

Performance Management and
Development System

2012

Guidelines for completion of
the new PMDS Form

Department of Public Expenditure & Reform

November 2011

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This document is for your guidance only

INTRODUCTION

Following review and evaluation by this Department, which included feedback from both Jobholders and Managers, it was found that PMDS has not been working as well as it should. A significant finding was that PMDS needs to be streamlined and simplified.

The first step in this process is the introduction of a new PMDS form. A single form will replace the three separate forms which have covered each stage of the traditional PMDS 'cycle' up to now. The new form has been agreed by the representatives of management and the staff unions on the General Council Subgroup on PMDS and follows consultation with Personnel Officers across the Civil Service.

The active management of performance is an ongoing process which happens throughout the year. It begins with the setting of performance and learning goals and is supported by regular and structured review and feedback on performance.

The aim of PMDS is to provide a **tool** to Managers and Jobholders which will **help** them to manage and improve performance. The key elements of PMDS, i.e. goal setting, competency selection, learning goals and formal reviews of performance, are all fundamental aspects of managing performance. Effective performance management requires constant and ongoing review and feedback on performance throughout the year.

The new form is designed to be an aid to Managers and Jobholders in the management of performance. It should be a useful tool in helping Managers and Jobholders to:

- Plan work goals
- Identify learning and development needs
- Provide an opportunity for constructive feedback on performance.

These Guidelines will help Managers and Jobholders to complete the new PMDS form.

THE NEW PMDS FORM

The new PMDS form should act as a tool and a starting point for Managers and Jobholders to engage in performance management [See Appendix 1 for the new form].

The main changes include:

- The Role Profile, Interim Review and Annual Review Forms are now condensed into one PMDS form.
- The new PMDS form includes information on cost centres, annual budget, and salary element of budget. This section is optional for 2012. HR Units should decide whether Managers are required to fill out this section depending on whether the information is available.
- The Role Profile Form is replaced by sections on setting goals and tasks, with the focus firmly on how progress and results in achieving these will be measured.
- The Learning and Development Plan links training to the requirements of the job and the goals. The cost of formal training courses is also included. However the completion of this section is optional for 2012.
- While the Ratings remain unchanged, Managers who do not manage the performance of their staff effectively by setting goals, identifying learning and development needs, reviewing and assessing performance on an ongoing basis and completing PMDS cannot be awarded a rating above '2'.

STAGE 1: GOAL SETTING

Towards the end of the year, Jobholders and Managers need to plan for the coming year. This involves setting and agreeing performance goals, identifying how successful achievement of these goals will be measured, the competencies required to achieve these goals and the learning and development objectives of the Jobholder.

It is critical that the goals of the individual are clearly linked to the business plan/strategic goals of the organisation. Otherwise, while the performance of an individual may be good, the Jobholder will not be working towards achieving the organisation's goals.

The new PMDS form should provide a basis for open and meaningful dialogue between Managers and Jobholders on the performance expected over the coming year.

PERSONAL DETAILS

This section of the form should be completed by all staff. It requires information on the Jobholder's name, grade, section and his/her direct Manager. In addition, the following new information is required:

Salary: included to increase the focus on the value for money that the Jobholder has given for the salary that he/she is paid.

COST CENTRES, ANNUAL BUDGET, SALARY ELEMENT OF BUDGET

This section should be completed by Managers who have responsibility for a specified annual financial allocation(s) i.e. Cost Centre(s), and those who have staff reporting directly to them, as appropriate.

The purpose of this section is to identify the cost of the resources for which a Manager is accountable. This should help Managers to link the outputs of their staff with the overall cost to the taxpayer of the resources.

This section will be optional for the first year of operation (2012) to allow for Departments/Offices to ensure that Managers can access this information easily.

Cost Centre: You should include the number(s) of the Cost Centre(s) for which you, as a Manager, are accountable for.

Annual budget: You should include the **total** amount available to you as a Manager in your Cost Centre(s).

Salary element of total budget: You should include the total cost of the salaries of the staff that report directly to you.

Note: Details of the annual budget allocation for Cost Centre(s) can be obtained from your financial management section, together with the salary element for your area. If a Manager has responsibility for more than one Cost Centre, then the combined salary of all Jobholders who report to him/her under each Cost Centre should be included.

WHAT IS THE PURPOSE OF MY JOB?

