

Developing Team Dartmoor - Competency Framework

This competency framework has been designed so that we can be clear how to demonstrate the *skills, knowledge and behaviours* that are expected of us in order that we successfully fulfil our role at DNPA. All members of *Team Dartmoor* are expected to consistently demonstrate these behaviours at work, in order for us to perform well as individuals, and collectively achieve the goals identified in the [Partnership Plan](#).

In the appraisal process, performance will not only be measured against the work objectives that we have been set, but also against these performance standards. It helps to measure not just *what you do* (as detailed in your job description), but *how you do it*. These have been identified as core performance standards that every member of staff needs to achieve.

There are 6 competency areas, each with 4 levels. These levels are cumulative and build on each other. This means that if you are expected to reach Level 2, it is assumed that you will be able to demonstrate the behaviours identified in Levels 1 and 2. **The examples used in the framework are not prescriptive, nor is it an exhaustive list.** Every job is different, and the framework simply illustrates typical skills and behaviours at each level. The context of each individual role should be taken into account when applying the standards. **You may think of many other examples which demonstrate how you meet the required standard.**

Levels will be allocated for every job against each of the competency areas, taking into account the nature of the role and appropriate expectations. HR will assist managers by moderating the setting of levels to ensure a consistent approach is applied across the Authority.

Please refer to this document when completing your annual appraisal.



Communication and interpersonal skills

This competency focuses on:

- ❖ Using open and honest communication to encourage effective working relationships
- ❖ Communicating clearly and effectively through the appropriate channels
- ❖ Ensuring that information is correctly received and understood
- ❖ Working collaboratively to building strong partnerships

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Uses a variety of channels to communicate in a clear and concise manner. • Listens attentively to other people's views, ideas and concerns. • Responds to others in an open, honest and appropriate manner. • Ensures that the information and knowledge being communicated is accurate, current and complete. • Asks additional questions for clarification when needed. • Maintains good working relationships with colleagues and external contacts. • Has a positive attitude to 'Team Dartmoor' and champions the work of DNPA 	<ul style="list-style-type: none"> • Uses positive communication to give praise and celebrate success • Presents information in a way that is logical, relevant and meaningful to the recipient(s)/ target audience. • States own views clearly, concisely and confidently, providing relevant evidence to support their case. • Uses a range of communication techniques to gain and maintain the attention and interest of others. • Consciously identifies the best communication channel for their message and to suit the needs and preferences of the intended audience. • Actively recognises when a message has been misinterpreted and provides clarity. • Makes information available promptly to those who need it internally or externally. 	<ul style="list-style-type: none"> • Recognises the importance of regular team meetings and 1:1s. • Manages meetings effectively using clear, confident and open communication. • Facilitates discussion and is able to stimulate debate in a positive manner. • Understands how to persuade, influence and negotiate with others where there are conflicting personal or organisational agendas. • Presents ideas, proposals or policies verbally or in writing in a concise and compelling manner. • Translates complex issues into straightforward arguments and concepts, in order to help others gain a better understanding. • Ensures that all staff are included in communications, paying particular attention to reach out to non-office based staff. 	<ul style="list-style-type: none"> • Routinely communicates through a number of channels to ensure messages are understood. • Proactively seeks to gather feedback to ensure correct interpretation and understanding. • Translates DNPA vision into clear and effective messages for staff, partners and wider communities. • Demonstrates the ability to inspire, persuade and motivate a wide range of audiences both internally and externally. • Regularly manages communication around highly complex, contentious or emotionally charged issues. • Builds and maintains strong partnerships and networks for the benefit of DNPA. • Uses tact and diplomacy to review or exit partnerships that are no longer working effectively.

When completing your appraisal (or appraisal review) you may wish to consider:

Level 1	Level 2	Level 3	Level 4
<p><i>Do I consider how the things I say will be received by others?</i></p> <p><i>Am I always open and honest, but tactful?</i></p> <p><i>Do I listen and consider the views of others?</i></p> <p><i>Do I promote a positive can-do attitude?</i></p>	<p><i>Do I remember to say 'thank you' and 'well done' to my staff/colleagues for a job well done?</i></p> <p><i>Do I choose the best method for communicating or always tend to use one method (e.g. sending an email when face-to-face contact would be better?)</i></p> <p><i>Do people understand messages / documents that I produce?</i></p> <p><i>Do I adapt the style of my communication to suit the recipient?</i></p>	<p><i>Do the meetings that I run go smoothly and reach agreed outcomes?</i></p> <p><i>How have I influenced decisions?</i></p> <p><i>When have I successfully facilitated discussions?</i></p> <p><i>Do I feel like I am a confident communicator of new ideas and concepts?</i></p>	<p><i>How do I support, inspire and motivate others?</i></p> <p><i>Can I translate strategy so that it is meaningful to others?</i></p> <p><i>Do I develop long term alliances?</i></p> <p><i>Am I aware of how my messages are being received by staff across the Authority?</i></p> <p><i>Do I take responsibility for communicating difficult issues?</i></p>

