**INTRODUCTION**

The Core Competency Framework outlines the behaviours that are required for effective personal performance enabling the Office to achieve its goals. The framework forms the basis of our people management processes and provides a common language across the organisation of **HOW** we go about our daily work (while performance objectives describe **WHAT** we do). It helps us manage and improve performance and build a better more effective organisation. This guide provides information to both managers and staff on using behavioural competencies within the Office and across different people management processes. A competency framework is a set of behaviours or skills that are essential for effective performance in an organisation, and that can be measured and observed. The competency framework is made up of behavioural competencies, which are concerned with **HOW** we perform our roles, **HOW** we apply our technical knowledge and meet our performance objectives. The competency framework applies to and enhances a variety of people management processes e.g.

• Job role profiling

• Recruitment and selection

• Performance management and review

• Learning and career development

**Why we have a competency framework**

The framework allows us to easily identify the behaviours that drive successful

performance and enables us to deliver our technical expertise effectively. Defining how we do our tasks is particularly important in establishing common ground around work practices. It provides a clear behavioural link to our Corporate Plan, Service Charter and Values i.e. clarifying how we are expected to behave in delivering the priorities set down in key corporate documents. Behavioural competencies are a signal from the Office to the individual of the expected areas and levels of performance. They provide the individual with an indication of the behaviours that are valued and recognised by the Office.

**A common language and benchmark**

Behavioural competencies have been developed for the whole Office and therefore become a common language and benchmark that we can use across the Office when we talk about people’s performance.

**Clarity**

Behavioural competencies clearly set out for staff and managers the behaviours that are required in each area of the organisation in order to be successful. This helps people understand what is expected of them and gives them greater clarity about their team, and individual roles within it. Understanding the behaviours that other

areas of the organisation see as essential to effective performance also helps us

to improve how we work together.

**Focus**

As behavioural competencies emphasise the behaviours that are crucial for success in the Office, they provide us with a clear focus for development. Not only do they help staff and their line managers have a more focused development discussion, they also help us to take charge of our own development. Our development actions

become more focused as a result and we work more effectively with people across the organisation.

**Professional competencies**

Where particular professional groups have established their own set of competencies this framework is designed to supplement those competencies not replace them.

**Values**

Within the competency framework and connecting throughout the framework are the Values that the Office believes should underpin the way we treat those who use our services and each other: ***Independent, Impartial, Accountable, and Respectful & Professional***

**FRAMEWORK STRUCTURE**

The competency framework comprises of 4 Cluster areas (behaviour groups):

***Delivering Results –Leadership - Organisational Context - Working with Others***

Each cluster contains 3 competencies (observed and linked behaviours).

***Delivering Results:***

Planning and Organising

Problem Solving

Research & Analysis

***Leadership:***

Strategic Thinking

Managing and Developing Performance

Decision Making

***Organisational Context:***

Responsible Use of Resources

Organisational Awareness

Responding to Pressure and Change

***Working with Others:***

Building and Managing Relationships

Stakeholder Focus

Communicating and Influencing

**COMPETENCY FRAMEWORK**

**COMPETENCY LEVELS**

Each competency is sub-divided into 4 levels, with each level corresponding to the complexity of the role. Each level is designed to be cumulative, with each level considered a stepping in stone to the next level behaviour. For example, a staff member in a level 3 role would be expected to be demonstrating the positive behaviours from levels one to three.

**behavioural indicators**

Within each competency level there are a number of behavioural indicators, they are examples that indicate how an individual could demonstrate that particular competency. Behaviour indicators are designed to show what effective performance looks like, e.g. some of the behavioural indicators for building and managing relationships are – *actively listens to others, is open to ideas, understands differences, fosters an environment where others feel respected.*

The indicators are designed to provide focus for discussions about performance, development and recruitment/promotion. The indicators should not be used as a checklist as they do not represent an exhaustive list but are designed for guidance purposes.

