

## The Competency Framework: A Summary (detail follows on page 3)

### Cluster A: Thinking Competencies

<b>Competency</b>	<b>Essence Statement</b>
A1 Conceptual Thinking	Identifying key issues, seeing relationships and drawing elements together into broad coherent frameworks.
A2 Strategic Thinking	Taking the longer term into consideration and developing broad scale objectives.
A3 Innovativeness	General original and imaginative ideas and solutions to V problems.
A4 Analytical Thinking	Logically breaking problems down into their essential elements; carrying out diagnosis and developing solutions

### Cluster B: The Self-Managing Competencies

<b>Competency</b>	<b>Essence Statement</b>
B1 Ability to Learn	Quickly understanding and applying information concepts and strategies
B2 Self Development Orientation	Taking continuous action to improve personal capability.
B3 Adaptability	Maintaining effectiveness in different situations, environments and cultures
B4 Flexibility	Ability to alter behavior and opinions in the light of new information or changing situations.
B5 Positive self image	Believing in oneself.
B6 Self-Control	Continuing to perform effectively in stressful and difficult circumstances
B7 Tenacity	Repeated and enduring efforts to overcome obstacles and/or to complete tasks
B8 Thoroughness	Seeking competencies and accuracy.
B9 Interpersonal Awareness	Drawing inferences about and maintaining awareness of others' interests, moods and concerns.
B10 Independence	Holds to own convictions in the face of resistance (anticipated or actual).

### Cluster C: The Influencing Competencies

<i>Competency</i>	<i>Essence Statement</i>
CI Concern for Impact	Actively anticipating and responding to the feelings, needs and concerns of others.
C2 Rational Persuasion	Building persuasive arguments based on logic, data and the objective merits of the situation
C3 Strategic Influencing	Being aware of different forms and sources of influencing in choosing between different influencing strategies

### Cluster D: The Achieving Competencies

<i>Competency</i>	<i>Essence Statement</i>
DI Initiative	Engaging in proactive behavior; seizing opportunities.
D2 Critical Information Seeking	Gathering critical information from key sources to assist problem solving.
D3 Efficiency Orientation	Gathering critical information from key sources to assist problem solving.
D4 Development Orientation	Identifying and providing opportunities to improve the capabilities of other people.
D5 Concern for Standards	Pursuing excellence in line with the organization's norms and values.
D6 Results Orientation	Focusing on key objectives; wanting effective outcomes.

## DETAILED DESCRIPTION OF COMPETENCIES AS BEHAVIOURAL INDICATORS

### Cluster A: Thinking Competencies

#### Conceptual Thinking A 1

*Identifying key issues, seeing relationships and drawing elements together into broad coherent frameworks*

##### Behavioural Indicators:

- Understands how own tasks relate to the wider framework
- Makes connections between facts and events that are not readily obvious
- Develops models and sees the "big picture".
- Compares present data and events with previously defined frameworks
- Fits information to mental models and frameworks
- Relates different pieces of information and recognises trends
- Identifies the key factor(s) in a complex problem
- Associates seemingly unrelated information in order to analyse a situation
- Forms a general impression about a group or organisation from the way people behave within that group or organisation.
- Relates the implications of events and trends in the external environment to the work unit or organisation

##### Self-Development Activities for the team member:

- Always ask yourself what the context (physical, economic, business, political) is around what you are doing
- Review outcomes of your projects and note where problems occurred at interfaces between departments, technologies, etc, plan to anticipate them
- Check the impact of any proposed solution with people who may be affected
- Ask yourself what the really key factors are in a problem you are working on; check them with your manager
- Increase your range of models by attending courses, reading, etc

##### Ideas for Manager support and encouragement:

- Ask for a description of the context surrounding a staff member's task
- Arrange discussions which test staff member's understanding of key issues
- Request a model to structure and make sense of complex information
- Make a point of communicating any new model which gives a new insight into your work
- Arrange meetings with external consultants and staff members to discuss projects

