



ASSOCIATION OF CHIEF POLICE OFFICERS IN SCOTLAND

Performance & Development Review

Open & Distance Learning (ODL) Package SCoPE



Performance Through People

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Aim

This module has been designed to provide you with an understanding of the Performance and Development Review (PDR) process and the knowledge to complete the PDR record.

Learning Outcomes

On completion of the module you will be able to:

- Describe the Performance Development Review (PDR) process
- State which sections of the PDR record you should complete
- Explain what a 'SMART' objective is
- State why it is important to link your personal objectives to organisational objectives
- Identify and record your own development needs
- State when evidence should be recorded

Introduction

We have designed this Open and Distance Learning (ODL) module to give you an understanding of the national Performance Development Review (PDR) process. You should work through the module at your own pace, taking breaks where you wish. To assist your learning, the module is interactive and includes a number of exercises which you should complete. There is also a section at the rear which you should use to assess your own understanding. It should take you around 1 hour to complete this module.

ODL modules base their learning on self-teaching packages that contain all the information necessary to understand the subject, but this does not mean that you are left isolated and without support. You can obtain assistance from the PDR team or HR/Personnel department within your Force.

Using this module

This module is designed to be interactive and you are expected to complete activities at various stages. These will be indicated as shown below. Use the margin on the left side of the page to make any notes which you feel are relevant.

Activity

This indicates an activity which should be completed before moving to the next stage of the module.

Feedback

This indicates feedback to an activity. You will find all feedback on the next page following an activity. However, in order to get the most from this module please attempt to answer the activity before looking at the answer.

Example

This indicates a practical example of the subject under discussion.

SAQ

At the end of the module you will find a set of Self Assessment Questions (SAQ's) designed to test your knowledge of all subject matter contained therein. We have purposely not given the answers as you will find them contained within the text.

National PDR Process

This process encourages your participation by involving you in setting personal, work-based objectives; identifying priorities for your own development; and gathering evidence in relation to your performance. All of these features are explained in this module.

What benefit will the national PDR process have for you?

- ✓ You will feel a shared sense of purpose and understand how you contribute
- ✓ It will give you a process to plan, review and improve your performance
- ✓ Your performance will be formally recognised and recorded
- ✓ It will focus on your development and training
- ✓ The PDR supports any applications for transfer or promotion

Who is involved?

There are four separate roles in the PDR process. Firstly there is the **Reviewee**, the person whose performance is being reviewed. Next, there are the three successive line Managers, who are called the **Reviewer**, the **Manager** and the **Senior Manager**. While there could be four different people involved in the process, this won't always be the case. If required, one person can perform more than one role, e.g. one person could fulfil both the Manager's and Senior Manager's roles.