Examples of ineffective behaviour:

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|---|--|---|--|
| X | <i>Uses inappropriate communication methods</i> | X | <i>Shows lack of consideration for views of others</i> |
| X | <i>Fails to work in a collaborative or supportive manner</i> | X | <i>Questions inappropriately, interrupts or disrupts meetings</i> |
| X | <i>Critical of others behind their backs</i> | X | <i>Does not engage positively in team meetings</i> |
| X | <i>Provides inaccurate or incomplete information</i> | X | <i>Does not communicate corporate messages clearly or positively</i> |
| X | <i>Displays a negative attitude at work</i> | X | <i>Does not facilitate open discussion; listens to the loudest few</i> |

Developing self and others

This competency focuses on:

- ❖ Self-development
- ❖ Identifying and addressing under-performance
- ❖ Improving performance through coaching and feedback
- ❖ Recognising excellent performance
- ❖ Motivating others to improve and develop
- ❖ Identifying and providing opportunities for development
- ❖ Trusting and empowering others to perform well in their role

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Takes responsibility for personal learning and development. • Responds positively to feedback and applies learning. • Makes suggestions for improvements to work processes in role / team. • Demonstrates willingness to work on different tasks and in different areas to gain experience and broaden own skills. • Demonstrates an awareness of own strengths and weaknesses, and identifies development needs and opportunities. 	<ul style="list-style-type: none"> • Develop coaching and mentoring skills in order to support others. • Completes appraisals and appraisal reviews for direct reports, effectively and on time. • Completes a full and timely induction for new members of team. • Positively seeks to develop and improve own management skills and competencies. • Gives prompt, honest and constructive feedback to others, in an appropriate manner. • Recognises and responds positively to good performance and behaviours. • Agrees what is expected of others, and addresses under performance issues when they arise. • Actively reviews own Personal Development Plan, and addresses any gaps in knowledge and skills without prompting. 	<ul style="list-style-type: none"> • Takes responsibility for the effective performance of the team; mentoring, coaching and supporting colleagues to work to the best of their abilities. • Actively seeks to keep own professional skills and knowledge up-to date, including an awareness and understanding of HR policies relating to people management. • Challenges difficult behaviour or actions and takes appropriate action to mediate and manage the situation. • Delegates effectively, and trusts staff to fulfil their role without micro managing. • Matches people skills and abilities to job demands, by taking account of organisational priorities as well as personal and career development needs. • Seeks to identify opportunities to stretch, challenge, motivate and retain the highest performers. 	<ul style="list-style-type: none"> • Takes the lead in defining corporate values and performance standards. • Promotes a culture that is supportive and encouraging of learning and development across the Authority. • Leads by example in demonstrating a commitment to own personal and professional development. • Clearly communicates to individuals / teams how their role and work contributes to the purpose of the Authority. • Acts as a role model in the Authority's approach to performance management, by developing staff, recognising excellent performance and challenging under performance, whilst supporting managers to do the same.

When completing your appraisal (or appraisal review) you may wish to consider:

Level 1	Level 2	Level 3	Level 4
<p><i>Do I take personal responsibility for my own performance?</i></p> <p><i>Do I listen to feedback and learn from it?</i></p> <p><i>What suggestions have I made that have led to improvements?</i></p> <p><i>How have I developed or progressed in my role this year?</i></p> <p><i>Do I proactively consider what training or development I require ahead of my appraisal meeting?</i></p>	<p><i>Have I completed appraisals for myself and all of my staff effectively and on time?</i></p> <p><i>What are my weaknesses, and how can I address these?</i></p> <p><i>Do I make an effort to acknowledge and respond positively to good performance when I see it?</i></p>	<p><i>Am I proactive in promoting training opportunities for my staff?</i></p> <p><i>How do people react when I give feedback? Is it constructive?</i></p> <p><i>Have I changed the way I do things as a result of feedback from others?</i></p> <p><i>How do I support my staff to develop?</i></p> <p><i>Do I trust the professional expertise of my staff, and give my support to allow them to make decisions?</i></p>	<p><i>Am I robust in addressing consistent poor performance?</i></p> <p><i>Does my team think that I give encouraging feedback and recognise good performance?</i></p> <p><i>Do I shy away from difficult conversations about under performance? Or do I set targets and monitor progress for improvement?</i></p> <p><i>Is consideration given to developing the appropriate skills to match organisational objectives?</i></p>