This section is to be completed by all staff. It remains the same as the section in the previous PMDS Role Profile Form. It makes the critical link between the Jobholder's role and the Strategic Objectives in the Business Plan of the Department/Office.

SETTING MY GOALS

This section is to be completed by all staff. It replaces the 'Longer Term Objectives', 'Key Objectives', 'Key Performance Indicators' and 'Critical Success Factors' headings previously included in the Role Profile Form.

In completing this section, the Jobholder should identify the work goals to be set and the tasks that must be carried out to achieve them.

Priority Goals and Tasks: This is a critical part of the PMDS form for all Jobholders and their Managers. Goals should be

Specific
Measurable
Attainable
Realistic
Timely/ Tangible

Each goal should then be broken down into tasks, with specific dates for completion of those tasks. This will facilitate Jobholders and Managers in assessing progress. Language such as 'ongoing' or 'as required' should not be used in describing goals and tasks. [See Appendix 2 for guidance on setting S.M.A.R.T. goals].

Note: *The rationale for limiting the number of goals is that it should help Managers and Jobholders to stay focused on achieving the most important goals thus contributing to improved performance of the individual, the team and the organisation. While the recommendation is to keep the number of goals between 3 and 5, there may be more or less in particular roles.*

Note to Managers:

- 'Goal 1 – Manage the performance of the staff reporting to me' (page 2 of PMDS Form)

All Managers must include this as one of their goals. If you are a Manager, you must complete this section on how you have managed the performance of the staff reporting to you throughout the year.

The management of your staff's performance in this context takes in the setting of their performance and learning goals and regular review and feedback on their performance and not only the completion of their PMDS.

Managers should ensure that Jobholders have their own individual goals and tasks for which they are responsible.

How will the Goal be measured?. This should define what a successful outcome of achieving the goal would be. The following examples illustrate some indicators that may be used in measuring goals:

- Output indicators - e.g. completion rates, number or type of outputs delivered within agreed timeframes, reduction in expenditure with no consequential impact on customer service, increase in relevant stakeholder compliance reduction in numbers with no consequential impact on service delivery.
- Qualitative indicators - e.g. satisfaction surveys, stakeholder feedback, improvements in service delivery.

ACHIEVING MY GOALS

This section is to be completed by all staff. It replaces the 'Competencies' and 'Skills and knowledge' sections of the previous PMDS Role Profile Form. This section creates a direct link between competencies and goals.

Using the PMDS Competency Framework at Appendix 3, the Jobholder should list the competencies that are most relevant to achieving their goals and choose the appropriate statements to describe them.

Note to HR Units: *Departments/Divisions should still identify core competencies where it is appropriate.*

LEARNING AND DEVELOPMENT PLAN

This section is to be completed by all staff. This is an opportunity for the Jobholder to consider how s/he could do the job better by identifying their learning and development needs and how these can be provided.

This section should strengthen the link between learning and development and the requirements of the *current* job. (Longer term learning and development needs should be included in the Career Development section of the form).

Formal training courses should be costed to ensure value for money and the amount entered in the relevant column. The Departmental Training Unit / CSTDC should be able to supply this information where the course is not being procured directly from the Jobholder's own Cost Centre.

The costing of courses will be optional for the first year (2012) of the new PMDS to allow Departments/Offices to develop systems which can provide this information to Managers.

The completed Learning and Development Plan should be sent to the Departmental Training Unit.

Note to Managers and HR Units: *Learning and development is a fundamental element of PMDS. For performance to improve there must be developmental opportunities for staff. It is recommended that **all staff** identify training and development needs each year. Departments are encouraged to make this a requirement for staff if they consider it appropriate. In particular, Departments may wish to explore some formal continuous professional development (CPD) schemes/initiatives for groups of staff such as Managers, IT staff, HR staff as an important first step in introducing CPD across the organisation.*

STAGE 2 - INTERIM REVIEW

For performance management to be effective and to lead to an improvement in performance, Managers and Jobholders should be reviewing performance on a regular basis, e.g. monthly or bi-monthly.

Jobholders and Managers should regularly review and assess whether goals are being achieved and to what standard. Ongoing feedback on performance standards by the Manager is critical to achieving an improvement in performance. Also, it is vital that if there are any issues surrounding underperformance, these are addressed as soon as they become apparent and in line with the 'Management of Underperformance Guidelines' at www.per.gov.ie

PMDS provides a tool to record this feedback formally after approximately 6 months into any PMDS cycle. This is the interim review stage.