## Strategic Thinking A 2

### *Taking the longer term into consideration and developing broad scale objectives*

#### **Behavioural Indicators:**

- Links day to day tasks to a model reflecting a long term perspective
- Develops broad scale, longer term objectives (eg, affecting a business, department or several departments)
- Establishes a course of action to accomplish a long-term goal or vision
- Establishes long-term organisational/departmental goals or projects
- Considers how present policies, processes and methods might be affected by future developments and trends
- Prepares and review contingency plans for problems and situations that might occur
- Develops a business strategy
- Determines long-term problems and opportunities
- Shares with others own view of the desirable future state of the business/department
- Considers whether short-term goals will meet long-term objectives
- Redesigns the department and/or organisation to better meet long-term objectives

#### **Self-Development Activities for the team member:**

- Read key texts on management strategic thinking, including available company strategic papers
- Routinely 'scan' your environment to pick up significant trends
- Periodically test how the 'present state' of operations in your department/unit compares with your essential mission or core purpose

#### **Ideas for Manager support and encouragement:**

- Ask staff member to develop a description of how he/she views the desirable future state of the business/department
- Discuss and agree attendance on the company 'vision and values' course
- Ask staff member to describe social/business/political context surrounding his/her work, or around any proposal they make
- Ask staff member to reflect on the possible consequences a proposal has for the underlying goals of the unit

## Innovativeness A 3

### *Generating original and imaginative ideas and solutions to problems*

#### **Behavioural Indicators:**

- Thinks in terms of options when identifying solutions
- Originates alternatives to conventional thinking
- Produces novel ideas to modify and improve procedures
- Tries different and original ways to deal with organisational problems and opportunities
- Produces imaginative or unique responses to a problem
- Develops new approaches to improve or replace existing procedures or systems
- Generates alternatives before settling on a solution

#### **Self-Development Activities for the team member:**

- Routinely check your assumptions
- Always generate at least one alternative before settling on a solution
- Read up relevant text and journals, including research on creative thinking
- Attend conferences and develop a network of people working at the creative edge of your area of operation

#### **Ideas for Manager support and encouragement:**

- Read research on work climates which encourage creativity and develop appropriate climate
- Ask staff member to read and then discuss implementation of, "The Goal"
- React to ideas in terms not of what they are worth, but of what they can suggest

## Analytical Thinking A4

*Logically breaking problems down into their essential elements; carrying out diagnosis and developing solutions*

### **Behavioural Indicators:**

- Develops and uses clear criteria for guiding decisions, (eg, resources, constraints, organisational values)
- Identifies cause and effect relationships
- Thinks through the consequences of different courses of action.
- Considers pros and cons before deciding
- Identifies root causes
- Thinks through priorities
- Understands and evaluates numerical data, tables, charts, or graphs to get to the cause of a problem
- Performs calculations and combines quantitative information in order to diagnose and solve a problem.
- Develops a list of decision-making guidelines (algorithms, etc) to help arrive at logical solutions
- Makes sense of information by organising it.

### **Self-Development Activities for the team member:**

- Review outcome of tasks with manager or peers and identify areas of improvement in your way of thinking
- Seek out training on problem solving, eg, Kepner Tregoe
- Select someone who is good at analysing problems and review your approach to tasks

### **Ideas for Manager support and encouragement:**

- Identify opportunities for staff member to carry out analyses and review performance
- Review learning from attending a course on analytical problem solving and assign a task to reinforce it
- Ask for a list of pros and cons for any case presented
- Discuss models for problem solving

## **Cluster B: Self-Managing Competencies**

### **Ability to Learn B1**

***Quickly understanding and applying information, concepts and strategies***

#### **Behavioural Indicators:**

- Quickly understands what new tasks/jobs require
- Easily learns unique job-related vocabulary
- Quickly understands and uses processes, technologies and ideas that are continually being updated
- Easily learns new information regarding changing products, operations, etc
- Understands and learns to work with new business, office and information technologies
- Learns highly complex information regarding a product or operation
- Is open to and understands new ideas

#### **Self-Development Activities for the team member:**

- Routinely structure in time to review and reflect on task performance
- Check with a trusted colleague your weaknesses and how they may be improved
- Routinely check whether you are making assumptions and what they are
- Build knowledge of concepts relating to work, management, and how different people learn.
- Check your basic attitude to personal feedback; regard it as a key source of improvement
- Openly test your views with colleagues and in practical situations

