

## Behavioural Competency Reference Guide

### Introduction

The University of Nottingham aims to improve University performance by developing and improving individual performance of its staff. This will be achieved through the committed and skilful application of the Personal Development and Performance Review process (PDPR) across the University.

As part of the effective application of the PDPR process managers should set objectives and review not only 'what' an individual does, but also 'how' objectives have been met. It is more often the 'how' where effective focus on personal development can be applied to improve an individual's performance, whether this is through the application of new skills that have been acquired through training or through recognising and adopting a different approach to a situation to achieve a more successful outcome. This is sometimes referred to as behavioural competency and can sometimes be difficult to identify or articulate to a member of staff.

This document has been drafted to support managers and staff in identifying appropriate 'Behavioural Indicators' that may enable more effective delivery and consequently improve the application of skills and knowledge that improve overall individual performance.

### Competencies: What are they?

- Competencies are abilities or attributes, described in terms of behaviour, key to effective and/or highly effective performance within a particular job.
- They are applicable across a range of jobs, unlike specialist or technical skills which may be job specific. They provide a common language for describing performance and the abilities/attributes displayed by individuals. They focus on '**how**' tasks are achieved, not '**what**' is achieved.
- Competencies differ from competence, which relates to tangible knowledge and skills relating to a particular job or task (normally covered in the skills and knowledge section of a role profile).

It is important to note that competencies do not effect job evaluation and job size as they relate to how a job is done and not what the job is, also competencies are not used to determine pay and grading although they may impact how an individual performs in their role and consequently how they progress in the pay system.

The competency framework contained within this document is not intended to be specific to roles or areas of work within the University, but more of a guide to what effective behaviour may look like for general abilities or attributes that can be applied across the whole University including indicators for different levels of staff or staff with a specialist focus.

They are often used to help identify areas of potential development and help the manager/reviewer and role holder to articulate how focusing on particular competencies may aid the overall performance of the individual in their role. With this in mind, managers will need to discuss (and agree) what particular competences are relevant to the member of staff, their role and their level and what these may look like in their specific area of the University.

Such discussion and agreement will help to promote consistency of appraisal, rating and focus on development which will in turn ensure a fair and equitable process.

These competencies are not designed for rigid assessment and for best results should be used with a large application of common sense.

This competency framework has 15 competencies group together in five areas.

Five Competency Groups	Behavioural Competencies
Achieving and delivery	Drive for results Serving the customer Quality focus Integrity
Personal effectiveness	Planning, organising and flexibility Confidence and self control Problem solving and initiative Critical information seeking
Working together	Communicating with clarity Embracing change Collaborating with others Influencing and relationship building
Thinking and innovation	Innovation and creativity Conceptual and strategic thinking
Managing, leading and developing others	Managing and leading the team

These are key areas that cut across most roles within the University and therefore should provide some focus as to potential areas of development that may be relevant for individual members of staff within the University. It is not expected that all would be used at any one time, but focus applied to competencies that have been recognised by the manager or the individual as areas of development either within current role or desired behaviours for roles in more senior posts. These can be flexible and change throughout the year, but should be agreed as part of the behavioural objectives on the PDPR paperwork as like any other work related objective.

### **The two principal processes where competencies should be used:**

#### **Individual Development Planning and Review**

This is an area where assessment of the degree to which defined abilities are possessed by an individual. This provides a clear focus for development and changes to observed behaviour provide a method for assessing progress towards the long term goal. Clearly, a role profile defines the knowledge and skills which must also be carefully considered within the development planning context.

#### **Recruitment and Selection**

This is an area where competences provide a clear understanding of the essential abilities identified within a job. Selection activities can be structured to obtain objective data to allow rational decisions to be taken. Whilst competencies are key, the role profile also allows applicants to be screened according to their qualifications and experience etc although competencies can be used quantify softer skills that you may commonly see in person specification.

Competencies can also be useful in succession planning and organisational development processes where they can be used to make assessments relating to leadership potential.

### **Competencies: Why Do We Use Them? - The benefits of using competencies are:**

- **A common and transferable language for assessment of performance**  
 Behaviours are defined in detail in a way that all staff can share and understand. Thus, for example, development around 'collaborating' could be successfully continued if an individual changed jobs or where an individual has two line managers.

- **Increased objectivity in the recruitment and selection of staff**  
Decisions are based on evidence of past behaviours which are known to be associated with successful performance in the role you are trying to fill.
- **A focus for relevant, structured development of behaviours**  
Both essential attributes and those associated with outstanding performance are clearly identified and understood. This provides an objective basis for constructive feedback and tailored development activities.
- **Objective indicators for assessment of potential and succession planning**  
A clear basis for assessment opposite required attributes for more senior jobs indicates likely candidates and provides a specific focus for their development.
- **A solid basis for career paths and options**  
Examination of similarity between attributes required for a particular role can form a basis for logical career progression or horizontal development. Thus, help the individual identify transferable skills where they may not have been obvious before.

**Competency Framework:** For each competency you will find:

**Title**

Indicating at high level the behavioural competence being described.

**Description**

Positions why and how the competency may be relevant to an individual's work.

**Behavioural Indicators**

These are examples of the observable behaviours which relate to the competency. They are grouped and ordered to reflect complexity, level 1 being indicators for lower level jobs and level 4/5 indicators for senior or specialist roles and therefore demanding a higher level of competency. However, this does not mean for higher level roles the less complex indicators are not relevant or important. Note there is not a direct read across between the levels in the indicators and the grade structure, as some specialist roles at more junior levels may demand a higher level of application for some competencies. Therefore, the manager/reviewer and member of staff should have a discussion to agree the expected level of competency required for the role and level of the role holder.

**Negative Indicators**

These are examples of negative behaviours which relate to the competency. These aim to give examples of behaviours that have a negative impact on the successful application of the relevant competency and apply across all levels.

**Self development activities**

These are examples of suggested activities owned by the individual, which can be incorporated in to an individual development plan.

**Manager Activities**

These are activities that could be led by the manager, which can be incorporated in to individual development plan.

## Achieving and Delivery

<b>Drive for results</b>	
<b>Description</b>	Success is not just about following the rules. We need people committed to making the University a success. 'Drive for results' is the enthusiasm and desire to meet and exceed objectives, University targets and improve one's own performance. It is about being frustrated with the status quo, wanting to improve the way we do things and making it happen. At a higher level it is about calculated risk taking in the interest of improving overall University performance.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Wants to do the job well and is motivated	<ul style="list-style-type: none"> <li>• Is energetic and committed to meeting goals and targets set</li> <li>• Actively reviews schedules and plans to avoid unnecessary over runs</li> <li>• Wants to do things well and consistently delivers to best of own ability</li> <li>• Learns from experience and is keen to improve own skills to do the job effectively</li> <li>• Willing to respond to reasonable requests to do tasks that go beyond the normal scope of the job.</li> <li>• Points out redundant or unnecessary steps in methods or procedures</li> </ul>
B. Makes incremental improvements to performance	<ul style="list-style-type: none"> <li>• Finds ways to use time and resources more cost effectively</li> <li>• Actively looks for opportunities to reduce repeating work or time</li> <li>• Looks for ways to change work methods to improve performance: asks 'how can this be done better?'</li> <li>• Works to improve against own past performance</li> <li>• Is not deflected by obstacles or problems</li> <li>• Takes personal responsibility for seeing something through to the end</li> <li>• Proactively learns new skills and develops self for current role or future progression</li> </ul>
C. Sets and works to meet stretching goals	<ul style="list-style-type: none"> <li>• Actively seeks ways to improve current methods, systems, processes and procedures</li> <li>• Questions whether all current activities are necessary to maintain high productivity and quality</li> <li>• Looks beyond past results to set challenging but realistic goals for performance improvement for self or team</li> <li>• Systematically monitors and reviews progress against performance</li> <li>• Makes best use of diverse talents, technology and resources to deliver results</li> <li>• Determines whether results have been achieved</li> <li>• Connects activity to impact and results</li> <li>• Delegates activity to the appropriate level to get work done and does not act as a bottle neck</li> <li>• Acts to avoid unnecessary distractions from key objectives</li> </ul>

<b>Complexity</b>	<b>Examples</b>
D. Makes cost benefit analysis	<ul style="list-style-type: none"> <li>• Actively monitors cost</li> <li>• Includes efficiency as a standard in performance plans of others</li> <li>• Manages to budget</li> <li>• Utilises resources appropriately to ensure best value for money</li> <li>• Demonstrates quantifiable improvements against base line performance by doing something better, faster, at lower costs or more efficiently</li> <li>• Is decisive at the right time</li> <li>• Calculates when the odds of getting it right are better than those of getting it wrong</li> <li>• Considers return on investment or cost benefit analysis before fully committing self to a goal</li> <li>• Researches trends and cost/benefit of significantly expanding capability</li> </ul>
E. Takes calculated risks to achieve goals	<ul style="list-style-type: none"> <li>• Monitors effectiveness of service and constantly drives to improve value both internally and externally</li> <li>• Pursues cost reduction opportunities and produces evidence of significant cost savings without compromising quality</li> <li>• Is actively aware of revenue targets and the resources and activities that are required to meet them</li> <li>• Encourages others to take calculated risks to improve performance</li> <li>• Achieve "firsts" in certain areas of the University's operations</li> <li>• Thinks through the potential return on investment as a means of choosing priorities and setting goals for the University</li> <li>• Solicits and/or funds other people's entrepreneurial ideas</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Sees cost reduction and efficiency as someone else's responsibility</li> <li>• Cuts out steps without understanding the impact on quality and service</li> <li>• Focuses just on process rather than outcomes and getting results</li> <li>• Operates slowly and lets obstacles slow them down or stop them</li> <li>• Accepts mediocrity in own and others work</li> <li>• Does the least needed to get by</li> <li>• Attitude to change is constantly negative</li> <li>• Assumes service and delivery is OK</li> <li>• Drive for results is too high, leading individual to flout rules or show marked insensitivity to others</li> <li>• Takes risk without understanding the impact</li> </ul>