Filling out the form: The Jobholder should complete the relevant sections of the form that relate to the interim review as a 'self-assessment' and give the form to the Manager in advance of the interim review meeting. The self-assessment provides the starting point for the discussion at interim review stage.

Before completing the box for recording progress at interim review stage, the Jobholder should review the following sections of the form:

- Setting My Goals
[The interim review box in this section also allows for any change in goals or associated tasks to be recorded]
- Achieving My Goals
- Learning and Development Plan

Where progress has not been to the expected standard as a direct result of factors outside the Jobholder's control, this may also be reflected in the commentary.

Interim review meeting: A discussion should then take place between the Manager and the Jobholder based on the performance in the review period. Any changes to the goals, tasks, competencies or learning and developments requirements should be covered.

Completing the interim review stage: The Manager and Jobholder should sign off and agree the assessment of performance.

Note to Managers: *Managers should ensure that there are no surprises at interim review stage. Where there are any issues or difficulties in respect of performance these should be addressed as and when they arise and not 'saved up' for the interim review. Where performance issues exist, please refer to the 'Management of Underperformance Guidelines' (www.per.gov.ie). It is important that Jobholders are given clear and constructive feedback and equally are given an opportunity to put their own views forward (see Appendix 4 for details on giving feedback).*

STAGE 3 - ANNUAL REVIEW

At the end of the PMDS cycle, i.e. after 12 months, the annual review of performance over the year should take place between the Manager and the Jobholder. This is a fundamental part of the review process and both Jobholder and Manager should see it as the basis on which to build further improvements in performance in the following year.

As with every stage of PMDS, there should be **no surprises** for either the Manager or the Jobholder at annual review stage. Any issues or difficulties should have already been signalled as part of the ongoing performance management process.

Filling out the form: The Jobholder should complete the relevant sections of the form that relate to the annual review as a 'self-assessment' and give the form to the Manager in advance of the annual review meeting. This self-assessment provides the starting point for the discussion at annual review stage.

The Jobholder should review the following sections of the form and then complete the box for recording progress at annual review stage:

- Setting My Goals
- Achieving My Goals
- Learning and Development Plan
- Assessment of performance at interim review stage

Where progress has not been to the expected standard as a direct result of factors outside of the Jobholder's control, this may also be reflected in the commentary.

Annual review meeting: A discussion should then take place between the Manager and the Jobholder based on the performance in the review period and cover any changes to the goals, tasks, competencies and learning and developments requirements.

Completing the annual review stage: Following discussion with the Jobholder, the Manager should complete the assessment of performance and the rating. In reviewing performance, account should be taken of the agreed goals, tasks, competencies, learning and development and any attendance issues that might have arisen during the year that have impacted on performance.

The Manager and Jobholder should agree the assessment of performance by signing off on this part of the form.

A copy of the assessment of performance at annual review stage should be sent to the HR Unit (to include the narrative, the rating and any comment on attendance).

Note: Every effort should be made to reach agreement on the annual review assessment. Where agreement cannot be reached between the Jobholder and the Manager, the Reviewer is given an opportunity to comment.

Note to Managers:

RATINGS:

Special attention should be taken when awarding the rating number. There is the perception that a rating of 3 carries a negative connotation. This should not be the case. It needs to be understood that a rating of 3 means that the Jobholder's performance is fully acceptable, and has met all of the role requirements to the required standard.

Managers should be aware of their responsibilities in relation to attendance, in particular, where it impacts on work performance. If there are any issues with attendance patterns, this should also be raised when they occur rather than just at annual review stage. If Managers are addressing any attendance issues, they should first take account of the guidelines set out in the management of attendance policy (Circular 9/2010 refers).

The Jobholder should be given an opportunity to comment on his/her attendance patterns if they consider it necessary

Ratings higher than 3 should only be awarded in cases where the performance has significantly exceeded the required standard.

