
- Demonstrates physical and moral courage
- Shows tact, co-operation and exercises self discipline and control, influencing those around them and creating a feeling of calm and confidence
- Seeks ways to improve morale and encourage loyalty

Competent Indicator examples

- Recognises how feelings and emotions affect their own performance and how this may impact on others
- Listens well, shows sensitivity and understanding to others' views, needs and feelings
- Is able to show a sense of humour or flexibility
- Acts ethically and confronts unethical actions in others
- Shows confidence in their own abilities
- Operates from hope of success rather than fear of failure
- Mentors, coaches and delegates tasks that challenge and enhance the skills of others
- Focuses on training and development to improve the organisation's effectiveness
- Recognises strengths and weaknesses, offers useful feedback and identifies development needs in others
- Shows pride in individual, team or organisation performance
- Is open and honest with people

Development Indicator examples

- Fails to recognise how feelings and emotions can affect performance in self and others
- Does not listen, show understanding, or empathise with others
- Lacks confidence in their own abilities
- Lacks diplomacy when dealing with difficult or sensitive situations
- Lacks awareness of the impact of change and uncertainty on staff
- Fails to build confidence and trust with their staff
- Does not recognise the individuality of their staff
- Fails to give feedback, coach or mentor staff or delegate tasks that challenge them
- Neglects training and development of staff
- Is not aware of strengths and limitations in themselves or others
- Is not approachable for advice or assistance
- Is defensive and has difficulty accepting feedback
- Gets easily upset, frustrated or annoyed
- Easily loses control of emotions
- Sees things negatively and rarely sees the good in situations or people
- Does not show pride in individual, team or organisation performance

Personal Effectiveness	**Essential**

*Takes **personal responsibility** for making things happen and achieving results to required standards. Displays motivation, commitment, perseverance, **integrity** and acts in an ethical way.*

***Plans, organises** and manages own work to effectively achieve organisational goals.*

*Is reliable and **resilient**, even in difficult circumstances. Recognises the need for **change** and is willing to adapt.*

Exceeding Indicator examples

- Challenges working practices in order to identify opportunities for improvement, where appropriate
- Supports change and helps others to understand and adapt
- Self generates work without affecting quality of normal workload
- Is enthusiastic and committed
- Maintains a positive outlook when faced with difficult circumstances
- Remains calm, takes control and asserts authority or challenges where necessary
- Deals effectively with uncertainty and frustration
- Manages conflicting pressures and tensions

Competent Indicator examples

- Understands how own role contributes to achieving organisational goals
- Manages personal time well, is able to prioritise, achieve results and meet deadlines
- Sets own realistic objectives and achieves consistent and effective work performance on time and to the required standard
- Works with minimal supervision when needed but is not afraid to ask for advice when facing new challenges or when clarification is required
- Maintains high personal and professional standards
- Is punctual, reliable and keen
- Has a positive attitude towards change
- Is willing to take on new or different responsibilities or change roles
- Understands and uses new technology to improve performance

Development Indicator examples

- Does not understand how own role impacts on organisational goals
- Is unwilling to take personal responsibility for their own performance
- Shows a negative or disruptive attitude
- Gives up easily when faced with problems
- Needs more supervision and guidance than would be expected
- Does not meet the required personal or professional standards
- Puts in the minimum effort and shows little energy or enthusiasm for work
- Does not ask for advice when facing new challenges or when clarification is required
- Gets defensive when challenged or given negative feedback
- Reacts inappropriately when faced with difficult situations or when under pressure
- Expresses a cynical attitude to the organisation or their job
- Is inflexible and unwilling to take on different responsibilities or changed roles
- Resists change or avoids new technology

Personal Effectiveness	Supervisory

*Takes **personal responsibility** for self and others in achieving results to required standards. Shows motivation, commitment and determination to succeed, is highly ethical and maintains a high degree of **integrity.***

*Effectively **plans, organises and manages** own workload and that of the team to achieve organisational goals.*

*Shows reliability and **resilience**, even in difficult circumstances. Implements **change** and improvements and encourages others to accept them.*