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| **BUILDING AND MANAGING RELATIONSHIPS**  ….is about developing rapport and working effectively with a diverse range of people, sharing knowledge, understanding and skills to achieve mutual goals.  ***Why is it important?*** Having good working relationships with colleagues and effective relationships with stakeholders will help develop an organisation that people will want to work with, enabling a more effective delivery of the Office’s goals. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ✓ Builds rapport quickly with people at all levels and from different backgrounds  ✓ Actively listens to others and is open to their ideas  ✓ Identifies and resolves conflict between self and others  ✓ Makes others feel comfortable and respected by being positive and friendly  ✓ shares appropriate information openly with colleagues within and outside own team  ***x*** Interacts awkwardly or inappropriately with others  ***x*** Doesn’t consider impact of own behaviour on others | **LEVEL 2** | ✓ Develops new professional relationships  ✓Understands the needs of others, the constraints they face and the levers to their engagement  ✓Understands differences, anticipates areas of conflict and takes action  ✓Fosters an environment where others feel respected  ✓Identifies opportunities for joint working to minimise duplication and deliver shared goals  ***x*** Makes little effort to maintain contact or relationships  ***x*** Limits interaction to a chosen few |
| **LEVEL 3** | **√** Understands diverse stakeholder needs and tailors team deliverables accordingly  **√** Is a role model to others, encouraging them to think of customers first  **√** Manages stakeholder expectations, so they are high but realistic  **√** Removes barriers to understanding the needs of diverse stakeholders, including hard to reach groups  **√**Focuses own and team’s efforts on delivering a quality and committed service  ***x*** Allows own and team’s interaction with stakeholders to remain static  ***x*** Tolerates poor service levels from others; does not encourage continuous improvement | **LEVEL 4** | **√** Identifies and engages a diverse range of influential contacts within stakeholder, community groups, and partner organisations  **√** Builds alliances to establish mutually beneficial working arrangements, openly sharing knowledge and insights  **√** Actively challenges and addresses ‘silo attitudes’ to encourage effective relationship building inside and outside the Office  **√** Understands the complexities of political dynamics and uses this to manage relationships and resolve differences effectively  **√** Identifies clear win-win situations with external partners  ***x*** Forms one sided partnership arrangements that only benefit the Office |

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| **STAKEHOLDER FOCUS**  … is consulting with, listening to and understanding the needs of those our work impacts upon and using this knowledge to shape what we do and manage others’ expectations.  **Why is it important?** Stakeholders are anyone (internal or external) on whom our work impacts. We need to manage their expectations, respond to their aspirations and use a diverse range of views to shape our work and deliver the Office’s goals. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√***  Listens to understand requirements without making assumptions  ***√***  Demonstrates an enthusiastic and ‘can do attitude’ to all requests  ***√***  Provides timely, accurate and personalised responses  ***√***  Provides a polite and helpful first point of contact for stakeholders  ***√***  Learns from feedback to improve personal service to others  ***x*** Is unhelpful or unprofessional when interacting with stakeholders  ***x***  Ignores requests, or problems, until someone complains | **LEVEL 2** | ***√*** Seeks to understand requirements, gathering extra information when needs are not clear  ***√*** Presents the Office positively by interacting effectively with stakeholders  ***√*** Delivers a timely and accurate service  ***√*** Understands the differing needs of stakeholders and adapts own service accordingly  ***√*** Seeks and uses feedback from a variety of sources to improve the Office’s services to all  ***x*** Responds to stakeholder needs in a generic way, irrespective of varying stakeholder needs  ***x*** Shows little interest in gaining feedback to improve interaction with stakeholders |
| **LEVEL 3** | ***√*** Understands diverse stakeholder needs and tailors team deliverables accordingly  ***√*** Is a role model to others, encouraging them to think of customers first  ***√*** Manages stakeholder expectations, so they are high but realistic  ***√*** Removes barriers to understanding the needs of diverse stakeholders, including hard to reach groups  ***√*** Focuses own and team’s efforts on delivering a quality and committed service  ***x*** Allows own and team’s interaction with stakeholders to remain static  ***x*** Tolerates poor service levels from others; does not encourage continuous improvement | **LEVEL 4** | ***√***  Adapts objectives and the Office’s public facing position based on the context behind stakeholder needs and requests  ***√*** Builds the Office’s reputation as an organisation committed to meeting the needs of customers  ***√*** Manages partner organisations’ and customer expectations of the Office  ***√*** Instils a culture that encourages staff of the Office to think about meeting the statutory duty first  ***√*** Builds the confidence of staff, stakeholder organisations and the public by ensuring the Office delivers quality work  ***x*** Does little to encourage the organisation to think about the needs of the public and partner organisations  ***x*** Accepts outcomes that do not build confidence in the police complaints system |

