



# Performance & Development Review

## Behaviour Descriptors *Essential Level V.2*



## **Behavioural Competencies (Essential Level)**

### Descriptors and Indicators

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## 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, gender, disability, religion/faith, age 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
- Has an awareness of the duty to promote equality between different groups and can apply this to their own role
- Acknowledges and respects the broad range of social or cultural customs and beliefs
- Challenges inappropriate humour, remarks, language or behaviour and attitudes which are abusive, aggressive or discriminatory
- Is polite, respectful and patient, treating everyone fairly, with dignity and in a non-discriminatory manner
- Listens and understands the needs and interests of others and provides a service according to needs
- Uses appropriate language and behaviour and is sensitive to how these may affect people
- Respects confidentiality, when appropriate
- Has an awareness/knowledge of diversity issues and associated legislation
- Is committed to promoting diversity and practising equality of opportunity

### 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 of others
- 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
- Has limited or no awareness/knowledge of diversity issues or associated legislation



## 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
- Communication is well presented and to the standard required by the job
- 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
- Checks the needs of potential or actual audience
- Ensures that information is accessible to people with a range of needs
- Is aware of how to communicate with individuals from minority communities, or those with communication difficulties

### 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
- Communication is not well presented and to the standard required by the job
- 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
- Is unaware of how to communicate with individuals from minority communities, or those with communication difficulties



## 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 division/department functions
- Looks for opportunities to work co-operatively internally, cross-force or with external organisations

### 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

# 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

## 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

## 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 Force in terms of working with other agencies
- Looks for opportunities to work co-operatively internally, cross-force 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

## 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 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

## 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

## 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 or community
- 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 community/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
- Ensures that the service remains responsive and accessible to all individuals

### Development Indicator examples

- Presents an inappropriate image
- Does not support organisational strategies that serve the community/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

## 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