### Development Tips

<p>Staff development activities</p>	<ul style="list-style-type: none"> <li>• Ask yourself how you could have done your last job/activity in less time.</li> <li>• Before engaging in any tasks, ask yourself why you are doing task A rather than B and why you are doing it 'now'.</li> <li>• Prepare, and systematically review, a work plan which includes specific targets and success criteria.</li> <li>• Seek feedback on your performance.</li> <li>• Commit yourself publicly to measurable targets.</li> <li>• Define a personal task list with priorities.</li> <li>• When acting as a manager/project manager, ensure that the work/project is broken down into mini deliverables with unambiguous targets. Ensure all team members are clear what these goals are.</li> <li>• When next acting as a project team member observe how the project manager works to achieve the project aims. Observe both processes and behaviour.</li> <li>• Identify what information others need to do their jobs successfully and ways to provide it</li> <li>• Solicit ideas about how you can measure your success and performance.</li> <li>• Anticipate and list obstacles and plan to avoid them.</li> <li>• Plot a graph of errors in performance.</li> <li>• Explore with colleagues why what you are doing is necessary and how it contributes.</li> <li>• Check all activities against your groups/teams core purpose/customer value if it does not fit ask yourself if it is the best use of your time and resources.</li> <li>• Review your groups/teams procedures look for ways to streamline them and reduce steps that do not add value to the customer.</li> </ul>
<p>Manager activity</p>	<ul style="list-style-type: none"> <li>• Highlight aspects of inefficiency and ask for an improvement plan.</li> <li>• Establish zero based budgeting for all projects. Develop a cost monitoring system and ask the staff member to be responsible for establishing a review session at a team meeting.</li> <li>• Agree with the staff member that they will be responsible for reviewing the teams procedures - specify that the objective is to streamline the process.</li> <li>• When deadlines are missed review why and highlight redundant activity.</li> <li>• Regularly and formally review staff member's performance against agreed targets.</li> <li>• Regularly discuss the University, Faculty and team objectives.</li> <li>• Develop specific and measurable targets with staff member.</li> <li>• Ensure staff members have absolute clarity regarding objectives.</li> <li>• Ensure staff members with project manager responsibilities are clear about the processes and behaviours expected of project managers and that full coaching support is provided to this.</li> <li>• Suggest to the staff member/team/functional manager, that they work with local Human Resource professional to develop a Core Purpose and Key Result Areas for their teams.</li> <li>• Encourage individuals to flow chart processes and plans, visualising the process makes unnecessary steps more obvious</li> </ul>

<b>Serving the Customer</b>	
<b>Description</b>	This is the desire to anticipate, meet and exceed the needs and expectations of customers (internally and externally). It implies working together, building long-term customer relationships and focusing one's efforts on delivering increased customer value. At levels 4 and 5 it requires effective championing and partnership working.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Responds professionally to internal/external customers	<ul style="list-style-type: none"> <li>• Understands who the customer is</li> <li>• Provides a prompt and helpful service to meet customer needs and expectations</li> <li>• Projects a courteous and professional image when dealing with customers</li> <li>• Timely referral of customer issues to the most appropriate person, when necessary</li> <li>• Corrects problems promptly and un-defensively, puts the customer first</li> </ul>
B. Committed to meeting customer needs	<ul style="list-style-type: none"> <li>• Builds a dialogue with the customer to understand real needs - listens, understands, interprets and reflects back</li> <li>• Is happy to receive customer feedback</li> <li>• Treats the customer with intelligence and explains the rationale for action. Explains why things can't be done in a particular way</li> <li>• Attempts to correct problems before they become critical</li> <li>• Deals with conflict situation positively</li> </ul>
C. Takes proactive action for customers	<ul style="list-style-type: none"> <li>• Regularly checks out whether customers are satisfied and their expectations are being met</li> <li>• Takes customer problems away from them and owns responsibility for solving them</li> <li>• Focuses effort on meeting customer expectations even if these are demanding</li> <li>• Is proactive and 'goes the extra mile' to help meet a customer's needs</li> </ul>
D. Acts as a customer champion	<ul style="list-style-type: none"> <li>• Looks for ways to make systems/procedures more customer-friendly and challenges the University to provide them</li> <li>• Tries to get other colleagues across the University to see things from the customers' perspective - acts as a customer champion</li> <li>• Develops an understanding of customer needs in order to anticipate service needed</li> </ul>
E. Uses a long term perspective in customer relations	<ul style="list-style-type: none"> <li>• May trade off immediate costs for the sake of a long-term relationship and ensures that the benefits of doing this are realised by the University</li> <li>• Acts as a trusted adviser, becomes involved in customer's decision making processes</li> <li>• Builds an independent opinion on customer needs, problems or opportunities and possibilities for implementation</li> <li>• Acts on this opinion, i.e. works to exceed customer expectations by suggesting new, more cost effective, fast and easy solutions</li> </ul>

<b>Complexity</b>	<b>Examples</b>
Negative indicators	<ul style="list-style-type: none"> <li>• Is poor at handling conflict/angry customer</li> <li>• Doesn't listen and talks over the customer, is rude or impatient</li> <li>• Has a 'that's not my job' mentality</li> <li>• Shrugs off customer needs</li> <li>• Always finds a reason that prevents them from acting for the customer without explaining why</li> <li>• Doesn't own customer issues and passes problems on without following up</li> </ul>

### Development Tips

Staff development activities	<ul style="list-style-type: none"> <li>• Ask questions to the customer to find out specific facts and ensure all issues are collated.</li> <li>• Confirm issues back to customers to ensure requirements are fully understood.</li> <li>• Try to use positive language. Avoid words like, 'No', 'We cannot do', 'I cannot do that, I need to transfer you'. Try to identify alternative more positive language 'Let let me take that away and get back to you when I have the answer', 'I understand what you are asking have you considered x'.</li> <li>• Try to think of things from the customer perspective rather than your own in relation to what you deliver and how your respond to their needs.</li> </ul>
Manager activity	<ul style="list-style-type: none"> <li>• Complete customer analysis exercise to ensure all the internal and external customers are understood relating to what your team do.</li> <li>• Involve your customer when defining and reviewing processes - refine activity to maximise value to the customer.</li> <li>• Continually review what you do against customer needs and priorities to ensure any changes are identified (do not assume that what you have always done is right).</li> <li>• Ask your team to put themselves in the shoes of the customer and identify what their expectations would be.</li> </ul>

<b>Quality Focus</b>	
<b>Description</b>	This is about demonstrating the underlying drive to ensure that quality is not compromised within the working environment. It includes the identification and maintenance of standards to meet the needs of the University, together with a desire for accuracy, order and safety in the workplace. At levels 3 and 4 it is about encouraging and monitoring the actions of others to maintain high standards.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Recognises the need for procedures	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of standards, policy and procedures in own area of work and that of the University</li> <li>• Follows relevant procedures and pays attention to detail</li> <li>• Presents information/reports accurately and neatly</li> <li>• Maintains good systems and records</li> <li>• Checks own work for accuracy and completeness</li> <li>• Treats confidential information in an appropriate manner</li> </ul>
B. Sets high standards	<ul style="list-style-type: none"> <li>• Corrects mistakes and takes action to ensure they do not re-occur</li> <li>• Always wants to provide work of a high standard</li> <li>• Sets self continuous improvement targets</li> <li>• Seeks clarity to make sure the work produced meets specified needs.</li> <li>• Discusses and sets challenging targets</li> </ul>
C. Encourages high standards in others	<ul style="list-style-type: none"> <li>• Acts as a role model to others</li> <li>• Ensures quality standards are considered from the outset</li> <li>• Talks to others about the need for high standards and quality</li> <li>• When working with others, agrees quality standards at the outset</li> <li>• Develops systems and procedures to manage data and information and shares these with others</li> <li>• Encourages others to check their work against standard operating practice</li> </ul>
D. Monitors the standards of others	<ul style="list-style-type: none"> <li>• Sets up appropriate quality review processes</li> <li>• Audits the work of others to ensure that procedures are being followed</li> <li>• Seeks feedback from customers and colleagues to ensure quality standards are being maintained</li> <li>• Uses a range of techniques to keep projects or activities on track</li> <li>• Monitors the progress of work against project milestones and/or agreed standards of work</li> <li>• Where development needs are highlighted, arranges appropriate interventions</li> <li>• Seeks to define and communicate quality standards</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Presents incomplete and inaccurate information</li> <li>• Doesn't maintain accurate records/files</li> <li>• Is slapdash about maintaining standards</li> <li>• Only does the minimum and does not focus on continual improvement</li> <li>• Does not actively work to ensure the environment is safe</li> <li>• Relies on checking the checker to manage quality rather than fixes the root cause of risk/potential areas of failure</li> </ul>