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| **COMMUNICATING AND INFLUENCING**  … is presenting information and arguments clearly and convincingly so that others see us as credible and articulate, and are willing to engage with us.  **Why is it important?** So that we can effectively engage our diverse audience - colleagues, external partners and the public - and ensure they understand, respond to what we do and help us to deliver the Office’s goals. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√***  Represents self and team positively both within and on behalf of the Office  ***√***  Speaks and writes clearly and succinctly using appropriate language that is easy to understand  ***√***  Considers the target audience, adapting style and communication method accordingly  ***√***  Communicates persuasively and confidently  ***√***  Checks for understanding  ***x*** Communicates in a way that others find difficult to understand  ***x***  Presents views negatively or without conviction | **LEVEL 2** | ***√*** Communicates openly and inclusively with internal and external stakeholders  ***√***  Clearly articulates the key points of an argument, both in verbal and written communication  ***√***  Persuades others, using evidence based knowledge, modifying approach to deliver message effectively  ***√***  Challenges the views of others in an open and constructive way  ***√***  Presents a credible and positive image both internally and externally  ***x*** Excludes others when communicating  ***x*** Fails to gain buy in to important messages |
| **LEVEL 3** | ***√***  Encourages and supports teams in engaging in transparent and inclusive communication  ***√***  Influences others and gains buy-in using compelling, well thought through arguments  ***√*** Negotiates effectively to deliver the Office’s priorities  ***√*** Synthesises the complex viewpoints of others, recognises where compromise is necessary and brokers agreement  ***√*** Advocates positively for the Office both within and outside the organisation  ***x*** Uses influence without integrity  ***x*** Does not listen to staff views | **LEVEL 4** | ***√*** Articulates self with credibility and conviction, encouraging buy-in to corporate aims and values  ***√***  Influences the thinking of other organisations, encouraging them to consider the aims of the Office  ***√*** Ensures that the Office communicates inclusively with staff and external stakeholders  ***√*** Acts as a credible and convincing spokesperson and negotiator for the Office  ***x*** Allows own views to be distorted or influenced inappropriately by others  ***x*** Pushes through own agenda, rather than acting in line with the needs of the Office |

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| **STRATEGIC THINKING**  … …is using an understanding of the bigger picture to uncover potential challenges and opportunities for the long term and turning these into a compelling vision for action.  **Why is it important?** We need to have a broad view, constantly scanning the horizon to identify current and future challenges and opportunities, helping us to promote and deliver the Office’s priorities more effectively. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√*** Understands how own and team’s work contributes to the delivery of the Office’s objectives  ***√*** Uses understanding of different parts of the organisation to accomplish goals and objectives  ***√*** Understands what specific actions need to be taken to contribute to organisational objectives  ***√*** Shows consideration for wider organisational implications of personal work  ***x*** Is unaware how own work contributes to the Office’s goals or objectives  ***x*** Maintains a narrow focus with little awareness of issues that impact own work | **LEVEL 2** | ***√*** Works with a view to the future, prioritising own and others’ work in line with the Office’s objectives  ***√*** Briefs and prepares team to accomplish goals and objectives  ***√*** Communicates the Office’s strategic priorities in a compelling and convincing manner, encouraging buy-in  ***√*** Balances own team’s needs with wider organisational needs  ***√*** Identifies synergies between team priorities and other relevant agendas  ***x*** Develops own and team plans that do not reflect the strategic vision of the Office  ***x*** Fails to identify changes in the Office’s objectives that will impact own work area |
| **LEVEL 3** | ***√*** Translates the Office’s vision and strategy into practical and tangible plans for own team or directorate  ***√*** Consistently takes account of the wider implications of team’s actions for the Office  ***√*** Encourages self and others to think about the Office’s long term potential  ***√*** Informs strategy development by identifying gaps in current delivery performance  ***√*** Takes account of a wide range of public and stakeholder needs to inform team’s work  ***x*** Fails to encourage others to think of the longer term and wider implications of actions  ***x*** Communicates the strategy and direction of the Office in a vague or inconsistent manner | **LEVEL 4** | ***√*** Develops a positive and compelling vision of the Office’s future potential, demonstrating confidence in the strategic direction of the Office  ***√*** Translates an understanding of the complex and diverse threats and issues facing the Office into positive action  ***√*** Proactively involves partners in strategic thinking, incorporating their views into plans and working with them to align strategic priorities  ***√*** Sets organisational priorities by identifying where time and investment is needed most  ***√*** Generates and leads strategic initiatives that reflect the Office’s position as a key public authority  ***x*** Sets strategies for the Office that do not tie in with its overall vision nor the strategic priorities of the police complaints system  ***x*** Generates uninspiring strategic initiatives, failing to realise the potential of the Office |