#### **Ideas for Manager support and encouragement:**

- Ask staff member to complete a learning style questionnaire and explore the implications
- Ask what assumptions he/she is making when making a proposal, writing a report, etc
- Ensure your feedback is specific and useable
- Focus on what can be usefully learned from mistakes

## Self-Development Orientation B2

<i>Taking continuous action to improve personal capability</i>
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### Behavioural Indicators:

- Explores personal strengths and weaknesses with a view to improvement
- Critiques own performance as a means of self-improvement
- Seeks opportunities to build knowledge in work related areas
- Seeks opportunities to build knowledge in areas seen to be useful but extending beyond immediate areas of work
- Actively seeks feedback as a significant source of learning and improvement
- Plans activities to improve personal capability at work
- Asks for suggestions and new ideas for self-improvement
- Learns from mistakes
- Seeks developmental projects and tasks
- Continually "scans" and applies developments in fields that are important to oneself

### Self-Development Activities for the team member:

- List your perceived strengths and weaknesses: discuss with colleague Training Manager/Manager and draw up an action plan
- Continually 'scan' developments in fields which are important to you.
- Make a practice of noting key learning points from meetings, presentations, courses, etc, keep a 'learning log'
- Look for and work to ensure that feedback can be turned into a personal improvement action
- Find effective ways of building your development needs into the work you do

### Ideas for Manager support and encouragement:

- Discuss a personal development plan with your staff member and agree a development 'contract'
- Monitor development of staff member and progressively delegate tasks that match this development
- Allow time for staff member to do things that are part of an improvement plan; coach and develop a supportive climate
- Ensure your feedback is capable of being turned into a development activity.
- Ensure Attendance at courses, conferences, etc, at appropriate times in the individual's development
- Send journals, books, articles which will extend staff member's knowledge

## **Adaptability B3**

<b><i>Maintaining effectiveness in different situations, environments and cultures</i></b>
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### **Behavioural Indicators:**

- Pursues policies and procedures consistent with local norms and values
- Adjusts strategies to changes in the environment
- Adopts means of communication and interaction that suit different cultures
- Deals effectively with people from a variety of backgrounds
- Behaves consistently with local norms and values
- Maintains effectiveness when dealing with people from a variety of backgrounds
- Decides courses of action in ways that take account of different environments and cultures

### **Self-Development Activities for the team member:**

- Read key journals and attend conferences to build up your knowledge of business and social environment
- Talk to foreign secondees about how they work and operate
- Learn a foreign language

### **Ideas for Manager support and encouragement:**

- Ask him/her to review and report on the company's approach to operations in different countries
- Request a survey and interpretation of environmental trends relevant to the business
- Secure assignment for staff member to test adaptability

## **Flexibility B4**

***Ability to alter behaviour and opinions in the light of new information or changing situations***

### **Behavioural Indicators:**

- Modifies a strongly held opinion in response to contrary evidence
- Modifies own behaviours in response to a situation
- Works around obstacles that prevent completion of projects
- Sees the merits of differing positions or opposing viewpoints and changes behaviour accordingly.
- Adjusts behaviour to suit new procedures and systems
- Modifies behaviour in order to reach a goal
- Maintains effectiveness during rapidly changing assignments or priorities
- Changes plans if circumstances dictate

### **Self-Development Activities for the team member:**

- Seek feedback on your behaviour in this area
- Check your underlying interests and test how your present views support these
- In preparation for a meeting, make a practice of arguing as convincingly as you can from other people's viewpoint
- Be conscious of and test your assumptions
- Research the background and then place probability ratings against any of your strongly held views

### **Ideas for Manager support and encouragement:**

- Agree attendance on a course in negotiation or on managing different interests
- Request from your staff member evidence in support of an in disagreement with his/her view

## Positive Self-Image B5

### *Believing in oneself*

#### **Behavioural Indicators:**

- Is stimulated by challenging goals.
- Is confident in his or her ability to overcome obstacles. ,
- Is confident in dealing and working with others.
- Displays confidence while taking on new responsibilities.
- Deals positively with situations that could be seen as stressful or threatening.
- Emphasises the positive aspects of difficult situations.
- Has positive belief in personal capability.