### Development Tips

Staff development activities	<ul style="list-style-type: none"><li>• Read and stay up-to-date with procedure policy and process.</li><li>• Draw up a check list for performance of routine administrative tasks.</li><li>• Take on tasks requiring attention to detail.</li><li>• Plot errors due to incomplete data and develop a preventative strategy.</li><li>• Check interpretation of data with a knowledgeable colleague.</li><li>• Maintain 'to do' lists.</li><li>• Volunteer to be a 'proof reader'!</li></ul>
Manager activity	<ul style="list-style-type: none"><li>• Review performance and explore preventative strategies.</li><li>• Discuss values in relation to work requiring detail.</li><li>• Ask for a key presentation which requires thoroughness.</li><li>• Ensure meeting minutes are reviewed to ensure 'loose ends' are followed up.</li></ul>

<b>Integrity</b>	
<b>Description</b>	This is about acting in a way that is consistent with what one says or values and the expectations of both the University and the HE Sector. It requires a demonstration of commitment to openness and ethical values. It includes taking time to respect and understand others and be transparent and honest in all dealing with people internal and external to the University.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Demonstrates respect and honesty	<ul style="list-style-type: none"> <li>• Is fair, consistent, open and honest in the treatment of others</li> <li>• Only gives commitments that can be met and ensures these are honoured</li> <li>• Has respect for others' knowledge and/or experience and listens to their concerns/issues</li> <li>• Consistently treats others in the same way as one would wish to be treated</li> <li>• Is approachable and patient</li> <li>• Is aware of the feelings of others</li> </ul>
B. Understands others' perspectives	<ul style="list-style-type: none"> <li>• Reads other peoples' reactions and body language accurately</li> <li>• Shows empathy and puts self in others' shoes</li> <li>• Listens in order to appreciate the views of others</li> <li>• Takes pride in being trustworthy and in concern for others</li> <li>• Takes time to understand the needs of stakeholders outside the University</li> <li>• Senses others' emotional states and ways of thinking</li> <li>• Understands the unspoken meaning in a situation</li> </ul>
C. Chooses transparency	<ul style="list-style-type: none"> <li>• Builds trust through modelling desired behaviours</li> <li>• Does not compromise on matters of ethics</li> <li>• Is honest about aspirations and agendas, particularly in relationships with staff, colleagues and other stakeholders</li> <li>• Maintains the integrity of the University by being open in communication</li> <li>• Is willing to publicly admit to making a mistake and does not 'pass the buck'</li> </ul>
D. Champions values	<ul style="list-style-type: none"> <li>• Speaks out and acts in an ethical way, even when it is hard to do so</li> <li>• Confronts unethical actions of others</li> <li>• Demonstrates a commitment to the highest possible values</li> <li>• Challenges powerful persons to act on espoused values</li> <li>• Observes, anticipates and acts with regards to issues of fairness, transparency and honesty</li> </ul>
E. Nurtures a climate of mutual respect	<ul style="list-style-type: none"> <li>• Understands the range of strategies available to influence another person</li> <li>• Is open to and encourages feedback</li> <li>• Encourages others to value each other and challenges those who don't - even if they are more senior</li> <li>• Publicly demonstrates respect for other organisations or cultures</li> </ul>
Negative Indicators	<ul style="list-style-type: none"> <li>• Is disrespectful about colleagues and customers</li> <li>• Says one thing and does another</li> <li>• Puts themselves before the needs of colleagues or the University</li> <li>• Allows people to be treated badly</li> <li>• Does not deliver unwelcome messages with openness and honesty</li> </ul>

### Development Tips

<p>Staff development activities</p>	<ul style="list-style-type: none"> <li>• Ask for the 'underlying' concern.</li> <li>• Check for consistency between verbal and non-verbal behaviour.</li> <li>• Write down before a meeting, your expectations of others views and review this afterwards.</li> <li>• Ask colleagues for their perceptions of the emotional state of individuals in a meeting - compare these to your own.</li> <li>• Ask for feedback as to how you have responded to others feelings.</li> <li>• Ask yourself what it might be costing others to agree with you and build their concerns into your proposals or communications.</li> <li>• Make a practice of estimating others needs and viewpoints before speaking out.</li> <li>• Actively seek feedback on how your behaviour and interpersonal skills are seen.</li> <li>• Check out draft presentations and reports for their communicability and appropriateness.</li> <li>• Think systematically about where your first ideas may take you before speaking.</li> <li>• After communications/interactions where issues relating to individuals attending have been 'raised' ask yourself if you need to follow-up matters with them.</li> <li>• Ask yourself whose interest you are serving when taking action: who are the other 'stakeholders'?</li> </ul>
<p>Manager activity</p>	<ul style="list-style-type: none"> <li>• Ask staff member to develop a negotiating strategy.</li> <li>• Get staff member to lead a 'sensitive' meeting.</li> <li>• Review with staff member 'feelings' within a meeting.</li> <li>• Give them specific feedback about their interpretation and reaction to moods/temperaments of individuals.</li> <li>• Review with the individual what the most effective communication medium might be for an influencing situation.</li> </ul>

## Personal Effectiveness

### Planning, Organising and Flexibility

<b>Description</b>	This is about adopting a methodical approach to work. It involves planning and organising oneself and others in order to deliver work and prevent future problems. This includes the ability to adapt and change plans as the requirements of the situation change. At the higher levels it involves thinking long-term, strategically and creatively.
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### Behavioural Indicators

Complexity	Examples
A. Is organised and methodical	<ul style="list-style-type: none"> <li>• Manages own time and workload effectively</li> <li>• Records/stores information in a systematic way</li> <li>• Gets planned work done within daily deadlines</li> <li>• Plans and co-ordinates own work to meet objectives and development plans</li> <li>• Adapts to unexpected changes in circumstances</li> <li>• Thinks about the way things are done and is prepared to change approach to meet the needs of a situation</li> </ul>
B. Plans specific activities effectively	<ul style="list-style-type: none"> <li>• Plans time effectively - develops clear and realistic plans</li> <li>• Assists customer in establishing priorities</li> <li>• Takes follow up actions when required</li> <li>• Prioritises/re-prioritises work appropriately</li> <li>• Monitors work activity against plan and takes remedial action when necessary to deliver what is required on time</li> <li>• Co-ordinates and organises others</li> </ul>
C. Plans ahead and adapts	<ul style="list-style-type: none"> <li>• Involves others in planning activities</li> <li>• Shifts resources to ensure delivery</li> <li>• Monitors and manages staff skills and competence to ensure sufficient resources are available to meet expectations</li> <li>• Assesses time and resources needed for projects or activities</li> <li>• Develops practical and realistic plans that ensure efficient use of resources</li> <li>• Plans how to deal with peaks and troughs in workload over time</li> <li>• Draws up contingencies and adapts plans as necessary</li> </ul>
D. Develops long term plans to realise University aims for large project objectives	<ul style="list-style-type: none"> <li>• Integrates and prioritises plans in line with strong understanding of goals and objectives of the University</li> <li>• Plans capacity and schedules work effectively with both a long term view using milestones to monitor success</li> <li>• Prepares plans taking in to account the whole supply chain and how the function relates to the operation of the whole University</li> <li>• Actively plans to improve service and not just deliver to the University norms</li> <li>• Translates strategic goals into clear working/functional plans</li> <li>• Changes the overall strategy, goal or project as external and internal conditions alter</li> <li>• Develops short and long term plans that anticipate future trends and identifies shortfalls</li> <li>• Makes use of cross departmental working to generate plans</li> </ul>

Complexity	Examples
Negative indicators	<ul style="list-style-type: none"> <li>• Fails to meet work schedules most of the time</li> <li>• General untidiness inconveniences others and has a disorganised approach</li> <li>• Sticks rigidly to plans even when circumstances change</li> <li>• Is unable to make decisions</li> <li>• Procrastinates to a point where tasks are not completed</li> <li>• Unable to respond to last minute changes/glitches/problems</li> <li>• Wastes time</li> </ul>

### Development Tips

Staff development activities	<ul style="list-style-type: none"> <li>• Define a personal task list with priorities.</li> <li>• When acting as a manager/project manager, ensure that the work/project is broken down into mini deliverables with unambiguous targets. Ensure all team members are clear what these goals are.</li> <li>• Volunteer to lead projects of increasing size and complexity to develop skills in project management.</li> <li>• Make self aware of project management processes and procedure using the University's agreed tool kit and standards.</li> <li>• When next acting as a project team member observe how the project manager works to achieve the project aims. Observe both processes and behaviour.</li> <li>• Identify obstacles that may prevent progress and plan to avoid or identify alternatives.</li> </ul>
Manager activity	<ul style="list-style-type: none"> <li>• When deadlines are missed, review why and highlight redundant activity.</li> <li>• Regularly and formally review staff member's performance against agreed targets.</li> <li>• Regularly discuss the University, Faculty and team objectives.</li> <li>• Develop specific and measurable targets with staff member.</li> <li>• Ensure staff member has absolute clarity regarding objectives.</li> <li>• Ensure staff members with project manager responsibilities are clear about the processes and behaviours expected of project managers and that full coaching support is provided for this.</li> </ul>