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| **MANAGING AND DEVELOPING PERFORMANCE**  … …is setting high standards for oneself and others, guiding, motivating and developing them, to achieve high performance and meet the Office’s objectives and statutory obligations.  **Why is it important?** We want to perform at the highest standard to deliver the Office’s objectives. This means encouraging everyone to use their skills and knowledge in the most effective way and develop to their full potential. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√***  Keeps up to date with new processes and information in own role  ***√*** Seeks opportunities to develop, taking responsibility for own personal development plan  ***√*** Takes a methodical and consistent approach to completing work in line with personal objectives  ***√***  Seeks clarity on objectives, ensuring a good understanding of expectations  ***√*** Openly shares constructive feedback, supporting the delivery of own and others’ work  ***x*** Delivers work inconsistently and to varying standards  ***x*** Shows little or no interest in developing self | **LEVEL 2** | ***√*** Seeks opportunities to develop professional skills and knowledge and encourages team to do so.  ***√***  Ensures own and others’ workloads are realistic and achievable  ***√*** Provides staff with clear direction and objectives, ensuring they understand expectations  ***√***  Recognises achievements and provides constructive feedback and guidance  ***√***  Gives staff autonomy and confidence to perform well and to their potential  ***x*** Accepts poor performance levels in self or others  ***x*** Delegates without giving responsibility or authority |
| **LEVEL 3** | ***√*** Motivates and inspires others to perform to their best, recognising and valuing their work and encouraging them to learn and reflect  ***√*** Sets clear direction and expectations and enables others to interpret competing priorities  ***√*** Agrees and monitors challenging, achievable performance objectives in line with Office priorities  ***√*** Manages performance issues effectively to avoid adverse impact on team morale and performance  ***√*** Promotes a positive team culture that respects diversity and deals with barriers to inclusion  ***x*** Tolerates behaviour which negatively impacts the performance, development and morale of others  ***x*** Avoids tackling performance issues | **LEVEL 4** | ***√*** Creates an organisation that learns from experience  ***√***  Sets clear organisational objectives, cascading challenging yet achievable deliverables to directorates  ***√***  Identifies strategic level performance indicators and communicates these clearly  ***√***  Leads and sets an example for desired behaviour and performance for Office staff  ***√***  Instils a culture of high performance and outstanding results where staff are encouraged to perform to their best  ***x*** Avoids providing staff with opportunities to learn and develop  ***x*** Sets standards that are unclear, unrealistic or too challenging, jeopardising the delivery of good work |