The PDR Record

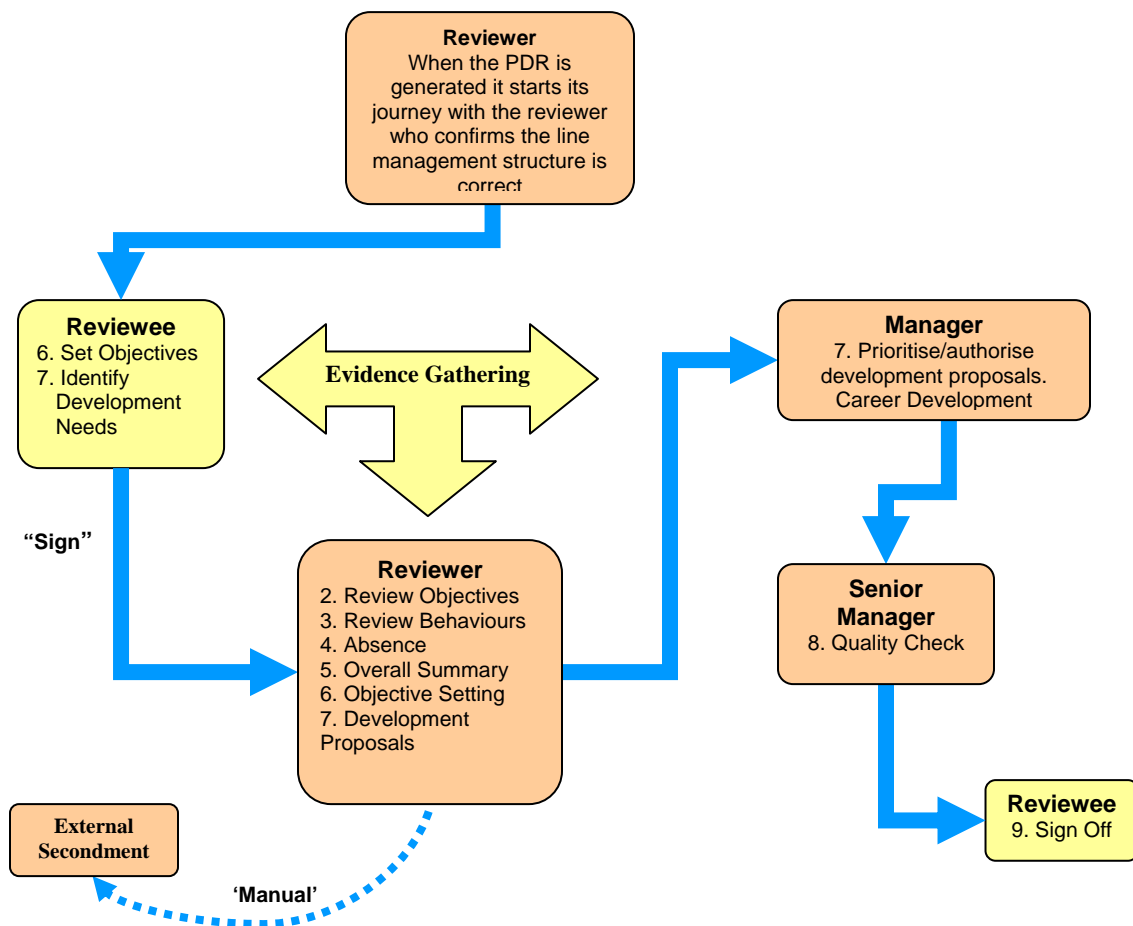
The PDR record is electronic and is generated automatically by the SCoPE system. It consists of 9 sections as shown below; as Reviewee, you will complete sections 6, 7 and 9. (The flowchart shows who completes the remaining sections, but they are not discussed in detail in this module.)

1. Personal and Role details
2. **Reviewing Performance**
3. Work related objectives for review period
4. Behavioural competencies
5. Attendance
6. Summary of overall performance
7. **Future Performance and Development**
8. Work related objectives for forthcoming review period
9. Personal learning & development plan (PLDP)
10. Quality check
11. Reviewee's comment

The record is completed using a 'workbasket' process in which the form is automatically forwarded to each of the individuals involved at the appropriate time (see Flowchart 1). Only the relevant sections of the PDR form will be open for completion at each stage: sections completed or awaiting completion by others cannot be altered.

Whilst the document is in your workbasket, it is a 'live' document. You can add, delete or amend text in the open sections and 'save' the document. Once you are satisfied with what you've added, a click of the "sign" button forwards the record to the next stage.

Flowchart 1: Completion of the PDR record



Discussion

The most important part of the process is 'face-to-face' **discussion**. It is vital that you talk with your Reviewer about your performance on a regular basis, not just at the annual review.

The following checklist includes activities for you to consider before, during and after the annual PDR discussion. The list is not exhaustive, but will prove a useful starting point.

REVIEWEE'S CHECKLIST

Before the PDR Discussion

- ✓ Gather evidence relating to objectives or behaviours (this is further explained later in the module)
- ✓ Carry out a self-review of performance
- ✓ Think about your current objectives – identify successes and how you could do even better
- ✓ Think about things that could have gone better, consider the reasons
- ✓ Consider the behaviours – what are your strengths, or areas for improvement?
- ✓ Consider your objectives for the forthcoming year
- ✓ Think about any learning or development needs in light of new objectives
- ✓ Reflect on any career development wishes or aspirations for the future

During the discussion

- ✓ Plan or structure the discussion to ensure you cover all the relevant issues
- ✓ Input your own views about how you have performed
- ✓ Listen to what your supervisor has to say
- ✓ Use relevant evidenced examples relating to your objectives or behaviours
- ✓ Ask questions... ask for evidence if it is not given
- ✓ Keep an open mind
- ✓ Ensure you understand any actions and what happens next
- ✓ Agree objectives for the coming review period

After the discussion

- ✓ Agree and summarise actions
- ✓ Ask for ongoing feedback, especially in any areas you need to improve on

Activity

Fill in the blanks in the following passages. All of the words you need, and a few additional ones, are in the box at the bottom of the page.