Exceeding Indicator examples

- Challenges and reviews working practices in order to identify opportunities for improvement, where appropriate
- Champions change and encourages others to make it happen
- Capable of dealing with unforeseen events without losing sight of objectives
- Manages a diverse workload whilst delivering a quality performance
- Self generates work without affecting quality of normal workload
- Promotes and delivers successful outcomes to substantial operational or business issues

Competent Indicator examples

- Achieves consistent and effective work performance, even when under pressure
- Demonstrates personal commitment to tasks and objectives and routinely delivers a quality performance within timescales
- Is reliable, copes well with setbacks and maintains a positive outlook
- Remains calm and confident, takes control and asserts authority or challenges where necessary
- Sets and maintains high personal and professional standards
- Deals effectively with uncertainty and frustration
- Manages conflicting pressures and tensions
- Is flexible and adapts well to change, ensuring that changes and initiatives are presented positively and are effectively implemented
- Effectively communicates the strategic change agenda to staff/teams
- Encourages and uses new technology to improve performance

Development Indicator examples

- Does not undertake or manage workload or deliver quality performance
- Does not complete work on time
- Does not perform well or gives up under pressure in difficult situations
- Lacks commitment and drive to see things through
- Lacks self confidence and is unwilling to take control or assert authority or challenge when required
- Fails to meet required personal or professional standards
- Is unenthusiastic, lazy or relies heavily on the work of others
- Finds it difficult to cope with ambiguity, uncertainty or frustration
- Expresses a cynical attitude towards the organisation or their job
- Is inflexible to change, does not promote or manage resistance to it
- Is ineffective when communicating strategic changes within the team
- Has difficulty with or avoids new technology

Personal Effectiveness	Managerial

*Displays high levels of **resilience** and takes **personal responsibility** for making things happen and **achieving results through others**. Inspires others to be resilient, even in difficult circumstances. Displays strong motivation, commitment, is highly ethical and maintains a high degree of **integrity**.*

*Identifies ways in which the organisation needs to change. Personally champions **change**, encourages and supports supervisors to make it happen.*

Exceeding Indicator examples

- Copes with multiple, complex and strategic issues and actively drives progress
- Actively publicises success associated with change
- Identifies resistance to change early and takes steps to avoid any issues or tensions
- Embraces and promotes major change initiatives, recognising and seizing opportunities
- Promotes and delivers successful outcomes to substantial operational or business issues
- Sorts out conflict and deals with hostility and provocation in a calm and restrained way
- Is capable of changing pace and direction of work to accommodate and deal with unforeseen events, without losing sight of the longer term objectives
- Shows resilience and determination that enables them to stand firm in the interest of an improved level of service
- Insists upon improved performance by identifying reasons for, and solutions to, standards that are slipping

Competent Indicator examples

- Manages a diverse workload whilst delivering a quality performance
- Deals with unforeseen events without losing sight of objectives
- Ensures high personal and professional standards are maintained
- Remains calm and confident and responds logically and decisively in difficult situations
- Deals with ambiguity, uncertainty and frustration and re-assures others
- Manages and resolves conflicting pressures and tensions
- Takes control and asserts authority or challenges when necessary
- Leads the development, implementation, monitoring or review of change programmes
- Encourages and uses new technology to improve performance
- Effectively manages and communicates the strategic change agenda throughout the organisation
-

Development Indicator examples

- Struggles to cope with a varied workload whilst maintaining a quality performance
- Unable to handle and progress several issues at once
- Loses sight of main objectives when unforeseen problems arise
- Lets standards slip and is inconsistent in delivering performance
- Avoids becoming involved in major issues
- Shows little determination or commitment
- Fails to ensure that high personal and professional standards are maintained
- Cannot be relied upon in a crisis, becomes flustered and indecisive
- Responds to challenge irrationally
- Does not take control or assert authority or challenge when necessary
- Finds it difficult to cope with conflict, ambiguity, uncertainty or frustration
- Has difficulty with or avoids new technology
- Finds change difficult and does not champion or promote change
- Is ineffective in communicating strategic changes throughout the organisation
- Discourages or opposes change

Problem Solving	Essential

*Gathers information from a range of sources to **identify problems** draws logical conclusions and makes **effective decisions.***