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| **DECISION MAKING**  … … is forming sound, evidence-based judgements, making choices, assessing risks to delivery, and taking accountability for results.  **Why is it important?**  The decisions we take have wide and far reaching implications and we need to be sure they are well founded, fair and will stand up to scrutiny. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√*** Takes personal responsibility for own decisions  ***√*** Makes straightforward decisions to progress own work  ***√***  Asks others for input, recognising the benefit of more than one perspective  ***√***  Understands which decisions are within own area of responsibility and which to pass to others  ***√***  Understands the risks associated with decisions, informing others of these risks  ***x*** Avoids or delays making decisions that are needed to progress own work  ***x*** Makes rash decisions without thinking first who to consult or what the consequences might be | **LEVEL 2** | ***√***  Takes decisions as necessary on the basis of the information available  ***√***  Makes decisions without unnecessarily referring to others  ***√***  Involves and consults internal and external stakeholders early in decisions that impact them  ***√***  Identifies potential barriers to decision making and initiates action to move a situation forward  ***√***  Demonstrates awareness of the Office’s decision making processes and how to use them  ***x*** Passes responsibility for decisions inappropriately to others  ***x*** Does not involve others in decisions that impact them |
| **LEVEL 3** | ***√*** Makes sound decisions quickly on behalf of the Office when a situation requires intervention  ***√***  Takes responsibility for team decisions, providing rationale when those decisions are questioned  ***√***  Involves senior stakeholders early in decisions that impact them  ***√***  Analyses organisational risks associated with decisions, including those with long term impacts, before committing to action  ***√***  Encourages others in the team to make decisions in their own area of expertise, take appropriate risks and learn from experience  ***x*** Instils or does not challenge a blame culture  ***x*** Makes decisions without clear rationale or consideration of their impact | **LEVEL 4** | ***√*** Makes difficult decisions for the long term benefit of the organisation  ***√***  Presents and instils confidence in strategic decision-making  ***√***  Consults stakeholders early in critical organisation-wide decisions  ***√***  Stands by the decisions and actions of the Office  ***√***  Accepts and promotes accountability for the Office’s decision making  ***√***  Ensures the organisation balances effective risk management with the need for timely actions  ***x*** Puts off making important organisational decisions  ***x*** Avoids responsibility for organisational decisions that result in a negative impact |

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| **PLANNING AND ORGANISING**  … is thinking ahead, managing time, priorities and risk, and developing structured and efficient approaches to deliver work on time and to a high standard.  **Why is it important?** Success is measured by results. We will be judged by our ability to turn ideas and opportunities into concrete actions, working in partnership with others to deliver confidence in the police complaints system. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√***  Plans and prioritises own workload to meet agreed deadlines  ***√***  Advises colleagues or manager early of obstacles to work delivery  ***√***  Perseveres and follows work through to completion  ***√***  Checks for errors to ensure work is delivered to a high standard first time  ***√***  Effectively juggles priorities  ***x*** Fails to prioritise or plan ahead, completes least important tasks first  ***x*** Misses deadlines, or leaves tasks unfinished | **LEVEL 2** | ***√***  Prioritises work in line with key team or project deliverables  ***√***  Makes contingency plans to account for changing work priorities, deadlines and milestones  ***√***  Identifies and consults with sponsors or stakeholders in planning work  ***√***  Pays close attention to detail, ensuring team’s work is delivered to a high standard  ***√***  Negotiates realistic timescales for work delivery, ensuring team deliverables can be met  ***x*** Initiates work activity without ensuring that relevant consultation and sponsorship are in place  ***x*** Maintains original timescales despite changing circumstances; misses deadlines due to inflexibility |
| **LEVEL 3** | ***√***  Monitors allocation of resources, anticipating changing requirements that  may impact work delivery  ***√***  Ensures evaluation processes are in place to measure project benefits  ***√***  Gains buy-in and commitment to project delivery from diverse stakeholders  ***√***  Implements quality measures to ensure directorate output is of a high standard  ***√***  Translates political vision into action plans and deliverables  ***x*** Allows changes to project plans to impact on project delivery standards  ***x*** Sets unclear and vague task/project objectives which are hard to measure | **LEVEL 4** | ***√***  Takes accountability for monitoring delivery of the Office’s commitments  ***√***  Uses quality assurance processes across the organisation as a feedback mechanism to improve performance  ***√***  Takes responsibility for ensuring tools and techniques are available for the effective management of programmes  ***√***  Realigns Office objectives to respond to changing external & internal agendas  ***√***  Uses feedback from all sectors as a performance measure for the work of the Office  ***x*** Fails to take responsibility for the delivery of work against the Office’s commitments  ***x*** Delivers projects with no quality assurance or performance evaluation measures in place |