Activity 1

This PDR process encourages your participation by involving you in

- ✓ setting _____, work-based objectives,
- ✓ identifying priorities for your own development and
- ✓ gathering _____ in relation to your performance

Activity 2

The PDR record is electronic and is generated automatically by the HR system. It consists of 9 sections and you complete sections ____, ____ and ____.

Whilst the document is in your workbasket, it is a '____' document. You can ____, ____ or ____ text in the open sections and '____' the document. Once you are satisfied with what you've added, a click of the "____" button forwards the record to the next stage.

Activity 3

The most important element of the process is _____. It is vital that you talk with your Reviewer about your performance on a regular basis, not just at the annual review.

add	sign	seven	send	personal	six	one
delete	eight	amend	write	live	save	open
	discussion		accuracy	evidence		nine

Feedback 1

This PDR process encourages your participation by involving you in

- ✓ setting *personal*, work-based objectives,
- ✓ identifying priorities for your own development and
- ✓ gathering *evidence* in relation to your performance

Feedback 2

The PDR record is electronic and is generated automatically by the HR system. It consists of 9 sections and you complete sections *six*, *seven* and *nine*.

Whilst the document is in your workbasket, it is a '*live*' document. You can *add*, *delete* or *amend* text in the open sections and '*save*' the document. Once you are satisfied with what you've added, a click of the "*sign*" button forwards the record to the next stage.

Feedback 3

The most important element of the process is *discussion*. It is vital that you talk with your Reviewer about your performance on a regular basis, not just at the annual review.

Setting Objectives

Setting objectives for the forthcoming review period will link performance to, and will help concentrate efforts on, organisational objectives. It is a central feature of the PDR process and allows you, in consultation with your Reviewer, to identify priorities and set your objectives for the coming year. There is no fixed number of objectives and this will vary depending on the role, but typically you should set three to five objectives for the review period.

As part of the PDR meeting prior to completing the form, you should discuss the coming year with the Reviewer and identify what your primary objectives are, i.e. 'what' you are expected to achieve in the forthcoming year/PDR period. These will be based on and linked to organisational/force or national objectives. Work-related objectives should **not** be a restatement of your job description or of the broad objectives of your role - it is vital to set objectives which are '**SMART**', i.e.

- **S**pecific
Objectives must be clear and unambiguous. Remember to think in terms of VERBS - what you should be doing and the OUTCOME - what should the result be.
- **M**easurable
Objectives should relate to your work and should be measured as part of that work. The objectives could relate to quantitative or qualitative measures (preferably both), but remember that, at the end of the review period the Reviewer must be able to decide whether the objective has been achieved or not. Avoid vague statements of intent.
- **A**chievable
There is no point in setting objectives that cannot be reached. Consider whether it is actually possible to achieve the objective given internal constraints, external influences, time periods, resources allocated, etc? By all means be ambitious, but be realistic.
- **R**elevant
This area, above all, is vital. Your objectives must be relevant to your current role and should be easily linked to organisational goals. Shared or team objectives may be relevant in some roles or at a particular time, but emphasis should be given to setting individual objectives.
- **T**ime-bound
In most cases, the time involved will relate to the review period, but there is no reason why the time set for achieving an objective cannot be extended/reduced as required, depending on the objective.

Further guidance is given in Appendix A.

Once the PDR record has been completed, Section 6 remains open and accessible throughout the review period. Objectives and your progress towards achieving them should be monitored regularly. It is not possible to amend or delete objectives that have previously been agreed. If objectives require to be changed, this is done by setting a new objective. Your Reviewer will explain the reason(s) for doing so in the associated text box.

Activity 4

Look at the following 3 objectives and identify which is a 'SMART' objective. Once you have done so, list the elements of that objective which are Specific, Measurable and Time-bound.

Objective A

I will target anti-social behaviour in my patrol area by submitting an average of 10 police reports per month.

Objective B

I will address anti-social behaviour in my patrol area by increasing my workload in relation to public order offences (Street Drinking or Breach of the Peace). I will submit an average of 5 relevant reports per month during the review period.

Objective C

I will improve communication with the community on the Larkland housing estate. I will do this by attending every fortnightly meeting of the Community Council and every monthly Community Councillor's meeting during the next 12 months.

Objective _____ is the 'SMART' objective.

It is Specific. It states that the Reviewee will

It is Measurable. What will be measured to measure the Reviewee's success?

It is Time-bound. What timescale has been set?