*Can **initiate new ideas** when required.*

Exceeding Indicator examples

- Initiates new ideas to improve own or team performance
- Considers and accurately assesses risks involved in activities and decisions
- Is regularly innovative or creative
- Revises, explains and/or defends decisions effectively

Competent Indicator examples

- Works within tried and tested procedures and remains focused on the main issues
- Identifies inconsistencies in information
- Effectively uses resources to resolve issues
- Assesses situations, verifies critical information, considers options and draws logical conclusions
- Assesses the effect and impact of decisions
- Remains calm, impartial and avoids jumping to conclusions
- Demonstrates sound judgement and can make and justify decisions
- Takes a course of action within appropriate timescales
- Accepts responsibility for decisions and learns from mistakes
- Can be creative when required
- Gathers and makes appropriate use of evidence or information
- Uses previous knowledge and experience to best advantage

Development Indicator examples

- Does not work within tried and tested procedures
- Fails to resolve issues effectively with the resources available
- Fails to gather enough information before coming to conclusions
- Fails to consider risks involved
- Does not remain focused on the main issues
- Does not remain calm or impartial, or makes rash decisions
- Is unable to identify the best option available
- Reacts without considering or verifying all available information
- Cannot make or justify decisions or recommendations
- Does not accept responsibility for decisions or learn from mistakes
- Unable to initiate new ideas when required
- Fails to gather or make appropriate use of evidence or information
- Fails to use previous knowledge and experience to best advantage

Problem Solving	**Supervisory**

*Evaluates information and **solves problems**, showing concern for quality and Best Value. Identifies risks and considers all options in making **effective decisions**.*

*Generates and encourages **original ideas**. Develops working solutions for implementation. Recognises and implements practical ideas seen elsewhere.*

Exceeding Indicator examples

- Considers issues from a variety of perspectives and can see strategic impact of actions
- Regularly comes up with original and workable ideas for improvement
- Demonstrates and encourages initiative and sound judgement
- Considers the short and long term implications of decisions
- Can make critical decisions which may require extensive resources
- Identifies and implements better working practices and procedures, if required
- Encourages others to share, build upon ideas and consider new ways of solving problems

Competent Indicator examples

- Provides direction and retains focus in defining desired outcomes
- Takes into account the diverse issues involved in individual problems or incidents
- Reviews various options and identifies the best available
- Uses previous knowledge and experience to best advantage
- Carries out research to identify relevant facts
- Identifies inconsistencies in information
- Considers competing priorities and available resources
- Makes decisions or recommends a course of action within appropriate timescales
- Assesses the effect and impact of decisions and learns from mistakes
- Retains confidence, composure and flexibility when making complex decisions
- Makes decisions consistently and fairly and accepts responsibility
- Revises, explains and/or defends decisions effectively
- Regularly reviews progress and amends decisions to take account of change
- Resists pressure to make quick decisions, where further consideration is required
- Encourages others to think for themselves and make appropriate decisions
- Calculates risks and takes decisive action

Development Indicator examples

- Fails to take account of all the different issues involved in problems or incidents
- Is unable to identify the best option available
- Does not research background
- Fails to consider the risks involved
- Does not remain focused on the main issues in detailed or complex situations
- Does not consider other priorities and resources
- Loses composure and confidence when making complex decisions
- Makes inconsistent, rash or unfair decisions
- Fails to justify or defend decisions
- Avoids making unpopular decisions
- Cannot make or accept responsibility for decisions or learn from mistakes
- Restricts or discourages new ways of solving problems
- Does not review progress regularly or fails to amend decisions to take account of change

Problem Solving	Managerial

*Demonstrates the ability to **address problems** from various perspectives. Considering all risks, makes **strategic decisions** on business issues.*

*Promotes an organisational culture that recognises and **values new ideas**. Produces **successful initiatives** that may depart from conventional thinking.*

Exceeding Indicator examples

- Breaks new ground in terms of organisational development issues
- Supports and encourages people who question traditional ways and propose better alternatives
- Routinely makes strategic decisions by logically analysing all the relevant factors
- Identifies overlaps in activity and introduces policies that encourage people to think and act more broadly
- Drives a pro-active and intelligence led approach to complex operational or business issues
- Displays insight in dealing with complex, abstract and theoretical issues to arrive at conclusions or solutions
- Applies lateral thinking to develop radical ideas and approaches which make a major contribution to the operation of the department