<b>Confidence and Self Control</b>	
<b>Description</b>	This is a belief in one's own capability to accomplish a task and select an effective approach to a task or problem. This includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions and opinions. The essence of this behaviour is the question, 'Does the person take on risky or difficulty tasks or measured conflicts with those in power over that person'? Level 4 and 5 are primarily about assertiveness and confidence with one's boss or others in more senior positions, not with staff or peers.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Presents self confidently	<ul style="list-style-type: none"> <li>• Appears confident in relation to the tasks of the job and ability to complete them</li> <li>• Willing to ask questions and make suggestions for better ways of achieving a task</li> <li>• Works without needing close supervision</li> <li>• Remains calm and tactful when challenged</li> <li>• Is confident working with others</li> <li>• Maintains a businesslike approach when unduly annoyed, disturbed or disrupted by others</li> </ul>
B. Acts independently	<ul style="list-style-type: none"> <li>• Trusts own judgement</li> <li>• Willing to disagree and make a stand on issues when necessary/appropriate</li> <li>• Recognises and uses the skills and experience of others without feeling threatened</li> <li>• Recognises when to act independently and when to seek advice</li> <li>• Keeps things in perspective despite frustration</li> </ul>
C. Models confidence and professionalism	<ul style="list-style-type: none"> <li>• Says, 'I know I made a mistake' to others and takes action to rectify and learn from the situation</li> <li>• Looks for challenging new projects or new responsibilities</li> <li>• Presents self as a reputable source of knowledge</li> <li>• Accepts criticism without being defensive</li> <li>• Can deliver the bad as well as the good news effectively</li> <li>• Is confident in own ability to deliver and in transferring confidence to new situations</li> <li>• Is objective under pressure and in difficult or stressful circumstances</li> <li>• Works effectively under tight deadlines</li> <li>• Maintains effectiveness and commitment in the face of disappointment</li> </ul>
D. Chooses challenging situations	<ul style="list-style-type: none"> <li>• Is willing to put forward and sustain a case which conflicts with senior people</li> <li>• Likes challenging projects</li> <li>• Speaks up when disagrees with management, customers or others in power</li> <li>• Makes their case politely, stating own views clearly and confidently, even in a conflict</li> <li>• Sticks to unpopular or difficult decisions even when others disagree in pursuit of University benefit</li> </ul>

Complexity	Examples
E. Challenges the status quo	<ul style="list-style-type: none"> <li>• Takes on extremely challenging and stretching tasks willingly</li> <li>• Challenges the status quo if confident that there is a better way of approaching or doing something, even when this is the accepted University view and the opinions of more senior people</li> <li>• Is not afraid to push difficult issues towards a decision and take responsibility for the outcome, even when this is by no means clear</li> <li>• Responds solidly to customers in the face of unreasonable demands and seeks agreement professionally</li> </ul>
Negative indicator	<ul style="list-style-type: none"> <li>• Fears mistakes so avoids decisions, procrastinates</li> <li>• Will only take on very familiar tasks</li> <li>• Reacts inappropriately when placed in stressful situations</li> <li>• Stamps down on creativity and innovation</li> <li>• Panics or makes mountains out of molehills</li> <li>• Is threatened by those with greater knowledge or experience in their area of work</li> </ul>

### Development Tips

Staff development activities	<ul style="list-style-type: none"> <li>• When next faced with 'difficult situations' - write a list of what you will get out of it when it is successfully dealt with.</li> <li>• Volunteer for new challenges.</li> <li>• Make an effort to visit or involve other departments and teams - thus exposing yourself to dealing and working with a wide range of individuals.</li> <li>• Next time an obstacle presents itself - immediately write down what you are going to do about it before you talk about it.</li> <li>• Congratulate yourself when you do something well.</li> <li>• Picture what it is you want to do/be and practice thinking and talking in those terms.</li> <li>• Take a calculated risk to improve a work process or an interpersonal relationship.</li> <li>• Write and mentally rehearse a plan for how you will respond in the event of disappointment or challenge.</li> <li>• Discuss with a colleague your reaction to stress and explore its management.</li> <li>• Examine your priorities and take firm action to manage your time.</li> <li>• Where you do not have specific deadlines, impose your own and work towards them.</li> </ul>
Manager activity	<ul style="list-style-type: none"> <li>• Delegate tasks in a planned way which progressively challenges staff member's capability.</li> <li>• Encourage sharing of mistakes with a view to developing improvement strategies.</li> <li>• In performance review, talk in terms of what you want, NOT what must be avoided.</li> <li>• Consistently look for opportunities to give positive feedback and recognise success.</li> <li>• Clarify the link between the staff member's development and increased responsibility.</li> <li>• Present 'threats/obstacles' in a positive way.</li> <li>• Give specific and usable feedback.</li> <li>• Be a good role model.</li> <li>• When the individual is next faced with a disappointment - discuss how they can manage the feelings and maintain their effectiveness.</li> </ul>

<b>Problem Solving and Initiative</b>	
<b>Description</b>	This is about engaging in proactive behaviour, seizing opportunities and originating action which goes beyond simply responding to the obvious needs of the situation or to direct requests from others. It is coming up with new or different ideas, or adapting ideas from elsewhere in the University or externally. It is concerned with moving the University forward by applying new ideas or old ideas in a new way to generate solutions and approaches. At the higher levels it is about thinking laterally and creating new concepts.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Is proactive and suggests improvements to improve delivery or service	<ul style="list-style-type: none"> <li>• Takes action before being asked</li> <li>• Makes suggestions on how to improve things at work questioning current accepted ways of doing things</li> <li>• Is concerned with service or delivery</li> <li>• Raises issues and makes ideas known with colleagues and managers in a clear fashion</li> <li>• Contributes to change initiatives with enthusiasm and is a known supporter of ideas and innovations</li> <li>• Is prepared to 'have a go' at trying new ways of doing things or others' ideas</li> <li>• Modifies an existing idea to produce something that can be applied personally</li> </ul>
B. Identifies and tries out different approaches	<ul style="list-style-type: none"> <li>• Identifies and tries out different approaches</li> <li>• Seeks work and development opportunities to enable improvement within confines of their role</li> <li>• Predicts customer need</li> <li>• Supports the integration of new technology to improved performance</li> <li>• Suggests appropriate options when obstacles appear</li> <li>• Imports good ideas from similar situations both in the University and externally</li> <li>• Speeds up and improves existing processes by using a different approach</li> <li>• Applies learned models and theories to current business situations</li> </ul>
C. Generates a range of innovative ideas	<ul style="list-style-type: none"> <li>• Is open minded and actively seeks opportunities to try out new ideas</li> <li>• Takes action in areas for which he/she has no direct personal responsibility</li> <li>• Has a record of seizing and driving ideas and opportunities to successful implementation</li> <li>• Produces novel ideas to modify procedure and performance</li> <li>• Tries to break new ground and be creative when generating solutions</li> <li>• Creates innovative working methods to generate new ideas</li> <li>• Uses resources creatively and thinks laterally to identify new solutions</li> <li>• Has a flexible approach to problem solving</li> <li>• Looks beyond the obvious and immediate information when generating solutions</li> <li>• Demonstrates resourcefulness in identifying and exploiting trends and developments</li> </ul>
Additional for Managers and Leaders	<ul style="list-style-type: none"> <li>• Promotes personal and team proactively</li> <li>• Challenges and tests ideas in team and 1-to-1 settings</li> <li>• Innovative in staff management, process engineering and development of new working practices</li> </ul>

<b>Complexity</b>	<b>Examples</b>
D. Creates new concepts	<ul style="list-style-type: none"> <li>• Proactively scans the environment for new ideas and trends</li> <li>• Has a record of creating and implementing new opportunities that generate improved University performance and is sought after as a source of ideas</li> <li>• Produces imaginative or unique responses to a problem</li> <li>• Looks at things in a really new way - breakthrough thinking which will move the University forward</li> <li>• Devises new models and concepts that are not obvious to others in order to explain or hypothesise about situations</li> <li>• Identifies and uses new models to enhance the UoN standing in the HE sector</li> <li>• Introduces changes in direction, policy or procedure</li> <li>• Will consider the radical or unconventional</li> </ul>
Additional for Managers and Leaders	<ul style="list-style-type: none"> <li>• Actively encourages and supports creative and innovative thinking in others</li> <li>• Supports team and colleagues to take a risk that will benefit the University</li> <li>• Uses facilitation tools and techniques to stimulate creative thinking and discussion at all levels</li> <li>• Stimulates discussions about creative approaches amongst staff</li> <li>• Creates a working environment where creativity and innovation is the norm and is rewarded and supported</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Has a knee jerk reaction in providing solutions to problems</li> <li>• Identifies only with the obvious well worn alternatives</li> <li>• Waits for others to give answers, 'I don't know tell me'</li> <li>• Can only see the immediate problem</li> <li>• Is only able to spot very obvious connections</li> <li>• Is content with the status quo and does not challenge it</li> <li>• Continues to apply flawed approaches and models</li> <li>• Gets bogged down in detail and cannot see the bigger picture</li> </ul>