Feedback 4

Objective **B** is the 'SMART' objective.

Objective A is neither Specific nor Time-bound. What kind of reports will be submitted? What is the timescale?

Objective C is not SMART. It is Specific, Measurable, Relevant and Time-bound, but realistically, is it Achievable? Given the likelihood of other commitments such as annual leave, or other work commitments it is very unlikely that the Reviewee will be able to attend so many meetings in stated period. Perhaps the Reviewee should aim to attend 12 meetings of the Community Council and 6 of the Councillor's meetings.

Objective B is Specific because it states that the Reviewee will address anti-social behaviour in the patrol area by increasing their workload in relation to specified public order offences.

Objective B is Measurable because the Reviewee aims to submit an identified number of police reports. The number and type of reports submitted by any officer are recorded and are easily measurable.

Objective B is Time-bound because the objective will be measured over a clearly defined period - the forthcoming review period. Even so, it may have been better to insert dates for ease of reference.

EVIDENCE GATHERING

Why Gather Evidence?

Your performance in relation to specified Behavioural Competencies is reviewed in Section 3 of the PDR form. Behavioural Competencies, or 'Behaviours', are the skills and qualities that you are expected to put into practice in your work (i.e. **how** you perform rather than **what** you perform). They define what the organisation values in its employees and what is important for success.

There are eleven Behaviours in the PDR, but they are not all relevant to every individual; you will be allocated between eight and eleven Behaviours depending on your role and supervisory responsibility. A full list of the behaviours and how they are allocated is contained in Appendix B.

For each behavioural competency, your performance can be graded as

- ✓ Exceptional
- ✓ Exceeding Competence
- ✓ Competent
- ✓ Developing Competence
- ✓ Unsatisfactory

When completing this section of the form there is no requirement for your Reviewer to make further comment or produce evidence when you are graded 'Competent'. However, to substantiate a grading of anything other than Competent, appropriate evidence **must** be gathered.

What is Evidence?

Evidence can be anything which demonstrates that you are performing at a level that exceeds or does not achieve competence. It can take many forms and come from varied sources, but it is important to ensure that any evidence recorded is substantiated and concise. It could be:

- reference to a Command and Control incident number with a brief explanation of the relevant details
- a letter of appreciation, or a document produced
- observation of someone's performance

Who should gather evidence?

Everyone can record evidence in relation to their own performance.

Similarly, everyone can provide or gather evidence for others, although the means of doing so differ depending on your post.

Police Officers

Any officer can record evidence for an officer of lower rank. If you have relevant evidence for a colleague of the same (or a higher) rank as yourself, you must pass it to an officer of a rank higher than that person to record.

Police Staff

The procedure differs slightly for Police Staff. Only supervisors in the direct, line management structure on the SCoPE system can record evidence in relation to Reviewees under their supervision. Consequently, where you wish to provide evidence for a member of police staff not directly under your supervision, you must inform a supervisor from that individual's line management, who can then record the evidence.

(There are two reasons for the difference in procedures. Firstly, the rank structure for police officers defines supervisory responsibility clearly; members of police staff do not have a similarly defined structure. Secondly, it is more likely that police officers will be deployed for duty outwith their own work environment under the supervision of other officers).

When you record evidence in relation to your performance, your Reviewer is given the opportunity to acknowledge and comment on the evidence. Similarly, you are given the opportunity to acknowledge and comment on any evidence that is raised in relation to your performance by someone else.