Competent Indicator examples

- Makes strategic decisions by logically analysing all the relevant factors
- Provides direction and retains focus in defining desired outcomes
- Analyses information and trends to identify possible problems in the future
- Considers the short and long term implications of decisions
- Makes critical decisions which may require extensive use of resources
- Is able to think logically and retains confidence, composure and flexibility in making complex decisions
- Makes decisions consistently, fairly and on time
- Accepts responsibility and learns from mistakes
- Encourages others to think for themselves and supports decision making at the most appropriate level
- Regularly reviews progress and amends decisions to take account of change
- Revises, explains and/or defends decisions effectively
- Encourages others to share, build upon ideas and new ways of solving problems
- Calculates risks and takes decisive action
- Challenges underlying assumptions to make sure information is accurate
- Makes and carries through decisions, even if they are unpopular, difficult or controversial
- Takes an intelligence led approach to complex situations

Development Indicator examples

- Fails to give direction or remain focused
- Has a limited view of wider or future issues
- Fails to analyse relevant factors to understand complex information
- Is not forward thinking in respect of working practices and procedures
- Fails to challenge underlying assumptions to make sure information is accurate
- Does not consider the short and long term implications of decisions
- Loses composure and confidence when making complex decisions
- Makes inconsistent, unfair or untimely decisions
- Does not learn from mistakes
- Hesitates or avoids making decisions or cannot justify or defend decisions
- Avoids making unpopular, difficult or controversial decisions
- Does not support staff in decision making
- Unwilling to adapt decisions in light of change or new information
- Does not encourage the creation or sharing of ideas
- Fails to take an intelligence led approach or utilise intelligence, where appropriate

Service Delivery	Essential

*Focuses on the individual **needs and concerns of the customer** and responds accordingly with **a high quality service**. Maintains contact and updates as appropriate.*

Exceeding Indicator examples

- Consults regularly and requests performance feedback from others
- Identifies and takes action on the issues and needs of different customer groups
- Builds relationships with key people and groups within the organisation
- Encourages others to identify issues affecting their local area
- Balances customer needs with other organisational issues

Competent Indicator examples

- Presents an appropriate image
- Supports organisational strategies that serve the customer
- Deals with customer complaints within a reasonable time
- Aims to deliver agreed targets on time
- Responds and prioritises customer requests, taking account of other work demands
- Ensures customers receive the best service possible and are made to feel valued
- Manages customer expectations
- Keeps customers updated on progress
- Listens and learns from relevant customer feedback

Development Indicator examples

- Presents an inappropriate image
- Does not support organisational strategies that serve the customer
- Does not deal with customer complaints within a reasonable time
- Does not deliver agreed targets on time
- Does not consider the individual needs of the customer
- Fails to see the customer's view
- Is dismissive of the customer and trivialises their needs
- Does not keep people updated
- Fails to check that customer's needs have been met
- Does not accept or learn from customer feedback
- Does not make the most of opportunities to promote the organisation

Service Delivery	Supervisory

*Ensures the focus is on the individual **needs and concerns of the customer** and responds accordingly with a **high quality service**. Maintains contact and updates as appropriate and ensures others do likewise.*

*Is able to see things from the customer's point of view and encourages others to do the same. Is not afraid to challenge and deal with unrealistic expectations. **Builds good relationships** within the organisation or community.*

Exceeding Indicator examples

- Champions the service ethos
- Sets attainable targets and timescales and accurately forecasts resource implications
- Makes contingency plans and adapts priorities to accommodate change
- Ensures service delivery in accordance with local objectives and budget provision
- Promotes the commitment and responsibility of the service
- Promotes the interests of the organisation externally

Competent Indicator examples

- Ensures an appropriate image is presented to other organisations
- Deals with customer complaints and takes appropriate action
- Builds relationships with key people and groups within the organisation
- Encourages staff to identify issues affecting their local area
- Ensures delivery of agreed targets within deadlines
- Clearly identifies and acts appropriately on the views and needs of stakeholders and customers
- Encourages others to responds to customer requests
- Prioritises and allocates requests according to need
- Balances customer needs and expectations with other organisational demands
- Consults, listens and takes action on feedback, where appropriate
- Ensures customers are involved and updated
- Ensures team members provide best possible service to customers and they are made to feel valued