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| **PROBLEM SOLVING**  … is analysing and interpreting situations from a variety of viewpoints and independently concluding a timely and evidence based outcome.  **Why is it important?** Our work involves complex, emotive and often sensitive circumstances. We need to understand the challenges, expectations and needs of a broad range of stakeholders. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√***  Breaks down work issues, seeking further information if necessary  ***√***  Provides workable solutions to solve immediate work problems  ***√***  Makes suggestions and implements improvements to personal work processes  ***√***  Actively supports new initiatives and tries different ways of doing things  ***√***  Learns from others’ experiences  ***x*** Is closed to new ways of solving problems  ***x*** Accepts issues at face value | **LEVEL 2** | ***√***  Processes and distils a variety of information to understand a problem fully  ***√***  Proposes options for solutions to presented problems  ***√***  Builds on the ideas of others to encourage creative problem solving  ***√***  Thinks laterally about own work, considering different ways to approach problems  ***√***  Seeks the opinions and experiences of others to understand different approaches to problem solving  ***x*** Takes an unimaginative or narrow approach to solving complex problems  ***x*** Develops solutions to problems that are impractical and difficult to implement |
| **LEVEL 3** | ***√***  Clarifies ambiguous problems, questioning assumptions to reach a fuller understanding  ***√***  Actively challenges the status quo to find new ways of doing things, looking for good practice  ***√***  Seeks and incorporates diverse perspectives to help produce workable strategies to address complex issues  ***√***  Initiates consultation on opportunities to improve work processes  ***√***  Supports the organisation to implement innovative suggestions  ***x*** Gives up too easily when initial plans are met with resistance  ***x*** Fails to face up to problems and issues | **LEVEL 4** | ***√***  Seeks multiple perspectives to understand the breadth and depth of complex issues  ***√***  Produces strategies to solve organisation-wide problems, considering the practical and political concerns associated with the implementation of solutions  ***√***  Enables the Office to continuously improve and innovate in the long term  ***√***  Problem solves jointly with others to stimulate innovation  ***√***  Turns ambiguous or difficult situations into opportunities  ***x*** Stifles creativity and fails to engage others in resolving organisational issues  ***x*** Fails to anticipate future organisational problems |

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| **RESEARCH AND ANALYSIS**  … is gathering information, opinion and data from varied sources, making sense of it, testing its validity and drawing conclusions that can lead to reliable and sustainable outcomes.  **Why is it important?** Quality information and insightful analysis will help us develop and substantiate robust policy and decisions which will lead to tangible benefits for the police complaints system, policing and wider society. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√***  Uses a variety of methods and sources to gather relevant data and information  ***√***  Checks accuracy of data and information before using it  ***√***  Assesses trends in data and spots connections to draw meaningful conclusions  ***√***  Summarises research outcomes in a clear and concise way  ***√***  Focuses on the research goal, working in a systematic way  ***x*** Relies heavily on limited sources of data, or data of low quality  ***x*** Gets bogged down in detail | **LEVEL 2** | ***√***  Proactively seeks new information sources to progress research agendas and address gaps in knowledge  ***√***  Grasps limitations of or assumptions behind data sources, disregarding those that lack quality  ***√***  Analyses and integrates qualitative and quantitative data to find new insights  ***√***  Translates research outcomes into concise, meaningful reports  ***√***  Identifies relevant and practical research questions for the future  ***x*** Identifies only obvious patterns and links in data, fails to integrate this into meaningful new insights  ***x*** Spends time evaluating irrelevant information, ignores the practical implications of the research |
| **LEVEL 3** | ***√***  Expands networks to gain new information sources for research and policy development  ***√***  Identifies and implements methods to ensure intelligence is of a high quality  ***√***  Encourages others to analyse data from different angles, using multiple perspectives to identify connections and new insights  ***√***  Tailors research investment in line with likely impact  ***√***  Retains a bigger picture view, ensuring research recommendations are appropriate and practical for the Office and its stakeholders  ***x*** Produces, or accepts from others, highly intellectual research with little or no practical application  ***x*** Produces documents which are influenced solely by internal expert discussions | **LEVEL 4** | ***√***  Exchanges ideas and knowledge with partners, subject-matter experts, and senior stakeholders to foster new research agendas and derive insights for the Office  ***√***  Takes accountability for the quality of intelligence that research and new policy are based upon  ***√***  Encourages new and innovative insights from analysis  ***√***  Evaluates the feasibility and cost effectiveness of research proposals, stringently assessing whether the research will add real value  ***√***  Encourages research with a highly practical focus and maximum impact for customers  ***x*** Duplicates research effort, fails to find out about similar national or international research |

