

## 1. MANAGING AND DEVELOPING STAFF

Line management of individuals or a team, encouraging high levels of motivation and performance. Able to flex management style to suit different situations. Coaches and supports staff, tackling performance issues effectively. Values diversity, treating staff with equity and fairness. Embraces different ways of thinking and acting. Encourages everyone to fulfil their potential.

At this level, management responsibility can range from one or two individuals to fairly large teams. The effective use of delegation becomes increasingly important at this level, as does the manager's role in helping staff to develop. There is also more scope than at Band B for giving overall direction to the work of the team. Band C staff with no formal line management responsibilities should still be able to demonstrate some aspects of this competence eg by offering support, guidance or coaching to new or more junior members of staff.

Indicators of Effective Behaviour	Indicators of Ineffective Behaviour
<p>1.1 Meets with staff at the appropriate times to agree job descriptions and objectives, reviewing progress by providing regular, balanced feedback and identifying /evaluating development.</p> <p>1.2 Keeps team members informed; provides reasoning underlying decisions; gives clear instructions, checking they are understood.</p> <p>1.3 Adapts management approach to suit different people, cultures and situations.</p> <p>1.4 Motivates and develops staff; provides support and advice and more challenging work as appropriate.</p> <p>1.5 Manages talent: identifies potential, builds on strengths and differences; coaches team members in new skills or where they need development.</p> <p>1.6 Praises good performance and encourages staff to build on their strengths. Tackles promptly and honestly under performance or inappropriate behaviour.</p> <p>1.7 Creates an inclusive environment where all staff, including those from under-represented groups, are able to contribute to policy and/or service delivery.</p> <p>1.8 Sets a positive example; inspires others by enthusiasm, energy and commitment.</p> <p>1.9 Assesses and reviews results of training and its impact on performance of individuals.</p>	<p>1.10 Avoids addressing difficult issues, including poor performance.</p> <p>1.11 Does not make time for staff management.</p> <p>1.12 Takes no responsibility for developing staff.</p> <p>1.13 Gives only negative feedback or none at all.</p> <p>1.14 Insensitive to aspirations, pressures and personal concerns of staff.</p> <p>1.15 Treats people unfairly or allows others to be excluded.</p> <p>1.16 Unapproachable.</p> <p>1.17 Unable to flex management style to fit the situation.</p> <p>1.18 Uncomfortable working with people from culture/backgrounds different to their own.</p>

## 2. DELIVERING RESULTS

**Manages own and team’s time effectively, responding flexibly to changing priorities and meeting objectives. Demonstrates the financial and resource management expertise necessary to achieve results. Professional, focused on delivering quickly and effectively. Takes well judged risks within own delegated authority.**

**At this level, there is likely to be more requirement than at Band B for taking responsibility for the output of the team and more of a requirement to take the initiative to reorganise work to deal with changing priorities, risks and opportunities.**

### Indicators of Effective Behaviour

- 2.1 Seizes opportunities, anticipates & deals with problems, making decisions & achieving objectives.
- 2.2 Accepts responsibility for quality and accuracy of own and staff’s work; works with/through staff to achieve results.
- 2.3 Able to prioritise and plan best use of resources.
- 2.4 Uses project management techniques: sets clear targets, standards and milestones; delegates appropriate tasks with sufficient guidance.
- 2.5 Systematically monitors progress against plans; identifies risks and acts to deal with obstacles or setbacks.
- 2.6 Complies with organisational procedures and legal requirements (including Equality Impact Assessments), ensuring systems are defined, documented and reviewed as appropriate. Information is properly recorded and referenced.
- 2.7 Manages budgets effectively, estimating, profiling, forecasting and monitoring spends and taking action to deal with any over/under-spends.
- 2.8 Evaluates outcomes against planned objectives.
- 2.9 Resilient and flexible: maintains a can-do attitude when pressure is on.
- 2.10 Knows when to harness the leverage of more senior staff or to seek advice of specialists to deliver results.

### Indicators of Ineffective Behaviour

- 2.11 Uses rules and procedures as an invalid excuse for non-delivery.
- 2.12 Commits to delivery regardless of impact on self or team.
- 2.13 Fails to adjust ways of working in light of changed circumstances.
- 2.14 Puts off difficult tasks to later.
- 2.15 Exceeds limits of own authority.
- 2.16 Risk averse.