Rating Goal 1

The purpose of Goal 1 is to ensure that if the Jobholder is a Manager with staff reporting to him/her, he/she needs to have proactively managed the performance of their staff effectively by setting goals, identifying learning and development needs, reviewing and assessing performance on an ongoing basis. PMDS is the formal structure for this process and completion of the PMDS forms is the evidence that it has taken place. If a Manager has not done this for all staff, this means that they have not completed Goal 1 and therefore they **should not receive a rating above 2.***

***All Staff** in this context should be approached on a common sense basis, and take account of circumstances where staff are absent from the workplace, i.e. on maternity leave, special leave, sick leave etc.*

FEEDBACK CONVERSATION

This section of the form (which replaces the Upward Feedback section of the previous PMDS Annual Review Form) is optional for the Jobholder. However, it is recommended that all Jobholders take the opportunity to have an open discussion with their Manager about how they perceive their role within the organisation and how the management of that role and/or their Department /Office impacted on their ability to meet their goals under PMDS. While this section is optional, it must record that the Jobholder was given the opportunity to avail of this option but refused.

The new Feedback Conversation template has been prepared with a focus on the Jobholder's job and responsibilities, the structure of the work and its value to the Department/Office and the management of that role.

When preparing for the Feedback Conversation, the Jobholder should consider how they feel they are being managed with reference to the headings 1-5 on the feedback template.

The themes of the discussion should focus on, but not be limited to, the following:

- The Jobholder's role and responsibilities (Heading 1)
- The value of the job to the Department/Office (Heading 2)
- How the job is structured (Heading 3)
- How work is distributed (Heading 4)
- The Jobholder's Learning and Development Plan (Heading 5)

The Feedback Conversation template also provides an opportunity for the Jobholder to suggest ways in which they can add value to the role within the context of their grade. This could include ideas on how the role could be changed to give better value to the organisation by

- Taking on new and exciting challenges
- Increasing efficiencies
- Creating developmental opportunities for the Jobholder or for the team
- Suggesting improvements to how things are done

The feedback given by the Jobholder to the Manager should be discussed by the Manager with his/her own immediate Manager. This information should be used to inform the Managers development programme for the following year.

In preparing for the Feedback Conversation, it is recommended that the Jobholder and the Manager refer to the "Behavioural Guidelines for giving and receiving feedback' at Appendix 4.

Note: *Jobholders and Managers should note that, although the Feedback Conversation replaces the Upward Feedback section of the previous form, the provisions of General Council Report 1398 still apply so Jobholders may wish to constructively comment on how they are being managed, the running of the Division and how PMDS is organised within their Division.*

CAREER DEVELOPMENT

This section of the form (which replaces the 'Suitability for Promotion' section) is optional for the Jobholder. However, it is recommended that Jobholders and Managers take the opportunity to look at the Jobholder's future career ambitions for the medium and longer term and to evaluate what steps need to be taken to fulfil these aims.

When filling out this section, the Jobholder should consider his/her future objectives and how they might be achieved. Objectives could include:-

- Mobility
- Transfer to another type of work
- Longer term learning and development
- Promotion

The Jobholder completes this section and gives it to the Manager before the Annual Review. It is important that the Manager sees this section in advance of the Annual Review so that he/she has the opportunity to prepare for a structured response to the issues that the Jobholder would like to cover.

The Jobholder and the Manager should discuss practical ways to achieve the objectives. For instance, mobility or transfer to another type of work might involve either an internal or external move. If the Jobholder expresses an interest in promotion, the discussion should focus on the competencies and personal requirements for the higher grade.

Note: Learning objectives listed in this section should relate to future requirements rather than to the Jobholder's current role. Immediate training and/or development needs should be included in the Jobholder's Learning and Development Plan.

Performance Management and Development System

From To (dates)

Name	Grade
Section	Manager
Salary (point on Scale) €	Reviewer

If you are a Manager who is a Cost Centre Holder, you MUST complete this box (optional for year 2012)

Cost Centre(s) Numbers:	Cost Centre(s) Total: €
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If you are a Manager with staff reporting to you, you MUST complete this box (optional for year 2012)

Number of Direct Reporting Staff*:	Total Salaries of Direct Reports*: €
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*staff that report directly to the Jobholder

What is the purpose of my job? *(Linkage to Business Plan Strategic Objective/s)*

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Setting My Goals (Goals should be achievable and specific. Select 3 -5 Goals)