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| **RESPONSIBLE USE OF RESOURCES**  … … is taking personal responsibility for using and managing resources effectively, efficiently and sustainably.  **Why is it important?** We want to provide maximum value for the Northern Ireland Assembly now and in the future. That means acting with integrity, looking for new ways to drive efficiencies and maintaining our reputation for costing no more than we should – either to the taxpayer or to the environment. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√***  Demonstrates awareness of the Office’s commitment to value for money and responsible use of resources  ***√***  Works independently using own time and that of others effectively  ***√***  Takes action to avoid unnecessary waste and cost  ***√***  Reduces personal impact on the environment by reducing use of, reusing and recycling resources  ***√***  Shows understanding of relevant budgets and how they apply in own work environment  ***x*** Ï Uses the Office’s resources wastefully and unnecessarily  ***x*** Duplicates work, effort or resources | **LEVEL 2** | ***√***  Continually looks for opportunities to work more efficiently and sustainably  ***√***  Reduces team impact on the environment by implementing methods for reducing use of, reusing and recycling resources  ***√***  Improves local processes to maximise use of resources  ***√***  Monitors and stays within budget at all times  ***x*** Exceeds budget  ***x*** Allows team to waste resources without intervening |
| **LEVEL 3** | ***√***  Allocates financial and people resources efficiently to maximise value for team and wider organisation  ***√***  Thinks in terms of maximum efficiency when planning resource allocation  ***√***  Implements good practice on efficient use of resources  ***√***  Monitors financial performance and efficiency of own team, ensuring delivery of work within budget  ***√***  Negotiates and manages contracts responsibly across a diverse supplier base  ***x*** Takes the quickest rather than the most efficient route to securing resources  ***x*** Accepts or is unaware of slippage in budget expenditure | **LEVEL 4** | ***√***  Explores different options for funding and income generation  ***√***  Sets budgets, understanding current costs and challenging teams to deliver greater efficiency  ***√***  Monitors resource allocation across the organisation, ensuring the Office works within budget and resources  ***√***  Ensures the Office procures and uses resources fairly and responsibly and with regard for environmental efficiencies  ***√***  Leads initiatives to identify and deliver efficiencies across the Office and through partnership working  ***x*** Does not achieve efficiency savings  ***x*** Fails to maximise opportunities to generate income for the Office |