### 3. MANAGING EXTERNAL RELATIONSHIPS

This competence relates to the full range of (internal and external) stakeholders including customers and external contacts who impact on or are impacted by the work of your team. It is about how effectively relationships are managed and a systematic and innovative approach to improving the quality of service offered.

Indicators of Effective Behaviour	Indicators of Ineffective Behaviour
<ul style="list-style-type: none"> <li>3.1 Acts with honesty, integrity and professionalism.</li> <li>3.2 Identifies full range of internal and external customers/stakeholders, and works with them to agree standards of service, offering alternatives when appropriate.</li> <li>3.3 Manages expectations by explaining any valid operational limitations at an early stage.</li> <li>3.4 Identifies key stakeholders with an interest in particular activities, encourages their involvement and keeps them informed of progress.</li> <li>3.5 Monitors standards of service provided.</li> <li>3.6 Meets commitments or renegotiates.</li> <li>3.7 Responds constructively to complaints.</li> <li>3.8 Uses feedback and information on performance standards to review and improve continuously the quality of service provided.</li> <li>3.9 Builds and maintains an effective network of relevant contacts and uses them to achieve objectives.</li> </ul>	<ul style="list-style-type: none"> <li>3.10 Has a narrow definition of customer/stakeholder.</li> <li>3.11 Deals with customers from perspective of own needs rather than the customers.</li> <li>3.12 Promises something they cannot deliver.</li> <li>3.13 Does not deliver to agreed deadline/quality/specification.</li> <li>3.14 Does not seek or act on feedback from customers.</li> <li>3.15 Focuses on a narrow range of contacts or cultivates those who add little value.</li> </ul>

#### 4. PROBLEM SOLVING & JUDGEMENT

**Able to tackle difficult problems/tasks: evidence based approach, gathers information from a wide range of sources and viewpoints, analyses and evaluates it and reaches sound conclusions. Proposes constructive solutions.**

**This competence underpins most of what individuals do. It applies both to all kinds of analysis and judgement in every type of work.**

Indicators of Effective Behaviour		Indicators of Ineffective Behaviour	
4.1	Deals proactively with problems, taking responsibility and acting decisively and appropriately to resolve them.	4.8	Indecisive, particularly under pressure.
4.2	Gathers information needed to tackle tasks and problems.	4.9	Does not use an appropriate range of information sources. Evidence light.
4.3	Recognises and picks out priority issues and potential risks and knows when to refer upwards.	4.10	Makes decisions without understanding or evaluating necessary information and evidence.
4.4	Presents managers with proposed solutions that include risk assessment and management.	4.11	Spends too much time analysing problems at the expense of finding solutions.
4.5	Evaluates diverse needs & perspectives, including views of stakeholders, before taking decisions.	4.12	Flawed judgement because too little time spent on analysis and detail.
4.6	Seeks advice from experts where appropriate.	4.13	Always recommends precedent without considering other options.
4.7	Makes objective, timely recommendations and decisions based on best available evidence & sound analysis.	4.14	Refuses to consider or accept solutions which involve any element of risk.
		4.15	Lets problems fester.

## 5. STRATEGIC AWARENESS

**Takes account of and understands relevant policy objectives of the FCO and wider Government and how their work fits in. Encourages and contributes new ideas, innovation, and experiment to improve delivery of policy and services.**

**At this level staff are expected to think more widely about their work and how it fits in to the broader aims of the organisation**

### Indicators of Effective Behaviour

- 5.1 Understands policy context of own work and how it fits into FCO and OGDs work and objectives.
- 5.2 Keeps up to date with both internal and external changes that affect own work.
- 5.3 Takes account of wider political, social, economic factors and the implications of proposed action.
- 5.4 Integrates information from a wide range of sources; sees interrelationships, establishes links, patterns and conflicts.
- 5.5 Able to identify and assess potential threats.
- 5.6 Considers long and short term implications of proposed actions.
- 5.7 Creative: introducing opportunities to add value to own or other FCO/OGD work.
- 5.8 Introduces new thinking to existing debates.

### Indicators of Ineffective Behaviour

- 5.9 Loses sight of business objectives.
- 5.10 Does not consider impact on wider policy agenda.
- 5.11 Oblivious to risk that an action could have a negative impact on the organisation.
- 5.12 Fails to take account of external changes which may impact on their work.
- 5.13 Always approaches issues from the same perspective; finds it hard to consider new angles or fresh approaches.
- 5.14 Unable to see or assess risk.
- 5.15 Rejects creative and innovative proposals without assessing viability.