#### **Self-Development Activities for the team member:**

- Picture what it is you want to do and be and practise thinking and talking in those terms.
- Write down positive goals and share them with trusted colleagues.
- Listen closely to how you talk to yourself before, during and after the performance of difficult tasks; make sure the 'talk' is phrased positively.
- Progressively engage in tasks with more challenging but achievable goals.

#### **Ideas for Manager support and encouragement:**

- Delegate tasks in a planned way which progressively challenge subordinate's capability.
- Encourage sharing of mistakes with a view to developing improvement strategies.
- In performance review, talk in terms of what you want NOT what must be avoided.
- Consistently look for opportunities to recognise success.
- Agree a course on 'positive thinking'.

## Self-Control B 6

<b>Continuing to perform effectively in stressful and difficult circumstances</b>
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### **Behavioural Indicators:**

- Remains calm when personally attacked
- Keeps things in perspective despite fatigue or frustration
- Maintains effectiveness and commitment in the face of disappointment
- Copes effectively with ambiguity.
- Is objective under pressure and in difficult or stressful circumstances.
- Works effectively under tight deadlines
- Maintains a businesslike approach when unduly annoyed, disturbed, or disrupted by others
- Maintains objectivity when interpreting information and solving problems

### **Self-Development Activities for the team member:**

- Write and mentally rehearse a plan for how you will respond in the event of disappointment or challenge
- Discuss with a colleague your reaction to stress and explore its management
- Examine your priorities and take firm action to manage your time

### **Ideas for Manager support and encouragement:**

- Give specific and useable feedback
- Be a good model
- Agree a course on stress or time management

## Tenacity B 7

*Repeated and enduring efforts to overcome obstacles and/or to complete tasks*

### **Behavioural Indicators:**

- Sticks with a problem until it is resolved
- Repeatedly pushes others to do something
- Demonstrates unflagging energy in pursuing a problem
- Works unusual hours to accomplish a goal
- Keeps trying to achieve a goal despite encountering obstacles
- Demonstrates repeated efforts to complete a task
- Stays with a position or plan of action until the desired objective is achieved or no longer reasonably attainable

### **Self-Development Activities for the team member:**

- Check your true interest.
- Systematically explore the costs of not 'following through'.
- Commit yourself publicly to goals and deadlines whose successful attainment affects others

### **Ideas for Manager support and encouragement:**

- Find distinctive ways of recognising extra effort
- Identify and agree a course which extends influencing and/or problem solving skills
- Check research on high performance climates and develop one

## Thoroughness B 8

<i>Seeking completeness and accuracy</i>
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### **Behavioural Indicators:**

- Follows up incomplete or inadequate answers to pin down the facts
- Acts to reconcile inconsistent forms of data
- Takes action to tie up loose ends.
- Checks to ensure data is accurate and sustainable
- Makes sure all necessary tasks have been completed
- Checks work for errors and omissions
- Carefully prepares and checks details for key events, presentation, etc
- Masters all details relevant to making a case
- Takes care of both small and large aspects of a task
- Keeps track of many details without forgetting items

### **Self-Development Activities for the team member:**

- Draw up a check list for performance of routine administrative tasks
- Take on tasks requiring attention to detail
- Plot errors due to incomplete data and develop a preventative strategy
- Check interpretation of data with a knowledgeable colleague

### **Ideas for Manager support and encouragement:**

- Review performance and explore preventative strategies
- Discuss values in relation to work requiring detail
- Ask for a key presentation which requires thoroughness

## Interpersonal Awareness B 9

*Drawing inferences about and maintaining awareness of others' interests, moods and concerns*

### **Behavioural Indicators:**

- Sees things from others' viewpoints
- Draws inferences about others' concerns and interests
- Understands the unspoken meaning in a situation
- Senses others' emotional states and ways of thinking
- Is sensitive to changes in other people's mood or temperament
- Detects the concerns, interests or emotions which seem to lie behind what people say
- Is aware of the feelings of others

### **Self-Development Activities for the team member:**

- Ask for the 'underlying' concern
- Check for consistency between verbal and non-verbal behaviour
- Write down, before a meeting, your expectations of others' views and review this

### **Ideas for Manager support and encouragement:**

- Discuss and agree a course on negotiation, group effectiveness or counselling skills
- Ask him/her to develop a negotiating strategy
- Get staff member to lead a 'sensitive' meeting

