Grade 10: Behavioural Attributes

This template is designed to help you and your manager review your strengths in these areas and identify areas that you could develop. Note that the positive indicators are intended for use as a guide only and that not all indicators will be applicable to all roles within a grade.

# How to use

## Step 1

Reflect on each of the positive indicators and consider whether you:

* M - Meet the appropriate level
* E - Exceed the appropriate level
* D - Need to Develop in this area
* Complete column 1

## Step 2

Ask your line manager or equivalent to:

* Review your levels in the same way
* Complete column 2

## Step 3

Meet your line manager or equivalent to:

* Discuss your results in columns 1 and 2, and agree a result and enter it in column 3
* Discuss any areas for development you have identified and how you might work towards these, and note in column 4

# Name:

# Department:

# Line manager or equivalent:

# Current role and grade:

# Role and grade being assessed against, if different from current role and grade:

# Date:

## Assessment

# Communication - Level B: Communicates effectively and appropriately with senior management, external partners and with people at all levels across the University and outside the University in the wider community

| **Positive indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Explains complex issues, in a way that is easy to understand |  |  |  |  |
| Works collaboratively with senior management to ensure that consistent messages are cascaded appropriately |  |  |  |  |
| Prepares communications for and on behalf of senior members of the University |  |  |  |  |
| Produces well-structured reports and written summaries |  |  |  |  |
| Ensures that important messages are being communicated and understood within the University and outside the University as appropriate |  |  |  |  |
| Communicates fluently and persuasively as required |  |  |  |  |
| Delivers difficult messages sensitively |  |  |  |  |

# Relationship Building - Level A: Builds and manages mutually beneficial partnerships and networks, both internally and externally, to create opportunities for the University. Works effectively with senior management colleagues and seeks opportunities for enhancing the effectiveness of teams

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Builds and maintains close working relationships with senior members of the University to act in the interests of the University as a whole |  |  |  |  |
| Engages stakeholders and agrees appropriate action plans |  |  |  |  |
| Anticipates and identifies ways in which the University can collaborate with partners to address current and future challenges, providing the structures and processes to enable this |  |  |  |  |
| Maintains and draws upon a network of contacts in influential or specialist positions |  |  |  |  |
| Provides active support to own management team, ensuring that they have the information they need to make decisions |  |  |  |  |
| Identifies overlaps of activity within the University and opportunities for synergies across institutions |  |  |  |  |
| Focuses team building on achieving high performance |  |  |  |  |
| Actively engages and supports teams within own area of responsibility |  |  |  |  |

# Valuing Diversity - All: Considers and respects the ideas, circumstances and feelings of others. Treats everyone with fairness and respect, adhering to the principles of diversity and inclusion

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Promotes an inclusive environment which values equality of opportunity and diversity |  |  |  |  |
| Role models the highest standards of behaviour |  |  |  |  |
| Challenges or reports inappropriate attitudes, language and behaviour that is abusive, aggressive or discriminatory |  |  |  |  |
| Acknowledges and respects a broad range of social and cultural customs, beliefs and values within the law |  |  |  |  |
| Demonstrates mutual respect, tolerance and integrity |  |  |  |  |
| Listens to and respects others' views and opinions |  |  |  |  |

# Achieving Results - Level A: Demonstrates a willingness to take difficult strategic decisions and an ability to resolve complex problems. Provides direction on how to manage conflicting priorities and tensions

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Makes decisions by logically evaluating all relevant factors and applying a range of analytical techniques |  |  |  |  |
| Gathers information and ideas from external sources to benefit the University |  |  |  |  |
| Considers the impact on the University as a whole when taking difficult decisions |  |  |  |  |
| Sets stretching performance standards and measures which align with strategic objectives |  |  |  |  |
| Creates a performance culture in which activity is continuously reviewed and improved |  |  |  |  |
| Takes ownership for the work within the institution to deliver on time, within budget and agreed quality standards |  |  |  |  |
| Provides assurance to the most senior members of the University on performance and achievement against the University's priorities |  |  |  |  |
| Analyses financial and statistical data to identify the University’s strategic progress and priorities |  |  |  |  |
| Considers complex or conflicting data and different perspectives before making a decision on the way forward |  |  |  |  |
| Makes and sees through sensitive, unpopular or controversial decisions |  |  |  |  |
| Takes calculated risks and develops an approach for mitigating risk |  |  |  |  |

# Strategic Focus - Level B: Takes a strategic view and creates long-term plans for the institution/area of responsibility. Promotes a shared vision for the University

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Shows an awareness of political, economic and legislative trends and their effect on the University |  |  |  |  |
| Creates a vision for the future which supports the aims and objectives of the University |  |  |  |  |
| Formulates plans which translate strategy into action |  |  |  |  |
| Thinks beyond own specialist area or function, understanding the impact of actions on other areas of the University |  |  |  |  |
| Works to influence the University's strategy, direction and culture to increase effectiveness for the future |  |  |  |  |
| Considers long-term issues, even when having to respond to changing circumstances |  |  |  |  |

# People Development - Level B: Encourages and facilitates the learning and development of others. Demonstrates enhancement of individual and team potential through giving clear direction, guidance and feedback on performance

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Demonstrates understanding of the talents, capabilities and needs of others and matches these to development opportunities |  |  |  |  |
| Provides opportunities for others to learn and progress their careers, providing advice and guidance where appropriate |  |  |  |  |
| Creates an environment where colleagues are clear on what is expected of them and are motivated and supported to achieve results |  |  |  |  |
| Uses Staff Review and Development and other tools to fairly and accurately review the work and progress of others and to agree plans for their future work and development |  |  |  |  |
| Helps others to identify and develop their strengths and development needs and enables them to take advantage of the development opportunities in everyday activities |  |  |  |  |
| Supports others to achieve expected standards of behaviour and performance, giving constructive and developmental feedback in a timely and supportive manner |  |  |  |  |
| Shares knowledge with staff and creates opportunities for coaching and mentoring |  |  |  |  |
| Supports and encourages the use of training and development opportunities offered by Personal and Professional Development and other training providers |  |  |  |  |

# Negotiating and Influencing - Level B: Negotiates and influences at senior management level using persuasive arguments. Identifies clear aims in negotiations and achieves satisfactory outcomes

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Successfully persuades and influences at senior management level through building support amongst colleagues and considers the reactions of stakeholders |  |  |  |  |
| Negotiates satisfactory solutions on broad or complicated issues with stakeholders |  |  |  |  |
| Gains support before presenting proposals |  |  |  |  |
| Involves people who have positive attitudes to help secure the commitment of others |  |  |  |  |
| Prepares ideal, realistic and fallback positions |  |  |  |  |
| Anticipates possible issues, objections and consequences |  |  |  |  |

# Innovation and Change - Level B: Supports, promotes and implements change. Encourages the adoption of new methods and overcomes barriers to acceptance

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Explores new and innovative ways of working and drives innovation within own area |  |  |  |  |
| Introduces new ways of working and overcomes resistance through involving people and demonstrating the benefits |  |  |  |  |
| Encourages staff to identify improvements to systems and services and to take these forward |  |  |  |  |
| Communicates the desire for the institution to succeed through original thinking |  |  |  |  |
| Draws on networks to identify new methods and techniques |  |  |  |  |
| Identifies people with the ability to accept change and supports those who find it difficult to adapt |  |  |  |  |
| Demonstrates understanding of people's fear of change |  |  |  |  |