### Development Tips

Staff development activities	<ul style="list-style-type: none"> <li>• Structure in time to 'scan' your environment for new ideas, trends, etc.</li> <li>• Develop a rolling list of things you feel need improving; routinely check this out for actions you have taken.</li> <li>• Consistently and constructively query the way things are, e.g., always put the word 'constraints' in inverted commas and then add the word 'perceived.'</li> <li>• Ask yourself what proposals you have made recently.</li> <li>• Volunteer for a challenging assignment or project.</li> </ul>
Manager activity	<ul style="list-style-type: none"> <li>• Delegate/give your staff member opportunities with necessary support.</li> <li>• Develop a list of improvement areas and ask for ideas.</li> <li>• Agree attendance of staff member at key conferences and check for any ideas for action.</li> <li>• Recognise initiatives taken and establish a 'risk tolerant' climate.</li> <li>• Talk to staff member about the need for initiative.</li> </ul>

<b>Critical Information Seeking</b>	
<b>Description</b>	Critical information seeking requires a selective approach to gathering information aimed at getting the really crucial pieces of information. The ability to seek out information based on an underlying curiosity or desire to know more about subject area, University issues, people, and the sector. It includes asking questions that go beyond what is routine, in order to 'dig' or press for exact information. Critical information seeking is essential for making sure your decisions are firmly grounded in reality, and that they are the best they can be.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Asks the easy questions or consults readily available sources, ensures data is complete and accurate	<ul style="list-style-type: none"> <li>• Checks for error or omissions</li> <li>• Acts to reconcile inconsistent forms of data</li> <li>• Checks to ensure that data is accurate</li> <li>• Searches records or files for critical information in a problem or task</li> <li>• Asks direct questions of the people who are in a position to answer them</li> <li>• Consults colleagues when trying to resolve issues</li> <li>• Chats with someone to find out what is going on</li> <li>• Looks at visible information to keep self up-to-date</li> <li>• Keeps track of many details without losing track of them</li> </ul>
B. Personally investigates	<ul style="list-style-type: none"> <li>• Identifies and talks to the most appropriate people possessing information relevant to a problem</li> <li>• Carefully prepares and checks details for key events, presentations etc</li> <li>• Understands and evaluates numerical data, tables, charts or graphs to find information</li> <li>• Asks a variety of people to gather different perspectives or ideas</li> <li>• Takes time to personally find out more e.g. visits other departments or locations</li> <li>• Asks a range of open questions to solve and understand a particular issue or problem</li> <li>• Goes out to investigate a situation and to look for reasons as to why something happened</li> <li>• Follows up incomplete or inadequate answers to pin down facts</li> <li>• Doesn't wait to be told - finds out what they need to know</li> </ul>
C. Digs deeper	<ul style="list-style-type: none"> <li>• Gets important information that others wouldn't get</li> <li>• Contacts others who are not personally involved to get their perspective or benefit from their experience</li> <li>• Is well known as an active listener</li> <li>• Gathers information from all key 'stakeholders' (i.e. people with vested interests)</li> <li>• Allows others to discuss to identify issues</li> <li>• Finds out in detail how fellow colleagues have tackled a particular problem</li> <li>• Asks a series of probing questions to get to the root of a situation or problem; doesn't stop with the first answer, but finds out the underlying reasons why something has happened</li> <li>• Builds knowledge of how the University works and the factors which impact on business performance</li> <li>• Makes sure that 'no stones are left unturned' when investigating an issue</li> </ul>

Complexity	Examples
D. Researches issues in depth and over a period of time	<ul style="list-style-type: none"> <li>• Makes a systematic effort over time to obtain needed internal and external data, information or feedback for a specific goal or purpose</li> <li>• Develops a survey to gather wider information</li> <li>• Conducts an in-depth investigation from more unusual sources</li> <li>• Commissions research, exploring a range of potential sources or avenues, to investigate a specific opportunity or problem</li> <li>• Monitors external sources of sector or specialist information as a basis for taking decisions or building plans</li> <li>• Reviews, scans and analyses trends in the external environment, looking at what can be learned from other sources</li> <li>• Seeks critical data to test a hypothesis</li> </ul>
E. Habitually collects information from a variety of sources	<ul style="list-style-type: none"> <li>• Continuously builds an understanding of the academic area, sector, political and social trends affecting The University and customer base in order to understand the underlying organisational or specialist areas</li> <li>• Routinely gathers strategic information through own networks</li> <li>• Focuses others to collect information needed on a regular basis</li> <li>• Constantly reviews, scans and analyses trends in the external environment via journals, conference, newspapers, TV, specialist magazines, computer search systems or other resources</li> <li>• Habitually 'casts the net wide' in order to gather any information which may be of some importance to the University</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Loses site of the big picture</li> <li>• Fails to assimilate information into ideas, solutions or hypothesis</li> <li>• Continuing to collate information and analyse though little further value will be obtained</li> <li>• Interrupts others before they have been able to express their point of view</li> <li>• Aloof and arrogant</li> <li>• Does not listen</li> </ul>

### Development Tips

Staff development activities	<ul style="list-style-type: none"> <li>• Seek out others who are skilled at getting information, discuss their methods and review your progress with them.</li> <li>• Act as chairperson in a problem solving group.</li> <li>• Review how data was gathered to solve problem.</li> <li>• Before meetings, carefully structure the questions you need to ask to achieve your goal. Order these logically.</li> <li>• If you are a member of a project team, review who all the local 'stakeholders' are and seek information to ensure all their needs are taken into account.</li> <li>• Use the '5 why's' model to establish the root cause of situations.</li> <li>• Develop a good network of systematic ways to manage your information e.g. filing systems, time management.</li> <li>• List all the key 'stakeholders' (i.e. people with a vested interest) in a problem or task - seek data from them.</li> </ul>
Manager activity	<ul style="list-style-type: none"> <li>• Take staff member through your own information gathering techniques; explore ways in which you can mutually improve.</li> <li>• Ask your staff member to gather key data to solve a problem, having established with them an explicit information gathering framework.</li> <li>• Review occasions where data was incomplete and ask for strategies to minimise these.</li> </ul>

## Working Together

### Communicating with Clarity

<b>Description</b>	This is about the ability to impart accurate information (both verbal and written) in a timely way and be receptive to other peoples' opinions. It is also about sharing information across University boundaries and externally. At the higher level, it is about making University communication and understanding with other bodies outside the University more effective.
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### Behavioural Indicators

Complexity	Examples
A. Communicates clearly	<ul style="list-style-type: none"> <li>• Written and verbal communication is clear, polite, well structured and easy to understand</li> <li>• Uses different communication channels appropriately (e.g. email, telephone, face-to-face meetings)</li> <li>• Listens effectively and checks to ensure understanding</li> </ul>
B. Communicates in an accurate and timely manner	<ul style="list-style-type: none"> <li>• Imparts information that is concise, but is at the correct level of detail</li> <li>• Communicates accurately and without ambiguity</li> <li>• Ensures the timing of communications is effective</li> <li>• Places the correct emphasis on the message</li> <li>• Takes action to keep self informed/up-to-date</li> </ul>
C. Communicates in an engaging and proactive manner	<ul style="list-style-type: none"> <li>• Shows a genuine interest in other people's views</li> <li>• Is always approachable and receptive</li> <li>• Openly shares information</li> <li>• Adapts communication style to suit a variety of audiences</li> <li>• Understands who will be affected by an issue/change in approach and ensures all stakeholders are kept informed/communicated to appropriately</li> <li>• Relays management and University policy and information with conviction, support and authority</li> </ul>
D. Focuses on improving University wide communication	<ul style="list-style-type: none"> <li>• Sets up processes to improve information flow at a wider University level</li> <li>• Actively promotes and provides information across the University to avoid duplication of effort and encourages cross team working</li> <li>• Engages in sharing and seeking to develop mutual understanding between different constituencies both within and outside the University</li> <li>• Communicates persuasively when required</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Withholds or provides inaccurate or misleading information</li> <li>• Is unapproachable</li> <li>• Tends not to listen to others</li> <li>• Avoids communicating if the messages are difficult or perceived to be unpopular</li> <li>• Uses inappropriate language or tone in communication</li> <li>• Tends to over dramatise information</li> <li>• Tends to present information in a negative way</li> <li>• Uses inappropriate communication methods (e.g. email to give negative feedback to staff)</li> </ul>

## Development Tips

Staff development activities	<ul style="list-style-type: none"><li>• Speak up in meetings to get point across.</li><li>• Contribute to drafting and giving presentations.</li><li>• Ask for feedback from the team to establish whether all your intended point work is understood.</li><li>• Plan for meetings and anticipate what questions you may be asked.</li><li>• Develop detailed stake holder maps to ensure all individuals who need to be are informed or consulted.</li><li>• Follow up plan to ensure the desired information is transferred.</li></ul>
Manager activity	<ul style="list-style-type: none"><li>• Ask staff member to contribute to meeting.</li><li>• Take staff member through stakeholder mapping to ensure good practice.</li><li>• Ask staff member to collate feedback from presentations to learn and gain confidence</li><li>• Role model good communication practice and standards.</li></ul>