## Independence B 10

***Holds to own convictions in the face of resistance (anticipated or actual)***

### **Behavioural Indicators:**

- Takes a stand on critical issues
- Openly tests or questions the opinions or positions of others
- Is prepared to disagree with colleagues or more senior people
- Raises problems openly
- Follows own judgement in the face of opposition or threat
- Takes a stand on a potentially unpopular issue
- Is prepared to question established systems, organisational norms, and values

### **Self-Development Activities for the team member:**

- Ask yourself what you believe in
- Practise disagreeing in a way which focuses on the task not the person
- Prepare and rehearse your responses to anticipated challenges
- Express your views at least once in every meeting

### **Ideas for Manager support and encouragement:**

- Discuss and agree attendance on an 'assertiveness' course
- Publicly support staff member on occasions when she or he disagrees effectively
- Ask for views, particularly when they may disagree with yours

## **Cluster C: Influencing Competencies**

### **Concern For Impact C 1**

***Actively anticipating and responding to the feelings, needs and concerns of others***

#### **Behavioural Indicators:**

- Takes action to have an intended or desired effect on others
- Effectively communicates in order to influence
- Considers in advance the impact of actions on others and adjusts actions in order to influence
- Acts to ensure that others will understand complex information
- Acts to preserve longer-terms work relations
- Considers the likely reactions of others and acts to address them in planning a communication
- Shows consideration for and responds to the feelings and needs of subordinates, peers, superiors or customers
- Maintains people's self-esteem in situations of criticism, disagreement, or discipline
- Maintains people's self-esteem when interacting with them

#### **Self-Development Activities for the team member:**

- Ask yourself what it might be costing others to agree with you and build their concerns into your ~ proposals or communications
- Make a practice of estimating other's needs, etc, before speaking out
- Actively seek feedback on how your behaviour and interpersonal skills are seen
- Check out draft presentations and reports for their communicability
- Think systematically about where your first ideas may take you before speaking
- Ask yourself whose interests you are serving when taking action: who are the other 'stakeholders'?
- Actively seek to make inputs, presentations and look for feedback

#### **Ideas for Manager support and encouragement:**

- Hold pre-meetings to assess likely issues and appropriate action
- Review performance after key meetings and presentations
- Agree a course on presentation skills, group working or negotiating skills

## Rational Persuasion C 2

*Building persuasive arguments based on logic, data and the objective merits of the situation*

### Behavioural Indicators:

- Draws on reason and logic in making a case
- Uses cost benefit arguments in order to influence Presents arguments based on factual information
- Demonstrates that a course of action is of mutual interest
- Points out how a course of action is/is not effectively related to the expressed interests of the other party
- Relates suggested solutions to the needs of the listener
- Refers others to source data when debating contentious issues
- Focuses on the problem rather than the person in a debate

### Self-Development Activities for the team member:

- Build your technical understanding of your subject area, your job, the project, etc.
- Ask yourself and others what evidence there is for your/their perceptions and judgements
- Consciously separate how you would like things to be from how they actually are; find evidence to help you
- Check your assumptions; regard them (and the assumptions of others) as things that need testing
- Practice pulling people back to the 'source data' when debating contentious issues
- Check your level of understanding with an expert.
- Ensure you focus on the problem and not the person in 'hot debate'

### Ideas for Manager support and encouragement:

- Agree with staff member attendance on courses aimed at improving rational argument (Transactional Analysis, Kepner Tregoe, Negotiating skill event)
- Encourage him/her to attend appropriate conferences and seminars; to read appropriate journals; request summary of key learning points
- Review performance during meetingsAt any presentation made by staff members identify any areas where their process was weak in terms of rational argument; explore improvement strategies
- Work through with staff members various models designed to develop a rational approach to issues.
- Ask for a key presentation involving contentious issues

## Strategic Influencing C 3

*Being aware of different forms and sources of influencing in choosing between different influencing strategies*