Development Indicator examples

- Allows an unprofessional image to be presented to customers
- Fails to ensure that customer complaints are dealt with appropriately
- Fails to keep customers informed
- Is not customer-focused and does not consider individual needs
- Does not build relationships with key people and groups within the organisation
- Does not make the most of opportunities to promote the organisation
- Does not ensure delivery of agreed targets within deadlines
- Fails to ensure that the needs of the customer are met
- Does not prioritise or allocate requests according to need
- Fails to ensure that team members provide the best possible service
- Does not balance customer needs with other organisational issues
- Fails to take appropriate action from feedback

Service Delivery	Managerial

Champions the service ethos internally and externally. *Maintains a broad understanding of social trends and identifies what effect they will have on the organisation.*

Manages processes that ensure ***stakeholders' and customers' views and needs are clearly identified and responded to.*** *Encourages or implements strategies for media and community relations.*

Exceeding Indicator examples

- Maintains an in depth knowledge of how other business areas are delivering services
- Regularly uses quantitative and qualitative performance data to measure organisational performance
- Focuses strategies, plans, objectives and targets on meeting the needs of stakeholders and customers
- Continually strives for excellence and improved service delivery
- Has a deep sense of vocation for public service by identifying with the needs of the community and service users
- Ensures that the strategy for improvement and planning and the development and provision of services are cohesive and 'joined up'
- Drives performance by holding people to account for what they have agreed to deliver

Competent Indicator examples

- Ensures service delivery in accordance with local objectives and budget provision
- Strives for improved service delivery
- Sets attainable targets and timescales and accurately forecasts resource implications
- Ensures that stakeholders remain involved and are kept informed of key decisions and developments
- Makes contingency plans and adapts priorities to accommodate change
- Clearly identifies and acts appropriately on the views and needs of stakeholders and customers
- Sets up structures and processes that encourage effective working relationships with the media
- Promotes the commitment and responsibility of the service
- Balances social and political needs with financial restrictions
- Makes sure the organisation relates to people of all ages, backgrounds and views
- Consults regularly and requests performance feedback from others

Development Indicator examples

- Fails to deliver service in accordance with objectives and within budget
- Does not focus strategies, plans, objectives and targets on meeting the needs of stakeholders and customers
- Does not strive for improvement in service delivery
- Is not customer-focused and does not consider individual needs
- Sets unattainable targets or timescales
- Does not involve or update customers and stakeholders
- Fails to recognise a shift in priorities and the need for change
- Does not respond appropriately to feedback from stakeholders or customers
- Fails to build or encourage effective working relationships with the media
- Fails to promote the commitment and responsibility of the service
- Fails to balance social and political needs with financial restrictions

Team Working	Essential

*Develops **strong working relationships** inside and outside the team to achieve common goals. Communicates within groups and considers others in discussions and decisions.*

Actively helps and supports others.

Exceeding Indicator examples

- Looks for ways to collaborate between shifts, sections, or departments
- Regularly tutors or coaches members of the team
- Gains commitment from others by consulting and involving them
- Builds good working relationships by offering advice, encouragement and assistance
- Explains options and discusses solutions with others
- Promotes loyalty within the team and to team decisions
- Willingly takes on, or volunteers for, unpopular or routine tasks

Competent Indicator examples

- Actively takes part in team tasks in the workplace
- Is open and approachable, taking others views into account and valuing their contribution
- Forms productive working relationships with colleagues
- Asks for and accepts help when needed
- Provides guidance and support to new team members
- Develops mutual trust and confidence in others
- Is loyal to members of the team and decisions
- Takes on unpopular or routine tasks
- Co-operates with and supports others, sharing knowledge and experience

Development Indicator examples

- Does not volunteer to help other team members
- Takes credit for success without recognising the contribution of others
- Deliberately excludes individuals or plays one person off against another
- Prefers to work alone, making little contribution to the team effort
- Inappropriately restricts and controls what information is shared
- Does not offer or accept advice
- Initiates or encourages conflict within the team/organisation
- Works to own agenda rather than contributing to team performance
- Is dismissive of others' views and opinions
- Is only interested in taking part in high profile or interesting activities
- Does not support team decisions