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| **ORGANISATIONAL AWARENESS**  …is understanding and being sensitive to organisational dynamics, culture and politics across and beyond the Office and shaping our approach accordingly.  **Why is it important?** We are a high profile organisation, balancing statutory responsibilities with different demands and agendas. Our decisions can have wide repercussions on the justice system, the public and beyond so we need to be able to navigate carefully and sensitively. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√***  Understands the structure and statutory responsibilities of the Office  ***√***  Understands how own role and work contributes to team and organisational objectives  ***√***  Understands the role of the Office in relation to the police complaints system  ***√***  Is sensitive to the culture and political context of the Office and uses it to work effectively  ***√***  Treat information held and used by the Office as sensitive and confidential  ***x*** Behaves in a way that may compromise the Office  ***x*** Behaves in a way which is not politically neutral | **LEVEL 2** | ***√***  Challenges unethical behaviour  ***√***  Uses understanding of the Office’s complex partnership arrangements to deliver service effectively  ***√***  Recognises how political changes and sensitivities impact on own and team’s work  ***√***  Is aware of the changing needs of customers, anticipating resulting changes for work agendas  ***√***  Follows the Office’s position in the media and understands how it impacts on work  ***x*** Doesn’t keep up to date with external perceptions of the Office  ***x*** Shows little understanding of or sensitivity to the influences that shape the Office |
| **LEVEL 3** | ***√***  Uses understanding of differences between the Office and its partners to  improve working relationships  ***√***  Helps others understand the Office and the complex environment in which it operates  ***√***  Translates changing political agendas into tangible actions  ***√***  Considers the diverse needs of customers in formulating the Office’s objectives  ***√***  Helps others understand how the media and external perceptions of the Office influence day to day work  ***x*** Keeps organisational and political knowledge to self  ***x*** Fails to assist others in understanding the complexities of working in a political environment | **LEVEL 4** | ***√***  Focuses on the needs of customers, promoting organisational awareness of how they impact the Office’s priorities  ***√*** Anticipates and responds appropriately and professionally to political pressure, inspiring confidence and trust from politicians  ***√***  Shapes senior stakeholders’ perceptions of the Office, using their influence to support the Office’s goals  ***√***  Influences public perceptions of the Office using the Media where appropriate  ***√***  Leads the organisation by setting the highest standard in upholding integrity and ethical behaviour  ***x*** Allows competing views to interfere with driving the Office’s objectives forward  ***x*** Behaves in a way which calls into question the reputation of the Office |

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| **RESPONDING TO PRESSURE AND CHANGE**  …… is being flexible and adapting positively, to sustain performance when the situation changes, workload increases, tensions rise or priorities shift.  **Why is it important?** We operate in a challenging social, economic, technical, legal and political context that is constantly changing. We need to respond to this positively and resiliently to ensure we continue to meet the needs and expectations of customers. | | | |
| ***Indicators of effective √ and ineffective x performance*** | | | |
| **LEVEL 1** | ***√***  Stays calm in pressurised and demanding situations  ***√***  Responds flexibly to changing circumstances  ***√***  Recognises when unable to cope and asks others for help  ***√***  Demonstrates openness to changing work priorities and deadlines  ***√***  Maintains personal well-being and achieves a balance between work and home life  ***x*** Resists change and does not want to try new things  ***x*** Allows pressure to adversely affect self, work and others | **LEVEL 2** | ***√***  Maintains a focus on key priorities and deliverables, staying resilient in the face of pressure  ***√***  Anticipates and adapts flexibly to changing requirements  ***√***  Uses challenges as an opportunity to learn and improve  ***√***  Participates fully and encourages others to engage in change initiatives  ***√***  Manages team’s well-being, supporting them to cope with pressure and change  ***x*** Loses focus when priorities change, or situation is pressurised  ***x*** Seems unaware of the impact of change on others |
| **LEVEL 3** | ***√***  Clarifies direction and adapts to changing priorities and uncertain times  ***√***  Minimises the pressure of change for the Office, lessening the impact for the team  ***√***  Uses change as an opportunity to improve ways of working, encouraging others’ buy-in  ***√***  Keeps staff motivated and engaged during times of change, promoting the benefits  ***√***  Takes ownership for communicating change initiatives clearly, ensuring smooth implementation  ***x*** Makes little or no attempt to promote change positively  ***x*** Places unnecessary demands or pressure on the team | **LEVEL 4** | ***√***  Demonstrates resilience in the face of challenge from staff, media and  partner organisations  ***√***  Promotes the Office as a flexible organisation, responding to the changing needs of customers  ***√***  Shows positivity in the face of external pressure, minimising negative impact  ***√***  Drives a culture of continuous improvement  ***√***  Sets the direction for organisational development and ensures effective communication of change initiatives  ***x*** Fails to seek stakeholders’ views and priorities when initiating change  ***x*** Fails to take responsibility for leading organisational change |