Grade 12: 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 A: Communicates persuasively with senior members of the University, the relevant Committees, and with people at all levels across the University and outside the University in the UK and worldwide as appropriate

| **Positive indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Develops communication strategies and mechanisms which ensure that important messages are cascaded in a consistent, clear and timely way across the University and externally as appropriate |  |  |  |  |
| Presents verbal and written proposals and updates to senior members of the University clearly and persuasively |  |  |  |  |
| Disseminates and explains management decisions and policy and the reasons behind them to those at all levels in the University |  |  |  |  |
| Communicates a compelling view of the future which provides direction for the University |  |  |  |  |
| Responds convincingly and authoritatively to questions and concerns in particular from senior management colleagues |  |  |  |  |

# 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 A: Drives the strategic priorities of the University and inspires a shared vision for its future direction

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Promotes the University's mission and goals, developing strategies to drive their achievement |  |  |  |  |
| Monitors developments within the external environment and plans for their impact on the work of the University |  |  |  |  |
| Takes an organisational view, thinking beyond the interests of own specialism/area |  |  |  |  |
| Identifies and successfully manages complex political agendas within the governance structure |  |  |  |  |
| Compares performance with other Universities and centres of excellence to inform objectives and priorities |  |  |  |  |
| Develops ways of working that balance the needs of individual institutions and the University |  |  |  |  |

# People Development - Level A: Creates an environment where people are motivated to achieve University objectives and enhance their own performance. Puts systems and strategies in place to develop people at all levels across the University and identifies opportunities to increase organisational capability and capacity through people

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Develops senior manager capability and capacity in line with the University's mission and priorities |  |  |  |  |
| Creates opportunities for maximising the potential of senior managers and building the University's leadership capability |  |  |  |  |
| Leads the effective cascade of University and institution objectives and enables individuals to identify their contribution towards achieving these |  |  |  |  |
| Provides staff with a sense of purpose and direction in line with wider objectives |  |  |  |  |
| Improves University capability, capacity, reputation and impact through effective people development. |  |  |  |  |
| Promotes commitment to the University's mission, values and behaviours |  |  |  |  |
| Promotes and demonstrates the effective use of Staff Review and Development and broader people development practices |  |  |  |  |
| Supports and encourages the use of training and development opportunities offered by Personal and Professional Development and other training providers |  |  |  |  |
| Seeks and acts on feedback of own performance |  |  |  |  |

# Negotiating and Influencing - Level A: Develops sophisticated strategies for influencing the most senior members of the University using logic, reason and persuasive arguments. Effectively reconciles divergent interests

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Identifies legitimate interests and key players before commencing negotiation |  |  |  |  |
| Involves and engages internal and external contacts to enhance the effectiveness of proposals and to build support |  |  |  |  |
| Anticipates the reactions of key stakeholders and develops negotiation strategies for responding to these effectively |  |  |  |  |
| Focuses on important elements of complicated issues to promote the benefits of a proposal to others |  |  |  |  |
| Demonstrates awareness of the working relationships between individuals, groups and institutions and how these change over time |  |  |  |  |
| Balances conflicting priorities and agendas by achieving acceptable solutions, without damage to long-term relationships |  |  |  |  |

# Innovation and Change - Level A: Fosters a culture of innovation to build the University's capability. Identifies and champions new approaches for improving organisational results and achievement

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Tackles strategic challenges with resourcefulness and creative solutions |  |  |  |  |
| Draws on ideas and information from external organisations and networks to improve organisational outcomes |  |  |  |  |
| Ensures that senior managers are responsible for capturing and disseminating learning and knowledge |  |  |  |  |
| Builds capability by promoting the development of new techniques. |  |  |  |  |
| Drives innovation within institution |  |  |  |  |
| Encourages and supports managers to take responsibility for innovation and change |  |  |  |  |
| Identifies areas within the University that need to be changed |  |  |  |  |
| Demonstrates a personal belief in and commitment to change |  |  |  |  |
| Assesses the likely benefit and effect of change before initiating it |  |  |  |  |
| Encourages people to question methods and propose more effective alternatives |  |  |  |  |