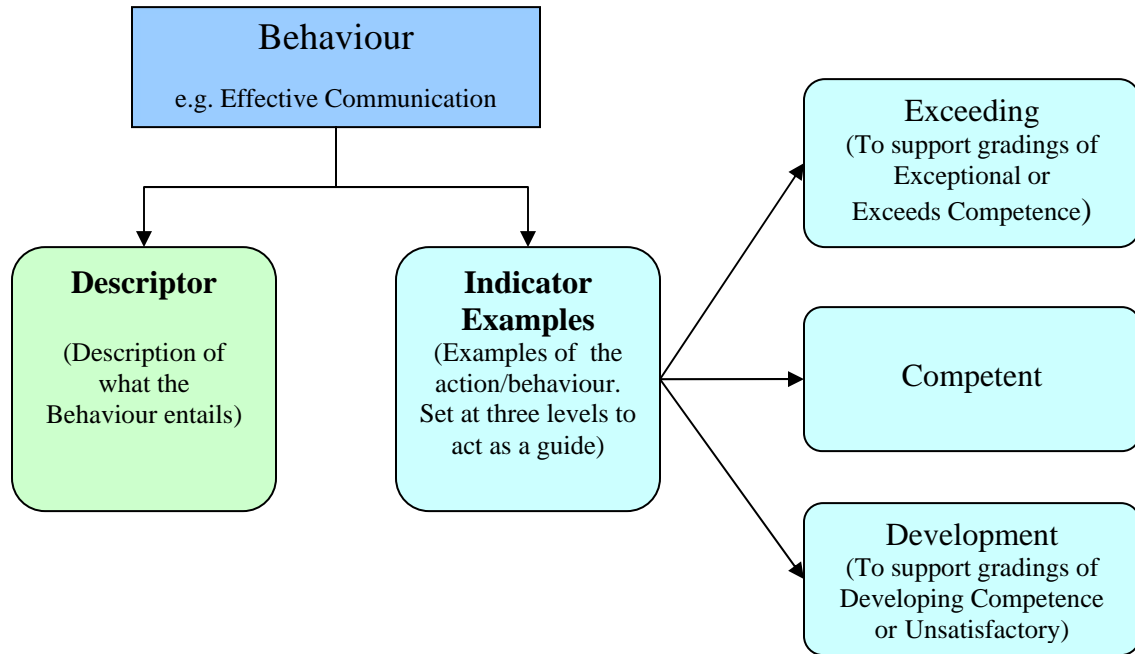
When should you gather evidence?

You should gather evidence throughout the review period, but remember that evidence only needs to be gathered to demonstrate that you are performing at a level that is either exceeding or not achieving competence: this facility does not exist to record the fact that you are competent or merely doing your job!

Each of the behavioural competencies that is reviewed e.g. Effective Communication, has a 'Descriptor' (i.e. what the behaviour entails) and 'Indicators' (i.e. examples of aspects of that behaviour). The Indicators provided are divided into three levels (Exceeding, Competent and Development) which

contain examples of actions or behaviour which demonstrate the level at which you are performing (see diagram below).

Figure 1: How Behavioural Competencies are structured



The 'Descriptor' and the 'Competent Indicator examples' provided for each behaviour give a clear indication of the performance required to be graded competent.

The 'Exceeding' and 'Development' indicators, on the other hand, give examples of the types of behaviour which would suggest that your performance exceeds or falls below competence. As evidence must be provided to justify a grading other than competent, you can use these Indicators as a valuable guide when gathering evidence. An example of a Behavioural Competence, including Descriptor and Indicators is contained in Appendix C.

It is important that you gather evidence of performance throughout the review period. This will help you identify areas of strength or development needs. It will also contribute towards the annual performance review and ensure that the review is a two-way process. Gathering evidence gives you the opportunity to make a significant and constructive contribution to your PDR.

Activity 5

Look at the following examples. Decide whether each example is evidence that you would record, i.e. *evidence of performance exceeding or not achieving competence*. Decide Yes or No before checking the answers overleaf.

1. You and your colleague attended a reported disturbance today and arrested a male for shouting, swearing and threatening an elderly gentleman. Following his arrest, the male became violent and you had to make use of your Officer Safety training skills to subdue him safely and without any injury.

Yes

No

2. As a team supervisor you have a probationary constable who is experiencing difficulties with report writing. The report checker has returned seven out of the last ten reports for amendment. The reports have been found to contain insufficient evidence, particularly in relation to identification of the accused.

Yes

No

3. You are the supervisor of six police staff within the HR Department. You present evidence to your Manager as you believe your performance exceeds competency in the 'Respect for Diversity' behavioural competence. Your evidence reads 'I respect and value everyone in my department and treat them all with dignity and respect. I challenge all areas of discrimination which are brought to my attention'.

Yes

No

4. "Jim Smith is a clear and concise communicator who listens attentively before making judgements".

