Grade 9: 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 B: Develops and maintains existing partnerships. Builds teams and identifies means of enhancing their effectiveness

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Engages with stakeholders to conduct joint working activity, to agree and action complex issues |  |  |  |  |
| Understands the links between the University's work and that of partners, using this knowledge to inform own work |  |  |  |  |
| Identifies opportunities for leveraging existing partnerships or developing new ones that will support the work of both organisations |  |  |  |  |
| Sets up teams or working groups and involves them in achieving goals |  |  |  |  |
| Works inside and outside own team to share ideas and information where appropriate |  |  |  |  |
| Visibly assists their team to remove barriers, particularly in the face of complex tasks or high demands |  |  |  |  |
| Identifies common goals and interests, and uses these to unite teams |  |  |  |  |
| Gains commitment from others by consulting and involving them |  |  |  |  |
| Understands relationships within the team and the way that different team members work together |  |  |  |  |

# 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 B: Identifies and manages important issues and problems effectively. Plans and monitors the work of others and takes accountability for their levels of performance and success

| **Positive Indicators** | **1**  **Individual**  **M/E/D** | **2**  **Manager**  **M/E/D** | **3**  **Agreed result**  **M/E/D** | **4**  **Agreed development needs** |
| --- | --- | --- | --- | --- |
| Makes decisions following careful analysis of the issue and by challenging assumptions to ensure that information is accurate |  |  |  |  |
| Produces effective responses in difficult situations and resists pressure to make quick decisions where full consideration is needed |  |  |  |  |
| Develops strategies for overcoming barriers and seeks opportunities for early resolution of issues |  |  |  |  |
| Promotes the importance of identifying and managing risk |  |  |  |  |
| Sets clear goals and milestones, establishing importance and urgency |  |  |  |  |
| Provides clear direction and ensures that staff know what is expected of them |  |  |  |  |
| Demonstrates measurable individual and team progress against relevant institution goals |  |  |  |  |
| Identifies performance issues within area of responsibility and establishes interventions to ensure delivery to plan and targets |  |  |  |  |

# 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 |  |  |  |  |