Goal 1 is Mandatory and must be completed by all Managers

<p>Goal 1 Manage the performance of the staff reporting to me</p>	<p>How will the Goal be measured? Goals set, performance reviewed and training needs addressed for all my staff, throughout the year PMDS form will be completed and signed off on by end of the year</p>			
<p>Tasks (list what needs to be done to achieve the Goal and by what date) e.g. 1. Complete Goal Setting – Jan 2012 2. Complete Interim Reviews – July 2012 3. Complete Final Reviews – Dec 2012</p>	<p>Interim Review (Set the date)</p>	<p>Annual Review (Set the date)</p>		
	<p>Progress achieved/any changes to tasks</p>	<p>Partially achieved</p>	<p>Fully achieved</p>	<p>Not achieved</p>

<p>Goal 2</p>	<p>How will the Goal be measured?</p>			
<p>Tasks (list what needs to be done and by what date to achieve the Goal)</p>	<p>Interim Review (Set the date)</p>	<p>Annual Review (Set the date)</p>		
	<p>Progress achieved/any changes to tasks</p>	<p>Partially achieved</p>	<p>Fully achieved</p>	<p>Not achieved</p>

Goal 3	How will the Goal be measured?			
Tasks (<i>list what needs to be done to achieve the Goal and by what date</i>)	Interim Review (<i>Set the date</i>)	Annual Review (<i>Set the date</i>)		
	Progress achieved/any changes to tasks	Partially achieved	Fully achieved	Not achieved

Goal 4	How will the Goal be measured?			
Tasks (<i>list what needs to be done to achieve the Goal and by what date</i>)	Interim Review (<i>Set the date</i>)	Annual Review (<i>Set the date</i>)		
	Progress achieved/any changes to tasks	Partially achieved	Fully achieved	Not achieved

Achieving My Goals

Competencies Required	Description The job requires me to?	Associated Goal No(s).	Interim Review Progress Achieved	Annual Review Progress Achieved

Sign Off (denotes agreement)	Setting my Goals	Interim Review	Annual Review
Signed Jobholder			
Date			
Signed Manager			
Date			

Learning and Development Plan

Name	Grade
Section	Manager

Areas for Growth - What can I do better and how?

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Learning and Development Objective	How is it to be met?	How does it relate to my Goals?	Cost of course € (optional for 2012)	T&S Costs € (optional for 2012)	Interim Review	Annual Review
					Impact on work performance	Impact on work performance

Actions agreed	Setting my Goals	Interim Review	Annual Review
Signed Jobholder			
Date			
Signed Manager			
Date			

Assessment of Performance

(to be completed by Manager at each review stage following discussion with the Jobholder)

The Jobholder in the first instance will complete the narrative box below as self-assessment and give to the Manager prior to review discussion.

The Manager should complete the narrative box following discussion with the Jobholder.

Interim Review

Performance Narrative (Describe the performance and provide evidence and examples)

Review Period:

Sign Off (denotes agreement)
Signed Jobholder
Date
Signed Manager
Date

Annual Review

Name	Grade
Section	Manager

Is the Jobholder a Manager with staff reporting to him/her?	Yes/No
If 'Yes', has he/she completed PMDS for all his/her staff, i.e. set goals, reviewed performance and addressed training needs, throughout the year If 'No', Rating 2 in the next section MUST be circled	Yes/No

Performance Narrative (Describe the performance and provide evidence and examples)

Review Period:

Rating	Description	Please circle relevant box
Outstanding	has substantially exceeded standard in all role requirements and performance has been consistently exceptional	5
Exceeds Required Standard	has fully met all role requirements to required standard and significantly exceeded required standard in some respects	4
Fully Acceptable <i>(acceptable level)</i>	has fully met all of the role requirements to required standard and performance is at a fully acceptable level	3
Needs Improvement	has met some role requirements to required standard but performance has fallen short in some respects	2
Unacceptable	has met few of the role requirements and performance falls clearly short of the required standard	1

Sign Off (denotes agreement)
Signed Jobholder
Date
Signed Manager
Date

Reviewer comments and signature - if required

Feedback Conversation

Jobholders and Managers are encouraged to have a feedback conversation at each stage of the PMDS process. This is an opportunity for an open discussion between the Jobholder and the Manager on how the Jobholder’s role is contributing to the delivery of the Department’s business goals. The discussion on how the Jobholder feels he/she is being managed should focus on the following themes:

- The Jobholder’s role and responsibilities
- How the job is structured
- Adding value to the role

However, the discussion need not be bound by these themes. The feedback given by the Jobholder to the Manager will be discussed by the Manager with his/her own Manager, and the results should be incorporated into the Manager’s own performance objectives and personal development plan under the guidance of his/her Manager. The following section must be completed indicating that you were given the opportunity to give feedback under this section.