Yes

No

Feedback 5

1. This **is not** recordable evidence of performance exceeding competence. It would appear on this occasion that you are just doing your job and this is, therefore, evidence of competency. You do not have to record evidence of competency.
2. This **is** recordable evidence of performance not achieving competence. It would appear that the probationary constable has development needs (and the tutor constable may have similar needs too). A personal learning and development plan is required.
3. This **is not** recordable evidence of performance exceeding competence. There is no evidence contained within your example; it is only your opinion. You may consider yourself to have these qualities but you have not provided specific examples detailing how you achieved this behaviour. A better example would be "I challenged the organisation on behalf of a colleague who was unable to attend a course as it was residential and my colleague has childcare arrangements which would make this very difficult. After consultation with the course organisers I established that there was in fact no absolute need for students to reside at the training establishment. This enabled my colleague to attend".
4. This **is not** recordable evidence of performance exceeding competence. There is no evidence contained in this example – it is a bland and unsubstantiated statement. An evidenced example could read, "Jim Smith is a clear and concise communicator who listens attentively before making judgements. This was evidenced during a recent briefing where he confidently briefed four people, held their attention throughout, explained the decisions made and the reasons behind them. He listened attentively to challenging questions posed and provided thorough and well thought out answers".

Personal Development Needs

The Personal Learning and Development Plan (PLDP) is contained within Section 7 of the form. It represents a significant step forward in terms of your ability to plan and manage your own development and improve service delivery.

It is important to be able to identify your own development needs and that any development proposed should be relevant to your current or imminent role, or to a specialist role you undertake. This section of the record is not provided for you to pick and choose a random selection or 'wish-list' of development opportunities. You must be able to identify how the development sought will assist you in performing better in your role, thus improving the service delivered.

Example

A Service Advisor in the Force's Service Centre identifies two development needs. She requests to attend a 'Crime File' workshop, which will enhance her knowledge of updating crime reports. She also requests a 'Presentation Skills' course which she believes will help her deal with members of the public.

The Advisor's Reviewer (line Manager) agrees with the first request as it links directly to the advisor's current role and will improve her performance in that role. The Reviewer feels that the 'presentation skills' course is not linked closely enough to the advisor's role to justify her attendance. The Reviewer, however, will ensure that the advisor is 'buddied up' with a more experienced colleague for 3 days to improve her skills in this area.

When you identify a development need, i.e. any way in which you could learn and develop and hence improve performance, you should record that need in Section 7 of the form. The form then passes to the Reviewer, Manager and Senior Manager who assess your need, prioritise it and decide whether to authorise it. This facility is open to Reviewees and Reviewers when they are completing their PDR record. When development needs are identified throughout the review period, you should advise your Reviewer, who can update the record.

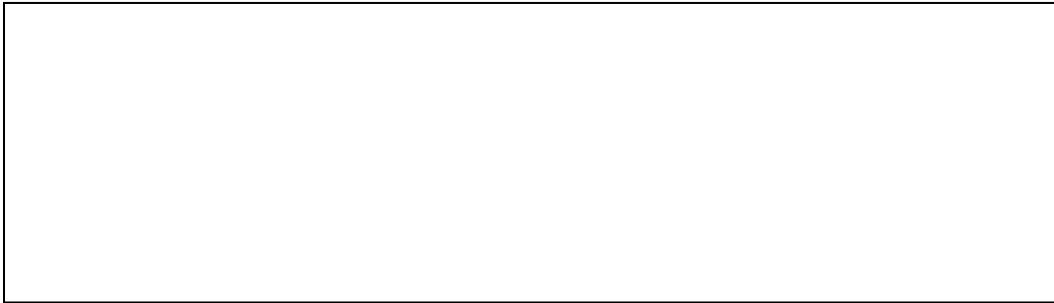
When considering your development, bear in mind that there is no need to resort to formal training on every occasion. You could consider alternatives such as:

- ✓ Coaching or mentoring on the job
- ✓ Visit or secondment to another department (or possibly another organisation) to see what others do
- ✓ Training video, Open and Distance Learning (ODL) or Computer Based Training (CBT)

- ✓ Project work, workshops, seminars or conferences, reading, research, study
- ✓ Work shadowing or 'buddy' system,
- ✓ Temporary rank/grade,
- ✓ Leave cover

Activity 6

List four ways in which your identified development needs could be achieved.



Feedback 6

A few examples are listed below: you may have thought of other ways.

Coaching

Mentoring

'Buddying', i.e. working with a more experienced colleague

Open Distance Learning (ODL) Package

Formal, classroom-based training

Visit/secondment to another department (or possibly another organisation)

Training video, ODL, CBT

Project work, workshops, seminars or conferences

Reading, research, study

Work shadowing or 'buddy' system

Temporary rank/grade

Leave cover

Reviewee Sign Off

The completed record is returned to you, and you should take the time to check it thoroughly. Ensure that you understand it. A text box is available for you to record any comment if you wish. It is not necessary to comment and is perfectly acceptable to leave the text box empty.