Team Working	**Supervisory**

*Develops and encourages **strong working relationships** inside and outside the team to achieve common goals. Facilitates the breaking down of barriers between groups and **involves others** in discussions and decisions.*

*Provides support where necessary, helping to **build an effective and united team**.*

Exceeding Indicator examples

- Effectively drives team performance to new levels
- Identifies common goals and interests, and uses these to unite teams
- Draws together a wide range of people to gain their support or work on joint action plans
- Encourages stakeholders to discuss and agree action on sensitive or complex issues
- Maintains and draws on a network of contacts in influential or specialist positions
- Combines the activities of different teams to ensure co-operative working practices
- Identifies causes of low morale or conflict and finds ways of resolving them
- Initiates actions to improve working practices and the working environment

Competent Indicator examples

- Gains commitment from others by consulting and involving them
- Builds good working relationships by offering advice, encouragement and assistance
- Provides guidance and support to team members, coaching and mentoring where necessary
- Acknowledges the efforts of individuals
- Explains options and discusses solutions with others
- Assists staff, especially when tasks are difficult or complex
- Shares information and knowledge, making sure all parties are fully informed
- Acknowledges and uses the different skills, backgrounds, cultures and experiences of team members
- Allocates tasks in a fair and impartial manner
- Identifies and deals with potential conflict situations within or across teams
- Promotes loyalty within the team and to team decisions
- Actively collaborates between sections and teams

Development Indicator examples
- Resists working jointly with other groups to meet common goals
- Is only interested in taking part in high profile and interesting activities
- Fails to recognise the contribution of others
- Inappropriately restricts and controls what information is shared
- Does not offer or accept advice
- Does not provide support to team members
- Fails to coach or mentor team members
- Does not explain options or discuss solutions with others
- Does not assist staff when tasks are difficult or complex
- Does not acknowledge or use the different skills, backgrounds, cultures and experiences of team members
- Allocates tasks unfairly
- Fails to discourage conflict or leaves it unresolved
- Does not promote loyalty within the team or to team decisions
- Follows own agenda rather than leading the team
- Allows cliques to develop
- Does not listen to other peoples' views
- Does not collaborate between sections and teams

Team Working	Managerial

*Manages and develops **strong working relationships and strategies**, internal and external to the organisation to achieve common goals. Facilitates the breaking down of barriers between groups.*

***Promotes efficient and supportive working environments,** encouraging individual participation and consultation.*

Exceeding Indicator examples

- Continually and actively looks for ways to collaborate between business areas or external bodies
- Effectively manages a turnaround in performance
- Anticipates potential causes of low morale or conflict and takes steps to prevent or lessen the impact
- Has a primary focus on achievement of goals for the greater good of others and not their own reputation

Competent Indicator examples

- Draws together a wide range of people to gain their support or work on joint action plans
- Encourages stakeholders to discuss and agree action on sensitive or complex issues
- Maintains and draws on a network of contacts in influential or specialist positions
- Combines the activities of different business areas to ensure co-operative working practices
- Shares information and knowledge, making sure all parties are fully informed
- Maintains organisational effectiveness by limiting hierarchical barriers
- Identifies causes of low morale or conflict and finds ways of resolving them
- Initiates actions to improve working practices and the working environment
- Effectively delegates responsibility which utilises personal abilities and talents
- Creates an open environment where advice can be given and received

Development Indicator examples

- Does not support, advise or involve team/department/business area supervisors
- Resists networking or working jointly with other stakeholders or organisations to meet common goals
- Does not combine the activities of different units or business areas to ensure co-operative working practices
- Inappropriately restricts and controls what information is shared
- Does not create an open environment where advice can be given and received
- Creates or maintains hierarchical barriers
- Fails to identify causes of low morale or conflict or find ways of resolving them
- Does not take action to improve the working environment or practices
- Fails to take account of ability and talent when delegating tasks
- Fails to recognise the contribution of others
- Allows cliques to develop
- Fails to consider the contribution and views of others
- Pursues a personal agenda to the detriment of the team ethos or organisational goals