	Setting the Goals	Interim Review	Annual Review
I was given the opportunity to have a feedback conversation			
I wish to have a feedback conversation			
I do not wish to have a feedback conversation			

Sign off	Setting my Goals	Interim Review	Annual Review
Signed Jobholder			
Date			
Signed Manager			
Date			

Feedback – to be completed by the Jobholder

How I feel I am being managed	SETTING THE GOALS				INTERIM REVIEW				ANNUAL REVIEW			
	1	2	3	4	1	2	3	4	1	2	3	4
1. I understand my role and my responsibilities												
2. I am clear on the value of my job to the Department/Office												
3. I am happy with how my job is structured												
4. I feel work has been equally distributed across my section												
5. My Learning and Development Plan has been implemented												
How I can add value to my role within the context of my grade												
Is there any other issue you wish to discuss during the feedback conversation?												
*Please set out the reasons why you disagree with any of the points on a separate page												

1 **2** **3** **4**
 Strongly agree Agree Disagree Strongly disagree

Career Development (to be completed by the Jobholder and given to the Manager at Annual Review)

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Actions agreed	Annual Review Stage
Signed Jobholder	
Date	
Signed Manager	
Date	

Using the “SMART” Technique

The setting of goals is an essential part of the Performance Management and Development System process. Using the “SMART” technique, outlined below, will result in setting more concise Priority Goal and task setting.

Goals will be clearer, providing stimulation and challenge, and will encourage a more objective assessment of performance.

S	Specific	Written in explicit terms, defining the output. There should be no doubt about what is to be achieved by the individual/team.
M	Measurable	Individuals will need to know not only what they will be accountable for but also how performance will be measured. Goals will obviously vary between individuals and therefore a variety of types of measures will be necessary. The most common types are: > Quality > Quantity > Time > Cost
A	Achievable	Goals must be challenging and motivating rather than easy to achieve but they must also be reasonable . They should represent a degree of ‘stretch’ in terms of resources, personal challenge and authority.
R	Relevant	Ensure that the goals are written to drive those actions and produce results which are part of the strategic direction of the team, division and Department. These will be set out in the Department’s Strategic Statement and Business Plan for the area/section.
T	Time bound.	SMART goals will have specific time scales and target dates. Key dates are important to ensure that activities are structured effectively and deadlines met.

The Competency Framework

The Competency Framework describes the Knowledge, Skills, Behaviours and Attributes required to successfully accomplish a job. The focus is on what competencies the Jobholder needs to perform the job effectively.

It is important that the Jobholder and Manager discuss and agree the standard of proficiency for each competency selected. At this point consideration must be given to the behavioural competencies that the Jobholder needs to have, and to demonstrate, to be successful in the performance of the present role.

These competencies are specific to the role, not to the Jobholder, at a particular time.

<p>At interim and annual review stages, the Manager and Jobholder will review performance. This will involve an appraisal of the Jobholder's performance at individual and at team level and deciding whether agreed Goals have been achieved and what competencies have been demonstrated. Account should be taken of:</p>	
<p><input type="checkbox"/></p>	<p>Weight: do some Goals/competencies carry particular emphasis relative to others: are some regarded as more important to achieve.</p>
<p><input type="checkbox"/></p>	<p>Challenge: how hard are the Goal/tasks to achieve relative to those for other jobs in the same grade; how do the competencies demonstrated represent a personal challenge.</p>
<p><input type="checkbox"/></p>	<p>Constraints: are there particular factors restricting achievement either within or outside the control of the Jobholder.</p>

Seventeen competencies have been identified as being important for the effective performance of the full range of work carried out by the Civil Service.

Each competency is accompanied by a number of descriptive statements that relate this competency to the job. The 17 competencies are divided into four clusters:

Personal Effectiveness

These competencies determine how we manage ourselves.

Thinking Style & Problem Solving

These competencies relate to effective analysis and problem solving.

Group & Interpersonal Effectiveness
Managing for Results

These competencies determine how we effect desired responses in others and relate to those around us.
 These competencies relate to better management.

Each cluster identifies a number of individual behavioural competencies and these are set out below and reflected in Figure 1.