Having completed Section 9, you will 'sign' the finalised form. This causes the system to remove the form from your workbasket and append it to the 'PDR' section of your personal record on the system. In addition, an e-mail is generated and sent to your Reviewer and nominated HR officer advising that the process is complete.

Employees working outside the Force

If you are working outside the /Organisation/Force, e.g. on Central Service or secondment, your Reviewer will select the 'Manual' process. The appropriate form will be created in 'Word' format and e-mailed to your 'external' Reviewer (line-Manager) for completion. The form will then be e-mailed back to Organisation/Force and attached to your personal record.

SAQ

1. Identify the four roles involved in completion of the PDR record.
2. Suggest three issues you may wish to consider **before** the PDR discussion.
3. What should your work-based objectives be linked to?
4. The 'R' in 'SMART' represents Relevant. In terms of objectives that you set, what does Relevant mean?
5. Can you record evidence of your own performance?
6. The 'Indicators', which are examples of performance for the behavioural competencies, are divided into three levels. What are these levels?
7. What must you be able to identify in relation to your development needs?
8. Who is responsible for completing the final section of the PDR record, Section 9?

SAQ Feedback

1. Identify the four roles involved in completion of the PDR record.

*The four roles are **Reviewee, Reviewer, Manager and Senior Manager***

2. Suggest three issues you may wish to consider **before** the PDR discussion.

You could have chosen three issues from the following list, or you may have thought of alternative options.

- ✓ *Gather evidence relating to objectives or behaviours*
- ✓ *Carry out a self review of performance*
- ✓ *Think about your objectives – identify successes and how you could do even better*
- ✓ *Think about things that could have gone better, consider the reasons*
- ✓ *Consider the behaviours – what are your strengths, or areas for improvement?*
- ✓ *Consider your objectives for the forthcoming year*
- ✓ *Think about any learning or development needs in light of new objectives*
- ✓ *Reflect on any career development wishes or aspirations for the future*

3. What should your work-based objectives be linked to?

They should be linked to organisational or national objectives

4. The 'R' in 'SMART' represents Relevant. In terms of objectives that you set, what does Relevant mean?

Your objectives must be relevant to your current role and should be easily linked to organisational goals.

5. Can you record evidence of your own performance?

Yes. Everyone can record evidence of their own performance.

6. The 'Indicators', which are examples of performance for the behavioural competencies, are divided into three levels. What are these levels?

*The three levels are **Exceeding, Competent and Development.***

7. What must you be able to identify in relation to your development needs?

You must be able to identify how the development sought will assist you in performing better in your role, thus improving the service delivered.

8. Who is responsible for completing the final section of the PDR record, Section 9?

You are. Section 9 is the Reviewee Sign Off, which is completed by the Reviewee at the conclusion of the process.

Conclusion

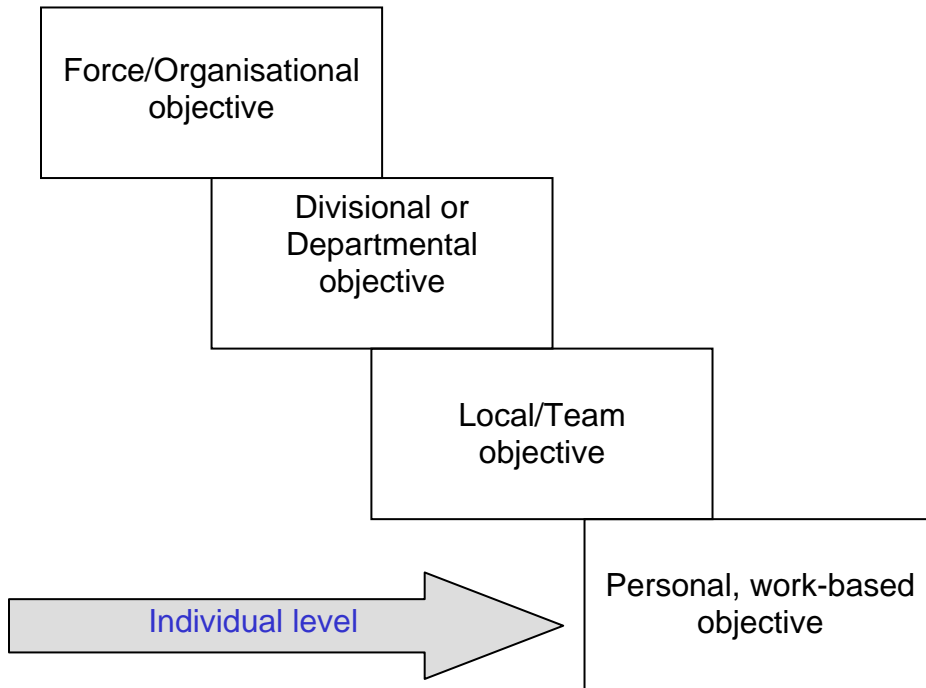
This module was designed to introduce the National Performance Development Review (PDR) process to you. We hope it has given you awareness on setting objectives, identifying and recording development needs and defining/recording evidence of performance.