### **Behavioural Indicators:**

- Lobbies key people to get agreement
- Identifies the different needs of key people and adjusts strategies to influence them
- Switches tactics in changing situations in order to convince others
- Considers the merits of different influencing approaches and acts on the best perceived approach
- Is guided by a range of considerations in deciding the best course of action in influencing people (eg, political, cultural, personal relationships, personal impact and hierarchical positions)
- Works with "informal" as well as formal systems to influence situations

### **Self-Development Activities for the team member:**

- Rehearse the way you wish to influence a situation, identify possible alternatives and discuss them with a consultant/colleague/your manager
- Work through techniques which help to identify key people and their readiness for change (eg, critical mass analysis)
- Develop your range of influencing models by reading up on texts/articles on motivation, team building, managing change; check for authors with your Training Manager
- Get some colleagues together and discuss the techniques you and they have found to be most " effective; explore what makes them effective at different times and in different situations

### **Ideas for Manager support and encouragement:**

- Ask for a written analysis of a situation and recommendations for influencing a change
- Support appropriate training on influence strategies (eg, company 'managing change' event)
- Provide increasingly complex situations for your staff member to influence; review performance and build learning into the job

## **Cluster D: Achieving Competencies**

### **Initiative D1**

***Engaging in proactive behaviour; seizing opportunities***

#### **Behavioural Indicators:**

- Introduces changes in direction, policy or procedure
- Takes action before being asked
- Takes action in areas for which he/she has no direct personal responsibility
- Questions the way things are done and makes changes
- Proactively offers proposals
- Sees an opportunity and takes action
- Proactively scans the environment for new ideas, trends, etc
- Makes suggestions on how to improve things at work

#### ***Self-Development Activities for the team member:***

- Structure in time to 'scan' your environment for new ideas, trends, etc
- Develop a rolling list of things you feel need improving; routinely check this out for actions you have taken
- Consistently query the way things are, eg, always put the word "constraints" in inverted commas and then add the word "perceived"
- Ask yourself what proposals you have made recently

#### **Ideas for Manager support and encouragement:**

- Delegate/give your staff member opportunities with necessary support
- Develop a list of improvement areas and ask for ideas
- Agree Attendance of staff member at key conferences and check for any ideas for action
- Recognise initiatives taken and establish a 'risk tolerant' climate
- Talk to him/her about the need for initiative

## Critical Information Seeking D 2

<i>Gathering critical information from key sources to assist problem solving</i>
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### **Behavioural Indicators:**

- Seeks critical data to test a hypothesis
- Carefully structures questions to find out more about a problem
- Gathers key information to diagnose a problem
- Probes for sensitive, strategic information
- Identifies the most appropriate people possessing information relevant to a problem
- Gets important information that others would not get
- Gathers information from key sources in attempting to understand fully the cause of a problem
- Talks to key people to gather information needed to make decisions or recommendations
- Searches records or files for critical information
- Gathers information from all key "stakeholders" (ie, people with vested interests) in a problem or task

### **Self-Development Activities for the team member:**

- Seek out others who are skilled at getting information, discuss their methods and review your progress with them
- Act as chairperson in a problem solving group
- Develop a good network with key people
- Develop systematic ways to manage your information, eg, filing systems, Kepner- Tregoe techniques
- List all the key "stakeholders" (ie, people with vested interest) in a problem or task - seek data from them
- Review how data was gathered to solve problem

### **Ideas for Manager support and encouragement:**

- Agree a course on problem solving
- Take staff member through your own information gathering techniques; explore ways in which you can mutually improve
- Cause your staff member to gather key data to solve a problem, having established with them an explicit information gathering framework
- Review occasions where data was incomplete and ask for strategies to minimise these

## Efficiency Orientation D 3

### Looking for best use of resources

#### **Behavioural Indicators:**

- Actively seeks ways of improving current methods, systems, processes and structures
- Finds ways to use time and resources more cost effectively
- Actively looks for opportunities to reduce spoiled materials, time, etc
- Points out redundant or unnecessary steps in methods or procedures
- Establishes plans to reduce inefficiency
- Actively monitors costs
- Actively reviews schedules to avoid unnecessary "overruns",
- Includes efficiency as a standard in the performance plans of others.
- Tries a new way to do a job because it might be better
- Questions whether all current activities are necessary to maintain high productivity and quality