Since jobs and roles vary, so do the competencies. From a practical viewpoint, it is most effective to identify the 3-5 most important behavioural competencies required to do the job well and concentrate on developing and displaying those initially. These 3-5 competencies will be matched to your Goals.

Selecting Required Competencies

- From the lists on the following pages identify the 3-5 most important behavioural competencies to do your job well.
- For each of these, select the statement or combination of statements which best reflects what is expected of you in the job/role. This will help to clarify the standard of proficiency you require in your job. The selection of the statements should be agreed by the Jobholder and Manager.

When the required standard of proficiency for each of the 3- 5 most important competencies have been determined, the Manager should discuss with the Jobholder or team whether, for each competency, the individual / team exceeds the required standard of proficiency, is at that standard, or falls short of it.

When there is a shortfall, the actions needed to bridge this gap (e.g. training, task assignment, learning and development) should be identified and agreed between the Jobholder and the Manager .

Personal Effectiveness

Competency	Description The job requires me to
<p>Achievement Drive/ Commitment <i>The need to meet and surpass high standards of performance</i></p>	<ul style="list-style-type: none"> ➤ Have a strong focus on results. ➤ Set new challenges and strive for improvement. ➤ Set challenging standards and goals for yourself and others.
<p>Self Confidence <i>The need to show high levels of confidence in one's own ability to complete a task and select effective approaches to solving problems</i></p>	<ul style="list-style-type: none"> ➤ Work confidently within agreed parameters. ➤ Take and stand by decisions. ➤ Deal confidently with difficult situations and setbacks. ➤ Present oneself with assurance.
<p>Initiative <i>The need to act creatively and be forward thinking to anticipate problems and crises</i></p>	<ul style="list-style-type: none"> ➤ Anticipate what needs to be done, and do it. ➤ Anticipate what needs to be done, do it, and go beyond what's expected. ➤ Make forward plans and be adaptable to changing circumstances. ➤ Be capable of new thinking and be creative in ➤ developing effective solutions.
<p>Team Working</p>	<ul style="list-style-type: none"> ➤ Be a good team player, work well with others.

<p><i>The ability to work well and co-operate with others, to be part of a team</i></p>	<ul style="list-style-type: none"> ➤ Encourage and support others. ➤ Seek to resolve team tensions.
<p>Communication <i>The ability to communicate with others in a manner that conveys the key message(s) and is appropriate to the audience</i></p>	<ul style="list-style-type: none"> ➤ Be willing and able to communicate. ➤ Present factual information effectively, both orally and in written form. ➤ Have good writing skills. ➤ Be effective in oral presentation. ➤ Be a persuasive communicator.

Thinking Style and Problem Solving

<p>Competency</p>	<p>Description The job requires me to</p>
<p>Analytical Thinking <i>The ability to understand a complex problem or situation and approach it in a step-by-step way</i></p>	<ul style="list-style-type: none"> ➤ Breakdown my job into simple steps. ➤ Think through issues logically and set priorities. ➤ See relationships between issues and identify coherent solutions.
<p>Conceptual Thinking <i>The ability to identify patterns or connections between situations that are not obviously related and to identify key or underlying issues in complex situations</i></p>	<ul style="list-style-type: none"> ➤ See patterns/trends in data. ➤ See the links between related information. ➤ Provide clear and useful explanations. ➤ Think creatively (“out-of-the-box”). ➤ Think strategically.
<p>Decision Making/ Judgement <i>The ability to make informed decisions or judgements about situations or issues where a course of action is needed</i></p>	<ul style="list-style-type: none"> ➤ Assemble the facts and outline courses of action. ➤ Weigh up pros and cons and make recommendations. ➤ Consult and seek advice when there is no precedent. ➤ Apply good judgement, especially where a degree of risk exists. ➤ Make decisions where there are conflicting issues.