If you have any queries, please do not hesitate to get in touch with your Organisational/Forces' PDR trainers or the National PDR Project Team.

Appendix A

Guidance on Setting Objectives

Think about how you can translate the high level organisational objectives to what you do as an individual. How do you contribute to those objectives?



To help you consider your own objectives for the next review period, consider the following questions:

- *What do you think are the most important things that you do? (concentrate on the really important things, not your full job)*
- *What do you believe you are expected to achieve in these areas? (be specific and focus on what YOU are expected to achieve)*
- *How will you know whether or not you have achieved them? (think of things that will be achieved or standards that will be met)*

Appendix B
Behavioural Competencies or Behaviours

The table below lists and describes the eleven Behaviours which can be reviewed in Section 3 of the PDR form.

Behaviour	General Descriptor
Leadership	Leads by example and is a role model whom others will follow. Is motivated and inspirational
Effective Communication	Concisely communicates all information in an appropriate language and style. Demonstrates listening, understanding and negotiating skills.
Respect for Diversity	Respects, values and considers the opinions, circumstances and feelings of others taking into account their diverse backgrounds. Is understanding of social, cultural, gender, disability, religion/faith, age and racial differences and needs.
Team Working	Builds relationships and communication by involving others. Is part of, and encourages, an effective, united team who work together to achieve a common goal.
Personal Awareness	Values and is aware of the differences, strengths and weakness in themselves and others and encourages development. Recognises how feelings and emotions affect performance.
Problem Solving	Evaluates information and solves problems. Considers all options when making decisions. Is innovative.
Job Knowledge	Demonstrates a sound knowledge of the requirements of their role. Keeps knowledge up to date.
Management Ability	Plans, organises and manages work effectively and efficiently. Thinks ahead and prepares for the future. Manages performance by considering costs, resources and organisational goals.
Partnership Working	Recognises the importance of partnership working and consultation. Establishes and maintains effective relationships with partner agencies.
Service Delivery	Is customer focused, to ensure a high quality service. Maintains contact and updates as appropriate, welcomes feedback.
Personal Effectiveness	Takes responsibility for achieving results. Displays motivation, commitment, perseverance and integrity. Is reliable, resilient, recognises the need for change and is willing to adapt.

Appendix B
(contd.)

Not all of the Behaviours are relevant to every individual, and each member of staff will be allocated between eight and eleven, depending on their role and supervisory responsibility. The following table shows how the Behaviours are allocated.

The allocation is, however, not prescriptive. If a Reviewee is expected to make use of a particular skill whilst performing their role, but has not been allocated the relevant competency, e.g. Partnership Working, it can be added to the PDR record by the Reviewer

Behaviours assessed	Essential: Police Staff (8)	Essential: Constable (9)	Supervisory (10)	Managerial (11)
Effective Communication	Y	Y	Y	Y
Respect for Diversity	Y	Y	Y	Y
Team Working	Y	Y	Y	Y
Personal Awareness	Y	Y	Y	Y
Problem Solving	Y	Y	Y	Y
Job Knowledge	Y	Y	Y	Y
Service Delivery	Y	Y	Y	Y
Personal Effectiveness	Y	Y	Y	Y
Leadership	0	Y	Y	Y
Management Ability	0	0	Y	Y
Partnership Working	0	0	0	Y

<p>Effective Communication (Essential level)</p> <p><i>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.</i></p> <p><i>Capable of persuading and influencing others using logic and reason.</i></p>
<p>Exceeding Indicator examples</p> <ul style="list-style-type: none"> • 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
<p>Competent Indicator examples</p> <ul style="list-style-type: none"> • 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 need 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
<p>Development Indicator examples</p> <ul style="list-style-type: none"> • 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 of 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