<b>Embracing Change</b>	
<b>Description</b>	This is about the ability to make changes to the way you work, adapting to changing circumstances in the University by accepting new and different ideas and approaches. It includes the ability to sustain performance under conditions of rapid change. At higher levels, it is concerned with supporting others through change and having the willingness and ability to enable changes to take place in the most productive way.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Accepts and adapts to change	<ul style="list-style-type: none"> <li>• Changes work plans or routines without complaint</li> <li>• Is willing to work with a wide range of people</li> <li>• Can take on new ways of working without becoming unduly stressed</li> <li>• Responds quickly to changing task priorities</li> <li>• Accepts and understands the need for change</li> </ul>
B. Responds positively to change	<ul style="list-style-type: none"> <li>• Responds enthusiastically to new ways of working</li> <li>• Finds ways to build on changes introduced and personalise for own area</li> <li>• Can move from one project to a very different one without being 'fazed'</li> <li>• Accepts changes which challenge established ways of working without becoming defensive</li> <li>• Finds ways to maintain personal energy and stability in periods of rapid change</li> <li>• Steps 'up a gear' to cope with change</li> </ul>
C. Implements change	<ul style="list-style-type: none"> <li>• Helps others to understand the reasons for the change</li> <li>• Communicates change in a clear and helpful way</li> <li>• Anticipates others' resistance to change and is proactive in reducing this</li> <li>• Involves others early in the change implementation process to increase commitment and reduce defensiveness</li> <li>• Provides input on a regular basis to keep people informed and up-to-date</li> </ul>
D. Enables and shapes change	<ul style="list-style-type: none"> <li>• Creates a sense of shared vision and excitement for change</li> <li>• Helps others see the University and personal benefits of the change</li> <li>• Creates processes and practices which facilitate the implementation of change</li> <li>• Paces change appropriately for others; balancing needs for speed of change with needs of the University and individual</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Buries head in sand and thinks change will go away</li> <li>• Becomes agitated and stressed when asked to respond differently</li> <li>• Becomes very de-motivated and negative about the University</li> <li>• Spreads rumours based on inaccurate information</li> <li>• Leads with, 'we cannot do that because...' rather than, 'to do that we would need to...'</li> <li>• Attitude to change is constantly negative</li> </ul>

### Development Tips

Staff development activities	<ul style="list-style-type: none"><li>• Ask yourself what are other people's drivers and try to look at things from their point of view.</li><li>• Create stake holder maps to identify key people and affected people and assess these readiness for change.</li><li>• Ask yourself why changes in the past have been successful or unsuccessful and identify the reasons why.</li></ul>
Manager activity	<ul style="list-style-type: none"><li>• Allow people to off-load their issues but then work with them to understand the root cause of their frustration or anger.</li><li>• Identify key individuals that can support and influence (not always managers).</li><li>• Work through techniques which help to identify key people and their readiness for change (e.g. critical mass analysis).</li></ul>

<b>Collaborating with Others</b>	
<b>Description</b>	This competency implies the intention of working co-operatively with others, to be part of a team, to work together as opposed to working separately or competitively. For this behaviour to be effective, the intention should be genuine. Team work and co-operation may be considered whenever the subject is a member of a group of people functioning as a team. This competency emphasises activity as a member of a group (rather than as a leader); e.g. level E reflects a peer supporting their group rather than a leader managing the group.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Co-operates with colleagues	<ul style="list-style-type: none"> <li>• Sees self as a member of a team</li> <li>• Does a fair share of the work of the team</li> <li>• Fulfils designated role as a team member</li> <li>• Knows own limitations - who to go to for help and when</li> <li>• Participates willingly</li> </ul>
B. Is a good team player	<ul style="list-style-type: none"> <li>• Recognises when help is needed and willingly offers support - 'pitches in'</li> <li>• Accepts responsibility for team objectives</li> <li>• Has a positive view of the team and wants/expects the team to deliver its objectives</li> <li>• Accepts that others have a valid point of view and shows respect for others' intelligence</li> </ul>
C. Solicits input from others	<ul style="list-style-type: none"> <li>• Consults other members of the team on joint matters</li> <li>• Asks others for their ideas and opinions and works together to form decisions and plans</li> <li>• Values, calls upon and utilises the experience and expertise of colleagues</li> <li>• Willingly learns from other team members</li> </ul>
D. Encourages others	<ul style="list-style-type: none"> <li>• Openly praises other members of the team when they have done something well, gives credit for good team work. Identifies and works to the strengths of team members</li> <li>• Identifies what motivates different individuals and uses this knowledge to improve performance</li> <li>• Empowers other members of the team, making them feel strong and important</li> <li>• Encourages colleagues after a set back</li> </ul>
E. Proactively builds team spirit	<ul style="list-style-type: none"> <li>• Acts to promote a friendly climate, good morale and co-operation</li> <li>• Encourages individuals to address and resolve conflicts within the team</li> <li>• Creates opportunities for cross functional team working</li> <li>• Takes action to promote or defend the team to others outside of the team</li> <li>• Openly commits resource for own team to support University-wide projects</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Prefers to work alone rather than as a member of a team</li> <li>• Fails to share information with other people that would enable them to do their job more effectively</li> <li>• Makes minimal contribution to achievement of team goals and objectives</li> <li>• Selectively co-operates</li> <li>• Expresses negative expectations of the team</li> <li>• Allows individual differences to adversely affect the team/way team members work together</li> </ul>

### Development Tips

Staff development activities	<ul style="list-style-type: none"><li>• Actively take the time to talk to individuals about the importance of their contribution towards the team's objectives.</li><li>• Encourage individuals to come to you with ideas to improve their own and team performance.</li><li>• Keep your manager regularly informed on the achievements of your team.</li><li>• Give public displays of support and encouragement.</li><li>• Speak up in team meetings and recognise others' involvement.</li></ul>
Manager activity	<ul style="list-style-type: none"><li>• Ensure the staff member is aware of the big picture and how the teams work fits into it.</li><li>• Actively seek ways to acknowledge and reward team as well as individual achievements.</li><li>• Complete stake holder analysis to ensure cross functional team are appropriately constructed when required.</li></ul>

<b>Influencing and Relationship Building</b>	
<b>Description</b>	This is the ability to persuade, convince or influence others in order to get them to go along with or support a particular agenda, or get 'buy in' from others. It requires the ability to plan how to win support, gain co-operation or overcome barriers using a variety of approaches. Having gained support, it is the ability to build and maintain relationships with networks of people who may be able to effectively assist the organisation. At lower levels it is about presenting clear, logical arguments. At the higher level it requires taking a sophisticated strategic approach to influencing.

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Works co-operatively	<ul style="list-style-type: none"> <li>• Listens actively to the content of what people are saying and responds appropriately</li> <li>• Understands benefits of working with others and builds common ground</li> <li>• Checks out others' understanding</li> <li>• Uses analogies and metaphors to help explain or clarify</li> </ul>
B. Builds rapport and takes multiple actions	<ul style="list-style-type: none"> <li>• Carefully presents data for presentations</li> <li>• Establishes credibility and works co-operatively with others to move things on</li> <li>• Develops a network of contacts and builds trust</li> <li>• Employs different techniques and adjusts style to have best impact</li> <li>• Constructs two or more different arguments or points in a presentation or discussion, i.e. gives options</li> </ul>
C. Tailors approaches	<ul style="list-style-type: none"> <li>• Sells ideas to others, 'From your point of view, this will benefit you because...'</li> <li>• Anticipates likely objections or information needs</li> <li>• Understands other people's agenda and what is important to them</li> <li>• Asks for ideas to build ownership and 'buy in'</li> <li>• Appeals to emotion as well as reason</li> </ul>
D. Uses indirect influence	<ul style="list-style-type: none"> <li>• Lobbies - meets with key people individually, in advance, in order to create 'win win' situations</li> <li>• Identifies key decision makers or influencers and wins them over</li> <li>• Gets people to influence on your behalf</li> <li>• Gets others to think it was their idea - is prepared not to get credit for the outcome</li> <li>• Builds strong alliances with colleagues or stakeholders to build behind the scenes support for ideas</li> </ul>
E. Builds long term relationships	<ul style="list-style-type: none"> <li>• Is aware of own natural style, values individuality and works out how best to apply it</li> <li>• Builds on common ground, faces conflict and looks to resolve to mutual benefit</li> <li>• Is sensitive to own and others' behaviour and reactions - thinks things through from others' perspectives</li> <li>• Acts as a trusted advisor and inspires confidence to support the objectives of the University</li> <li>• Acts to promote good working relationships and publicly credits others' contributions</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Waits for a reason to contact people</li> <li>• Is uncomfortable meeting new people or difficult people</li> <li>• Expects people to always come to you</li> <li>• Relies on status or position without explanation</li> <li>• Has a one size fits all approach to language or style</li> </ul>

## Development Tips

<p>Staff development activities</p>	<ul style="list-style-type: none"> <li>• Build your technical understanding of your subject area, your job, the project etc.</li> <li>• Ask yourself and others what evidence there is for your/their perceptions and judgements.</li> <li>• Consciously separate how you would like things to be from how they actually are; find evidence to help you.</li> <li>• Check your assumptions; regard them (and the assumptions of others) as things which need testing.</li> <li>• Practise pulling people back to the 'source data' when debating contentious issues.</li> <li>• Check your level of understanding with an expert.</li> <li>• Ensure you focus on the problem and not the person in 'hot debate'.</li> <li>• Rehearse the way you wish to influence a situation, identify possible alternatives and discuss them with a consultant/colleague/your manager.</li> <li>• Work through techniques which help to identify key people and their readiness for change (e.g. critical mass analysis).</li> <li>• Develop your range of influencing models by reading up on texts/articles on motivation, team building, and managing change.</li> <li>• Get some colleagues together and discuss the techniques you and they have found to be most effective in influencing; explore what makes them effective at different times and in different situations.</li> </ul>
<p>Manager activity</p>	<ul style="list-style-type: none"> <li>• Encourage staff member to attend appropriate conferences and seminars and activities to read appropriate journals. Request summary of key learning points and ask them to draw on these facts during debate.</li> <li>• Review performance during meetings. At any presentation made by the staff member identify any areas where their process was weak in terms of rational argument; explore improvement strategies.</li> <li>• Work through with staff member various models designed to develop a rational approach to issues (consult your local Human Resource professional for advice).</li> <li>• Delegate a key presentation involving contentious issues.</li> <li>• Ask staff member to prepare cost benefit data for relevant projects.</li> <li>• When they are making a case within the team, ask them to outline the steps they have taken to reach their conclusions.</li> <li>• Ask for a written analysis and recommendations for influencing a change.</li> <li>• Provide increasingly complex situations for your staff member to influence; review performance and build learning into the job.</li> </ul>

## Thinking and Innovation

<b>Innovation and Creativity</b>	
<b>Description</b>	This is about creating and identifying novel approaches to address challenging academic, technical or commercial situations and problems. It is about coming up with new or different ideas, or adapting ideas from elsewhere in the University or externally. It is concerned with moving the University forward by applying new ideas or old ideas in a new way to generate solutions and approaches. At the higher levels it is about thinking laterally and creating new concepts.

## Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Makes connections, patterns and encourages a creative environment	<ul style="list-style-type: none"> <li>• Identifies the similarities and differences between current and past situations</li> <li>• Looks at information and sees patterns, trends and missing pieces</li> <li>• Is prepared to 'have a go' at trying new ways of doing things or others' ideas</li> <li>• Questions currently accepted ways of doing things</li> <li>• Imports good ideas from similar situations both in the University and externally</li> <li>• Thinks in terms of options when identifying solutions.</li> </ul>
B. Identifies and tries out different approaches	<ul style="list-style-type: none"> <li>• Modifies an existing idea to produce something that can be applied personally</li> <li>• Tries out a number of different solutions</li> <li>• Speeds up and improves existing processes by using a different approach</li> <li>• Applies learned models and theories to current business situations</li> <li>• Is open minded and actively seeks opportunities to try out new ideas and situations</li> <li>• Generates alternatives before settling on a solution</li> <li>• Develops new approaches to improve or replace existing procedures or systems</li> </ul>
C. Generates a range of innovative ideas	<ul style="list-style-type: none"> <li>• Tries to break new ground and be creative when generating solutions</li> <li>• Creates innovative working methods to generate new ideas</li> <li>• Uses resources creatively and thinks laterally to identify new solutions</li> <li>• Has a flexible approach to problem solving</li> <li>• Looks beyond the obvious and immediate information when generating solutions</li> <li>• Demonstrates resourcefulness in identifying and exploiting trends and developments</li> <li>• Tries different and original ways to deal with organisational problems and opportunities</li> <li>• Originates alternatives to conventional thinking</li> <li>• Produces imaginative or unique responses to a problem</li> </ul>
Additional for Managers and Leaders	<ul style="list-style-type: none"> <li>• Actively encourages and supports creative and innovative thinking in others</li> <li>• Supports team and colleagues to take a risk that will benefit the University</li> <li>• Uses facilitation tools and techniques to stimulate creative thinking and discussion at all levels</li> <li>• Stimulates discussions about creative approaches amongst staff</li> <li>• Creates a working environment where creativity is the norm and is rewarded and supported</li> </ul>
D. Creates new concepts	<ul style="list-style-type: none"> <li>• Looks at things in a really new way - breakthrough thinking which will move the University forward</li> <li>• Devises new models and concepts that are not obvious to others in order to explain or hypothesise about situations</li> <li>• Identifies and uses new models to enhance the University's position in the sector</li> <li>• Will consider the radical or unconventional</li> </ul>

Negative indicators	<ul style="list-style-type: none"> <li>• Can only see the immediate problem</li> <li>• Is only able to spot the very obvious connections</li> <li>• Is content with the status quo and does not challenge it</li> <li>• Continues to apply flawed approaches and models</li> <li>• Gets bogged down in the detail and cannot see the bigger picture</li> </ul>
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### Development Tips

Staff development activities	<ul style="list-style-type: none"> <li>• Routinely check your assumptions.</li> <li>• Always generate at least one alternative before settling on a solution.</li> <li>• Read up relevant texts and journals, including research on creative thinking. Consult your local Human Resources professional for advice.</li> <li>• Attend conferences and develop a network of people working at the creative edge of your area of operation.</li> <li>• Keep a notebook with you, capture ideas as they occur.</li> <li>• Contribute to brainstorming sessions.</li> </ul>
Manager activity	<ul style="list-style-type: none"> <li>• Read research on work environments which encourage creativity and implement appropriate suggestions.</li> <li>• React to ideas in terms not of what they are worth, but of what they can suggest.</li> <li>• In team meetings, listen to and build on team members' 'wild ideas' – encourage the staff member to contribute to these.</li> <li>• Ask the staff member to generate their own list of original development activities</li> </ul>

<b>Conceptual and Strategic Thinking</b>	
<b>Description</b>	<p>This is the ability to see things as a whole, identify key issues, see relationships and draw elements together into broad coherent frameworks. This competency describes the ability to relate different events and key pieces of information; to make connections, see patterns and trends; to draw information together into models and frameworks which can then be used to interpret complex situations and identify their salient features.</p> <p>The strategic element involves looking into the future, considering the future needs of the University, Faculty or Department and thinking about how present policies, processes and methods might be progressively affected by future developments and trends; developing long term goals and strategies extending over significant time-spans.</p>

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Aligns actions with wider goals and models	<ul style="list-style-type: none"> <li>• Recognises and acts in accordance with University goals , priorities and strategies and homes in on key issues</li> <li>• Links day-to-day tasks to a model reflecting a long-term perspective</li> <li>• Recognises and acts upon present opportunities</li> <li>• Keeps up to date with University, academic and professional developments</li> <li>• Fits information to mental models and frameworks</li> <li>• Understands how own tasks relate to the wider framework</li> </ul>
B. Draws on experience	<ul style="list-style-type: none"> <li>• Considers whether short-term goals will meet long-term objectives</li> <li>• Draws on own or others' past experience to assess a problem or situation, identifying similarities and differences</li> <li>• Assimilates and makes sense of complex or conflicting data and different perspectives</li> <li>• Relates different pieces of information and recognises trends</li> <li>• Compares present data and events with previously defined frameworks</li> <li>• Makes connections between facts and events that are not readily obvious</li> </ul>
C. Draws on theory to manage current situations	<ul style="list-style-type: none"> <li>• Uses knowledge of theories, past trends and gaps in data to look at current situations</li> <li>• Thinks through where the gaps and opportunities are within the sector</li> <li>• Adapts or applies theory or concepts appropriately to manage current situations</li> <li>• Identifies short-term strategies to overcome problems or take advantage of opportunities</li> <li>• Understands the impact of changing customer needs on plans</li> <li>• Associates seemingly unrelated information in order to analyse a situation</li> <li>• Identifies the key factor(s) in a complex problem</li> <li>• Establishes a course of action to accomplish a long-term goal or vision</li> <li>• Considers how present policies, processes, and methods might be affected by future developments and trends</li> </ul>

<b>Complexity</b>	<b>Examples</b>
D. Cuts through complexity to identify key issues	<ul style="list-style-type: none"> <li>• Finds new ways of looking at issues and goes beyond past experience to draw out new insights from diverse and complex information</li> <li>• Translates complex ideas, issues or observations and communicates ideas clearly and persuasively</li> <li>• Uses vivid analogies, diagrams or other means to help others to understand complex new ideas</li> <li>• Understands the University in its entirety and the effects actions in one area will have on other areas</li> <li>• Relates the implications of events and trends in the external environment to the school, function or University</li> <li>• Develops models and sees the 'big picture'</li> <li>• Prepares and reviews contingency plans for problems and situations that might occur</li> <li>• Redesigns the Department/School to better meet long-term objectives</li> <li>• Establishes long-term University/Departmental goals or projects</li> <li>• Shares with others own view of the desirable future state of the University/Department</li> </ul>
E. Creates new paradigms	<ul style="list-style-type: none"> <li>• Integrates diverse and complex data to create concepts that are entirely new in the University or elsewhere</li> <li>• Creates strategies which will fulfil the changing needs of customers in the future</li> <li>• Understands, anticipates and acts upon the forces that will shape the sector or academic environment in the future</li> <li>• Sees beyond the current business model to envisage new ways of working that are not obvious to others</li> <li>• Develops broad scale, longer term objectives (e.g. affecting the University, Faculty or several Schools and Departments)</li> <li>• Develops business and research strategy</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Can only see obvious connections and trends</li> <li>• Is unable to stand back and see the bigger picture</li> <li>• Works only from own assumptions about the world</li> <li>• Focuses solely on detail</li> <li>• Focuses internally only failing to consider external factors</li> <li>• Is ignorant to theory and how to apply it</li> <li>• Fails to address own gaps in experience</li> </ul>