#### **Self-Development Activities for the team member:**

- Ask yourself how you could have done your last job in less time
- Setup a routine process for checking with your "customers" how they view your service
- Plot a graph of errors in performance and stick it on the wall
- Explore with a colleague why what you are doing is necessary and how it contributes

#### **Ideas for Manager support and encouragement:**

- Discuss and agree Quality Improvement course and follow it up with a specific project to reinforce the learning
- Ask for an explanation of what basic attitude lies behind the concept of "Zero defects" or "best practice"
- Ask staff member to join or chair a Quality Improvement Team
- Highlight aspects of inefficiency and ask for an improvement plan

## Development Orientation D4

<i>Identifying and providing opportunities to improve the capabilities of other people</i>
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### Behavioural Indicators:

- Gives people assignments or training to develop their abilities
- Gives specific feedback to help improve performance
- Expresses positive expectations of others and gives encouragement
- Gives people latitude to do more challenging or interesting tasks to help them develop
- Takes time to listen to and offer help on others' work-related problems
- Identifies the development needs of people
- Designs or locates appropriate training programs for people
- Designs or locates appropriate development projects for people
- Takes action to increase the capability of people.

### Self-Development Activities for the team member:

- Ask yourself how you felt when someone gave you helpful feedback and advice on performance problems
- Check with your team how they view your contribution as a 'coach'
- Discuss and practise with a colleague effective means of giving performance feedback
- Read research on how competencies can be improved
- Ask yourself what development strategies you have successfully implemented and supported in the last months

### Ideas for Manager support and encouragement:

- Agree with your staff member the need to attend a competency focused performance development workshop
- Explore with your staff member the best approaches to understanding and recording the kind of performance information which can produce practical development strategies
- Formally review coaching performance with your managers in terms of what successful development strategies they have helped implement

## Concern For Standards D 5

*Pursuing excellence in line with the organisation's norms and values*

### **Behavioural Indicators:**

- Sets high personal standards as an example
- Takes firm action on sub-standard performance
- Explicitly defines consequences of not achieving standards
- Works to meet standards of excellence
- Takes action to ensure consistent application of procedures/systems
- Makes sure that work and/or products are completed in an accurate and timely fashion
- Makes sure that work meets quality standards
- Checks on projects to make sure they are being done properly

### **Self-Development Activities for the team member:**

- Obtain and read company/unit policy affecting your area of operation
- Increase your knowledge of personnel systems and policies
- Get to know professional and statutory requirements relating to your work
- Agree goals and performance standards with rated peers and superiors
- Explore and tryout higher standards for your performance; establish what is practical but stretches you
- Plot your performance errors and establish step-by-step targets for reduction

### **Ideas for Manager support and encouragement:**

- Give staff member timely, specific and useable feedback on performance
- Consider and build in elements in staff members work which have a developmental aspect
- Check for clarity regarding your expectations and staff member's accountability
- Arrange for discussion on standards which affect staff member's areas of operation

## Results Orientation D 6

**Focusing attention on key objectives; wanting effective outcomes**

### **Behavioural Indicators:**

- Sets specific goals for self and others
- Establishes a clear focus and direction for unit
- Communicates clearly and concretely the results to be achieved
- Organises and brings resources together to help achieve an objective
- Delegates tasks to ensure that the job gets done.
- Keeps own and others' activities focused on key objectives
- Determines whether results have been achieved
- Keeps people informed about what needs to be done in the light of changes in the organisation, business situation, etc
- Takes appropriate action to achieve objectives
- Eliminates unnecessary risks
- Acts to avoid unnecessary distractions from key objectives
- Applies experience and expertise to achieve objectives

### **Self-Development Activities for the team member:**

- Before engaging in any tasks, ask yourself why you are doing task A rather than B - and why you are doing it now
- Prepare, and systematically review, a work plan which includes specific goals and success criteria
- Seek feedback on your performance
- Commit yourself publicly to measurable targets.
- Define a personal task list with priorities
- Anticipate and list obstacles and plan to avoid them

### **Ideas for Manager support and encouragement:**

- Regularly and formally review staff member's performance against agreed targets and objectives.
- Regularly discuss the company, business unit situation
- Develop specific and measurable objectives with staff member
- Ensure staff members have absolute clarity regarding unit goals.
- Recognise good performance