<p>Specialist Expertise <i>A command over the technical skills required within the Jobholder's particular discipline, with particular reference to the way in which they fit into overall developments within the relevant service or policy area</i></p>	<ul style="list-style-type: none"> ➤ Offer specialised advice to others. ➤ Be accepted by colleagues as “expert”. ➤ Draw on innovations and best practice in devising solutions.
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Managing for Results

Competency	Description The job requires me to?
<p>Managing Budgets and Resources <i>The ability to manage budgets whether through developing, monitoring, assessing, evaluating, or adhering to them</i></p>	<ul style="list-style-type: none"> ➤ Monitor income and/or expenditure. ➤ Present case for monies/funding. ➤ Address inappropriate use of monies and tackle irregularities. ➤ Make resource allocation decisions and evaluate them.
<p>Information Seeking and Management <i>The ability to ‘dig’ for information and use it effectively. This may apply to information currently required or information that may be of future use</i></p>	<ul style="list-style-type: none"> ➤ Collect information to assess the present state of a problem or situation. ➤ Find out the reasons why something happened. ➤ Develop and put in place information systems. ➤ Manage information effectively.
<p>Concern for Clarity and Work Quality <i>The ability to reduce uncertainty by monitoring and checking work or information and insisting on clarity of roles and functions</i></p>	<ul style="list-style-type: none"> ➤ Be clear about what’s expected and ask for help when unsure. ➤ Set standards for others. ➤ Challenge existing standards. ➤ Check the work of others. ➤ Be accurate and organised.

Group & Interpersonal Effectiveness

Competency	Description The job requires me to
<p>Networking and Influencing <i>The ability to develop and maintain a network of contacts through a personalized approach and to use this to influence people and situations while recognizing the social and political currents</i></p>	<ul style="list-style-type: none"> ➤ Appeal to people and win them over. ➤ Make effective contacts. ➤ Build behind-the-scenes supports. ➤ Keep others well informed. ➤ Develop key relationships.
<p>Interpersonal Understanding <i>The ability to accurately hear and understand both the spoken and unspoken or partly expressed thoughts, feelings and concerns of others</i></p>	<ul style="list-style-type: none"> ➤ Understand explicit content. ➤ Understand other underlying feelings and concerns. ➤ Use this understanding to achieve agreement.
<p>Customer Service <i>A desire to help or serve customers it involves focusing your efforts on discovering and meeting the customer's needs</i></p>	<ul style="list-style-type: none"> ➤ Be helpful in dealing with customers. ➤ Offer appropriate advice. ➤ Anticipate customer needs and work to meet them. ➤ Help organisations to respond effectively to customer needs.
<p>Managing and Developing People <i>The ability to manage staff and develop their long term capabilities</i></p>	<ul style="list-style-type: none"> ➤ Clarify roles and responsibilities. ➤ Let people know what is needed. ➤ Provide help, advice and support. ➤ Check progress and offer useful feedback. ➤ Coach people through an activity. ➤ Offer assignments and development opportunities.
<p>Leadership <i>The ability to take a role as a leader inspiring or guiding a team or other group. (This does not have to derive from position or rank)</i></p>	<ul style="list-style-type: none"> ➤ Manage a group or team. ➤ Keep people informed about developments. ➤ Guide the performance of others. ➤ Make choices and decisions, which take the organization forward in a changing environment. ➤ Develop a vision for the future.

Behavioural Guidelines for Giving and Receiving Effective Feedback

In order to communicate Upward Feedback as a developmental process, the languages used and the messages conveyed should be non-judgemental and constructive in nature.

Behavioural guidelines for the giving and receiving of effective feedback are set out as follows:

Giving Feedback

- Prepare carefully beforehand.
- Be helpful and direct
(In order to communicate Feedback as a developmental process, the language used should be non-judgemental and constructive in nature).
- Own your message
(use only “I” statements; don’t generalise; take responsibility for your thoughts, feelings, actions).
- Ensure that there is balance in the feedback being given.
- Support your comments with evidence
(give clear examples to describe the behaviour).
- Focus on the issues or behaviour, not on the person
(don’t threaten the person, but focus on their behaviour and your reaction to it).
- Pose the situation as a mutual problem
(remember: your personal feelings and thoughts are reactions to an interpersonal issue).
- Given the recipient an opportunity to clarify what you have said
(make sure you are understood properly; don’t start new misunderstandings).
- Above all, show respect for the other person.

Receiving Feedback

- Prepare carefully beforehand.-
- Accept the feedback given, in a spirit of co-operativeness.
- Listen actively and with an open mind
(try to hear the message, rather than react defensively).

- Ask for clarification if you do not fully understand the feedback.
- To avoid the possibility of arguing, denying or justifying look for the developmental aspect (ask “what can I learn from this?”).
- Thank the giver, and say that you intend to reflect on the information you have received.