### Development Tips

Staff development activities	<ul style="list-style-type: none"> <li>• Always ask yourself what the context (physical, economic, business, political, academic) is around what you are doing.</li> <li>• Review outcomes of your projects and note where problems occurred at interfaces between departments, technologies etc; plan to anticipate them.</li> <li>• Check the impact of any proposed solution with people who may be affected.</li> <li>• Ask yourself what the really key factors are in a problem you are working on; check them with your manager.</li> <li>• Increase your range of models by attending courses, reading, asking colleagues what they use.</li> <li>• At briefings, where the external environment is being reviewed, question your HoD/S on the impact it might have on your department.</li> <li>• During data gathering exercises, formally cluster the information into related areas and review for trends.</li> <li>• During Performance Management discussions, work with your manager to ensure that you clearly see how your targets are derived from University objectives.</li> <li>• Read key texts on management and strategic thinking, including available</li> </ul>
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	<p>University strategy papers. Consult your local Human Resource professional for advice.</p> <ul style="list-style-type: none"> <li>• Routinely 'scan' your environment to pick up significant trends.</li> <li>• Periodically test how the 'present state' of operations in your department/unit compares with your core purpose.</li> <li>• Generate an operational plan for the achievement of your teams/areas objectives. Identify on the plan where future developments may require you to make decisions.</li> <li>• Produce a 'what if' list for your major projects. Generate contingency plans for any which might impact on the project in a major way.</li> </ul>
<p>Manager activity</p>	<ul style="list-style-type: none"> <li>• Ask for a description of the context surrounding a staff member's task.</li> <li>• Arrange discussions which test staff member's understanding of key issues.</li> <li>• Use a model to structure and make sense of complex information.</li> <li>• Make a point of communicating any new model which gives increased insight into your work.</li> <li>• Ensure staff member is included in deriving the team/departments objectives. Clarify how these are linked to next objective level in the cascade.</li> <li>• Include an agenda item for regular team meetings on 'What issues are currently impacting on our areas of work'? Encourage the staff member to be responsible for this aspect of the agenda.</li> <li>• When the staff member is working with a new group of individuals, review with them what they noted about the group's behaviour and what to conclusion it led them to. Discuss the impact this will have on the work in question.</li> <li>• Try and identify projects which concern 'generating new processes' as the output and get the staff member to lead them.</li> <li>• Ask staff member to develop a description of how they view the desirable future state of the School/Department.</li> <li>• Ask staff member to describe social/business/political context surrounding their work or around any proposal they make.</li> <li>• Ask staff member to reflect on the possible consequences a proposal has for the underlying goals of the unit.</li> <li>• When next undertaking a change project, involve the staff member from the outset. Ensure they participate in the use of relevant models and that they are fully able to see the links between the models and the action plan.</li> <li>• Try and identify projects concerning 'developing a strategy for the University/School' and suggest the individual as a member of the project team. Review with them the process used within the project and mutually develop a framework for deriving future strategies.</li> </ul>

## Managing, Leading and Developing others

<b>Managing and Developing People</b>	
<b>Description</b>	<p>Leading a team or function is about managing and developing others. This competency therefore reflects that to get the best out of people we need to build and integrate all aspects of the performance cycle, including:</p> <ul style="list-style-type: none"> <li>• Being clear about what has to be achieved</li> <li>• Assembling the necessary resources to meet what has to be done</li> <li>• Monitoring and addressing gaps in staff development and performance</li> <li>• Reviewing this people/work match in the light of setting future objectives and leading change to meet University needs.</li> </ul>

### Behavioural Indicators

<b>Complexity</b>	<b>Examples</b>
A. Takes a leadership role	<ul style="list-style-type: none"> <li>• Provides clear directions to individuals about performance expectations and checks to ensure understanding</li> <li>• Works closely enough with team to know when issues are 'brewing'</li> <li>• Keeps team informed about developments in the University and what this means for them</li> <li>• Answers questions honestly and openly</li> <li>• Makes sure team and others have all the necessary information to remain motivated and work effectively</li> <li>• Clarifies issues when needed and gives explicit instructions to the team when new or different priorities emerge</li> <li>• Takes action to develop the individual's task related skills and knowledge to the next level</li> <li>• Gives detailed task instruction or on the job demonstrations to help the individual to work effectively</li> <li>• Makes specific helpful suggestions to build skills and knowledge</li> <li>• Has confidence in self and is not threatened by others' development</li> <li>• Trusts and believes in people's ability</li> </ul>
B. Ensures team performs effectively	<ul style="list-style-type: none"> <li>• Prioritises team effectiveness when matching individuals to projects and tasks and gets involved in the work of the team when required</li> <li>• Talks to the team about team standards and goals</li> <li>• Invites input from team members into decisions that affect them</li> <li>• Filters information and communicates an appropriate level and volume of information to enable team to meet objectives</li> <li>• Addresses performance issues promptly and takes action to get performance back on track</li> <li>• Asks questions to check the individual understands how things work and why</li> <li>• Supplements 'how to' demonstrations or instructions with helpful explanations in order to build greater contextual understanding</li> <li>• Delegates projects or assignments in order to develop an individual</li> <li>• Uses own experience and expertise to identify and meet others' learning needs</li> <li>• Helps others to understand their own development needs</li> </ul>

<b>Complexity</b>	<b>Examples</b>
C. Takes action to improve team performance	<ul style="list-style-type: none"> <li>• Expects and encourages high performance from the team</li> <li>• Establishes and models clear behavioural norms to create a strong and positive team climate, e.g. exudes confidence and enthusiasm</li> <li>• Takes action to obtain the resources needed to deliver improved performance</li> <li>• Acts as the 'bridge' between the team and the rest of the University</li> <li>• Sustains a clear picture of the future and ensures the team can relate own goals to the direction of the University as a whole</li> <li>• Gives constructive feedback to support the development of others</li> <li>• Ensures provision of appropriate training and development happens and addresses any obstacles</li> <li>• Uses the performance management process well and facilitates joint compiling of development plans for individuals</li> <li>• Gives feedback to individuals on the impact of their behaviour or approach in order to facilitate their development</li> <li>• Reassures others after a set back and helps people to work out the answers to problems themselves so that they learn for the future</li> <li>• Uses appropriate techniques to analyse and determine where development is needed</li> </ul>
D. Builds loyalty and capability within the team	<ul style="list-style-type: none"> <li>• Supports the team and its reputation</li> <li>• Recognises and rewards superior individual performance</li> <li>• Is prepared to admit when things go wrong and learn from past experiences</li> <li>• Delegates challenging work that will motivate team members</li> <li>• Celebrates team successes with the team rather than take all the credit</li> <li>• Turns work situations into learning opportunities</li> <li>• Deliberately lets others take the lead in a safe environment</li> <li>• Provides mentoring or coaching to enable others to grow and learn</li> <li>• Publicly credits others who have performed well</li> <li>• Accepts and supports others' views, recommendations or actions</li> <li>• Arranges help experiences or assignments to develop specific qualities or skills</li> </ul>
E. Builds commitment for a compelling vision of change	<ul style="list-style-type: none"> <li>• Inspires commitment and determination to deliver step change</li> <li>• Builds a personal vision for change which goes beyond immediate goals or requirements laid down by the University</li> <li>• Communicates a vision which generates excitement and enthusiasm amongst others</li> <li>• Takes a number of actions to achieve the commitment of team members to the aims and objectives of the team and/or Department/School as well as to the University Strategic Plan</li> <li>• Recognises and develops future leaders who will deliver change</li> </ul>
Negative indicators	<ul style="list-style-type: none"> <li>• Has a shut door policy and avoids responsibility and decisions</li> <li>• Fails to motivate and provide support or direction to the team</li> <li>• Applies inappropriate pressure on the team or individuals</li> <li>• Unwilling to confront performance issues</li> <li>• Fails to clarify performance expectations</li> <li>• Leaves team in the dark by failing to communicate or share information</li> <li>• Does not feed back or only focuses on the negative</li> <li>• Thinks development is someone else's job</li> <li>• Sees development as a cost rather than an investment</li> <li>• Is unwilling to delegate</li> <li>• Does not create the space for other to learn</li> </ul>

## Development Tips

<p>Staff development activities</p>	<ul style="list-style-type: none"> <li>• Conduct regular briefing meetings: to communicate the overall picture and changing events; to create an open forum for the exchange of ideas and suggestions; to create ownership of plans and outcomes.</li> <li>• Actively take the time to talk to individuals about the importance of their contribution towards the team's objectives.</li> <li>• Encourage individuals to come to you with ideas to improve their own and team performance.</li> <li>• Keep your manager regularly informed on the achievements of your team.</li> <li>• Take into account the need to develop the strengths of your staff when allocating and delegating tasks.</li> <li>• Look for opportunities to coach on the job rather than allocate to formal classroom training.</li> <li>• Conduct regular review and feedback of individual development plans.</li> <li>• Keep your manager regularly informed on the progress and achievements of your staff.</li> <li>• Set standards and examples by your own performance and achievements.</li> <li>• Ask yourself whether you have worked with your staff to generate specific individual development plans if you have, are you supporting them adequately?</li> </ul>
<p>Manager activity</p>	<ul style="list-style-type: none"> <li>• Ensure the staff member is aware of the big picture and how the teams work fits into it.</li> <li>• Actively seek ways to acknowledge and reward team as well as individual achievements.</li> <li>• Ensure staff member has 'making appropriate reward recommendations' specifically included in their target concerning managing and developing staff.</li> <li>• Formally record team member's ability and concern to develop people.</li> <li>• Set standards and examples by your own performance and achievements.</li> <li>• Consider nominating the individual as a Performance Management coach.</li> </ul>