## 6. WORKING WITH OTHERS

**Self-aware:** shows consideration for others' needs and motivations, values diversity and inclusion; works effectively and supportively on shared objectives with colleagues and contacts in both the immediate and wider teams to get things done.

This competence is about personal effectiveness and many of the required behaviours will be the same for staff at all levels. The difference lies in the context of these interactions, in the variety and status of contacts and in the degree of potential sensitivity. At this level, the range of relationships is likely to be more diverse than at Band B.

Indicators of Effective Behaviour		Indicators of Ineffective Behaviour	
6.1	Treats everyone with fairness and respect regardless of work pressure. Understands and anticipates others' needs and motivation.	6.8	Places own priorities ahead of those of the team.
6.2	Self-aware: recognises and manages impact of own behaviour, actions and language on others, respecting different cultures, beliefs and needs.	6.9	Does not listen to others' viewpoints and contributions.
6.3	Builds co-operative and productive working relationships with others regardless of status.	6.10	Does not recognise the benefits of other thinking or working styles.
6.4	Capitalises on the benefits of working with a diverse range of people, thinking and working styles.	6.11	Reacts negatively when challenged; prefers not to challenge others.
6.5	Notices when colleagues are under pressure or in difficulty and responds proactively.	6.12	Does not acknowledge others' ideas or innovations.
6.6	Thinks about how to add value to the team & how others can contribute; contributes to setting and achieving team objectives.		
6.7	Includes others in decision-making, keeping interested parties informed.		

## 7. COMMUNICATING & INFLUENCING

**Presents a professional image of self, Department/Post and FCO. Conveys information clearly and concisely, adjusting style according to purpose and audience. Able to persuade and challenge.**

**As in the case of Working with Others, some of the effective behaviours will be common to staff at all levels, with the stepchange coming in the level of contacts and the range and complexity of the interaction.**

Indicators of Effective Behaviour		Indicators of Ineffective Behaviour	
7.1	Structure and style of communication is appropriate for the situation and context and takes full account of the needs/perspective of the audience.	7.9	Does not seek to clarify when uncertain about information or instruction.
7.2	Communication is concise, structured and focussed on key messages, and adds value.	7.10	Unfocused and no clear structure to communication.
7.3	Complex issues are explained clearly, including under time pressure.	7.11	Does not consider the recipients needs.
7.4	Listens carefully, checks out understanding and provides information wanted. Open to others views and being persuaded.	7.12	Unconvincing in argument and/or when challenged.
7.5	Prepared to give unpopular messages and defend own position in face of opposition, when required.	7.13	Dominates discussions and excludes others.
7.6	Well prepared for meetings/negotiations; anticipates problems but also able to respond to the unexpected.	7.14	Does not contribute.
7.7	Persuasive: combines logic and reason with interpersonal sensitivity to persuade others.	7.15	Unable to vary presentation style to suit the situation, sticks to traditional approach.
7.8	Seeks to create solutions which offer mutual benefits. Focuses attention on those aspects which can be influenced.		

## 8. LEARNING & DEVELOPING

**Open and curious approach to new ideas, drawing on them and on experience to improve performance. Enthusiastic about personal development. Contributes to and supports corporate policies.**  
**At this level, staff should be taking more responsibility for their own long term development, seeking feedback from a wide range of staff and stakeholders and proactive in pursuit of opportunities to develop.**

### Indicators of Effective Behaviour

- 8.1 Open to, seeks out and acts upon feedback
- 8.2 Acknowledges own mistakes, seeks to apply learning and experience to new roles and situations.
- 8.3 Demonstrates readiness to learn more and develop performance; takes personal responsibility for own development. Has a Personal Development Plan.
- 8.4 Reviews work to learn from past experience or mistakes and shares lessons to be learned with the team.
- 8.5 Responds positively to change initiatives.
- 8.6 Open to new ways of thinking and working and helps others to adapt.
- 8.7 Positively challenges outdated conventions and actively contributes ideas and suggestions to improve the way things are done.
- 8.8 Contributes to corporate activities and the development of FCO good practice.
- 8.9 Reacts positively to FCO-wide initiatives and encourages others to participate.

### Indicators of Ineffective Behaviour

- 8.10 Rejects development opportunities offered by manager.
- 8.11 Limited Personal Development Plan: attends courses without identifying clear aims and purposes or without putting the learning into practice.
- 8.12 Lacks self-awareness and curiosity.
- 8.13 Makes same mistake repeatedly.
- 8.14 Dismisses new ideas or different perspectives without evaluation.