



Performance & Development Review

Behaviours *Supervisory Level V.2*



Respect for Diversity

Supervisory

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

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

Exceeding Indicator examples

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

Competent Indicator examples

- Ensures staff are aware of and comply with legislation and policies on all diversity issues
- Is approachable and gives positive practical support to staff who may feel vulnerable, victimised or unfairly treated
- Respects everyone's needs when resolving issues
- Knows when to resolve issues locally and when to use formal procedures
- Identifies and respects other peoples' values or opinions
- Acknowledges and respects the broad range of social or cultural customs and beliefs
- Challenges inappropriate behaviour and attitudes which are abusive, aggressive or discriminatory
- Is polite, respectful and patient, treating all with dignity and respect
- Listens and understands the needs and interests of others and provides a service according to their needs
- Uses appropriate language and behaviour and is sensitive to how they may affect people
- Respects confidentiality, when appropriate
- Is committed to promoting diversity and practising equality of opportunity
- Has an awareness of the duty to promote equality and good relations between different groups and can apply this to their own role
- Has an awareness/knowledge of diversity issues and associated legislation

Development Indicator examples

- Is not approachable, or fails to give positive practical support to staff who may feel vulnerable, victimised or unfairly treated
- Does not take everyone's needs into account when resolving issues
- Is unclear when to use formal procedures on diversity issues
- Does not respect other peoples' values and opinions
- Fails to acknowledge and respect the broad range of social or cultural customs and beliefs
- Does not take action or challenge inappropriate behaviour or attitudes which are abusive, aggressive or discriminatory
- Is impolite, intolerant or impatient with people
- Fails to treat people with dignity and respect
- Fails to listen or understand the needs and interests of others
- Uses inappropriate humour, remarks, language or behaviour
- Does not respect confidentiality
- Shows bias and prejudice when dealing with people
- Is thoughtless, tactless or dismissive
- Unnecessarily emphasises power and control in situations where this is not appropriate

- Intimidates others in an aggressive or overpowering way
- Criticises people without considering their feelings or motivation
- Has limited or no awareness/knowledge of diversity issues or associated legislation

Effective Communication

Supervisory

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

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

Exceeding Indicator examples

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

Competent Indicator examples

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

Development Indicator examples

- Is hesitant, nervous or uncertain when speaking
- Does not communicate needs and instructions clearly
- Lacks confidence when communicating
- Does not listen, or interrupts at inappropriate times
- Speaks without thinking or fails to get the point across
- Does not consider the target audience
- Does not manage group discussions effectively
- Avoids answering difficult questions
- Is not forthcoming with information
- Assumes others understand what has been said without actually checking

- Is ineffective in communicating between managers and staff
- Does not support arguments or recommendations effectively
- Communication is not well presented and to the standard required by the job
- Is ineffective in handling briefings or presentations

Job Knowledge

Supervisory

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

*Understands the **inter-relationships between the roles** of the various operational and support activities and how organisational structures and systems work.*

*Demonstrates a continued willingness to learn and keep own knowledge up to date, **ensuring staff do likewise.***

Exceeding Indicator examples

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

Competent Indicator examples

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

Development Indicator examples

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

- Does not encourage sharing of appropriate knowledge and experiences

Leadership

Supervisory

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

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

Exceeding Indicator examples

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

Competent Indicator examples

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

Development Indicator examples

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

Management Ability

Supervisory

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

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

Exceeding Indicator examples

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

Competent Indicator examples

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

Development Indicator examples

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

Partnership Working	Supervisory
<p><i>Recognises the importance of partnership working and consultation. Establishes, maintains and oversees effective relationships with partner agencies to maximise the potential of a joint problem solving approach.</i></p> <p><i>Supports the interests and commitments of the organisation in the development of joint strategies.</i></p>	
Exceeding Indicator examples	
<ul style="list-style-type: none"> • Is an ambassador for the Force in terms of working with other agencies • Regularly looks for opportunities that can be shared internally, cross-force or with external organisations • Actively encourages co-operative working internally, cross-force or with external organisations • Evaluates, amends and develops organisational policies in order to facilitate successful partnership working 	
Competent Indicator examples	
<ul style="list-style-type: none"> • Represents the service in an appropriate and professional manner • Identifies and develops business areas that will benefit from joint working • Supports and encourages staff to develop effective partnership working • Shares information appropriately and sensibly with partnership agencies • Tasks and co-ordinates in line with existing procedures • Work effectively as part of the multi-agency, multi-disciplinary team • Establishes, maintains or oversees relationships with relevant partner agencies • Ensures that organisational policies which outline the responsibilities when working with other partners are adhered to • Assesses, advises and reports on new legislation and the impact it may have on partnership working issues • Consults with, and engages, the community and encourages their involvement in problem solving • Ensures colleagues and line management are kept informed of activities, as appropriate 	
Development Indicator examples	
<ul style="list-style-type: none"> • Does not ensure the service is represented in an appropriate and professional manner • Fails to identify or develop business areas that would benefit from partnership working • Does not support or encourage staff to develop effective partnership working • Does not work effectively as part of the multi-agency, multi-disciplinary team • Fails to task and co-ordinate in line with existing procedures • Has difficulty in establishing, managing or overseeing partnership relationships • Does not enforce existing organisational policies • Does not promote the interests and commitments of the organisation in the development of joint strategies • Is unclear as to what information may or may not be shared with partner agencies • Does not keep colleagues or line management advised of progress 	

Personal Awareness

Supervisory

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

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

Exceeding Indicator examples

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

Competent Indicator examples

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

Development Indicator examples

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

Personal Effectiveness

Supervisory

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

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

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

Exceeding Indicator examples

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

Competent Indicator examples

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

Development Indicator examples

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

Problem Solving

Supervisory

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

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

Exceeding Indicator examples

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

Competent Indicator examples

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

Development Indicator examples

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

Service Delivery

Supervisory

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

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

Exceeding Indicator examples

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

Competent Indicator examples

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

Development Indicator examples

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

Team Working

Supervisory

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

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

Exceeding Indicator examples

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

Competent Indicator examples

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

Development Indicator examples

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