Examples of ineffective behaviour:

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|---|--|---|--|
| X | <i>Does not make suggestions for improvements, but complains about inefficient processes</i> | X | <i>Avoids tackling poor performance or difficult behaviour</i> |
| X | <i>Always too busy for training and development</i> | X | <i>Does not complete appraisals effectively or on time</i> |
| X | <i>Fails to identify opportunities for development for others</i> | X | <i>Micro manages staff and fails to let them make decisions</i> |
| X | <i>Waits for someone else to 'make training happen'</i> | X | <i>Fails to promote the importance of learning and development</i> |

Strategic awareness

This competency focuses on:

- ❖ Understanding how individual objectives relate to DNPA objectives.
- ❖ Understanding the key priorities for DNPA, and the need for a flexible and adaptable approach to respond to changing priorities.
- ❖ Understanding and awareness of the wider picture, including the impact of external influences on DNPA.
- ❖ Responding positively and decisively to emerging opportunities
- ❖ Contributing to Team Dartmoor goals
- ❖ Adopting a forward thinking approach and embracing organisational change

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Understands own work objectives and deliverables and the measures of success. • Appreciates the impact of own role in relation to other areas of DNPA and their direct customers. • Has a broad understanding of the vision and purpose of DNPA and the role of all areas across the Authority. • Understands and respects the core values of DNPA. • Organises own day to day work, and responds quickly and positively to changing priorities. • Actively participates in Team Dartmoor days. • Demonstrates a flexible approach to supporting other teams, in order to achieve wider organisational objectives • Champions the work of DNPA 	<ul style="list-style-type: none"> • Is clear on the key priorities for DNPA and strives to achieve them. • Has a clear understanding of the organisational policies and procedures and works within these. • Understands the role of the Members in relation to the work of DNPA. • Sets priorities and demanding but achievable objectives for others. • Supports others to understand standards expected of them and monitors progress against objectives. • Responds to changing priorities; re-prioritising own workload and that of others as required. • Encourages a constructive response to change in others through a positive and collaborative attitude. 	<ul style="list-style-type: none"> • Has an extensive, in depth knowledge of the internal working of DNPA. • Understands the relationship between DNPA and other stakeholders and decision-makers. • Provides clear objectives for their team and identifies clear action plans for achieving future goals. • Monitor overall progress against targets; identifying and addressing problem areas. • Takes a long term perspective on goals and objectives, understanding which short term actions or decisions might compromise future plans and objectives. • Looks for and is open to new ideas and suggestions for future improvements. • Considers ways to involve or engage Members in work of the team/service 	<ul style="list-style-type: none"> • Create a clear, distinctive and unifying sense of purpose for DNPA. • Sets strategic priorities in collaboration with stakeholders and turns the vision into a realistic, viable and focused set of strategic plans/goals and performance measures for the Authority. • Demonstrates clear understanding of local and national policies and standards that impact on the Authority. • Understands and plans for long term resource needs of the Authority and seeks to increase organisational effectiveness. • Identifies where the organisational culture is unhelpful or ineffective and drives change to improve overall delivery of services.

When completing your appraisal (or appraisal review) you may wish to consider:

Level 1	Level 2	Level 3	Level 4
<p><i>How well do I know the Authority? Do I have a broad understanding of how my work links to the work of the Authority as a whole? Am I able to see the positive outcomes when changes occur? What contribution do I make to Team Dartmoor?</i></p>	<p><i>Do I have a good understanding of what the Members do? Do I consider others when prioritising my work? Do I make it clear to my staff what I expect of them, and explain to them how this links with organisational objectives?</i></p>	<p><i>Are the targets that I set realistic? Does my team know what the organisational priorities are? How well are my team delivering against targets? Am I familiar with the Dartmoor National Park Partnership Plan and how this links to service / team objectives? Am I familiar with the OD Strategy – Developing Team Dartmoor?</i></p>	<p><i>How well do I communicate the overall purpose and objectives of the Authority to ensure understanding amongst staff? Do my staff feel a clear sense of purpose working for DNPA? Do I have a good understanding of national policies relating to the working of the Authority?</i></p>

Examples of ineffective behaviour:

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|---|---|---|---|
| X | <i>Has little awareness of the Authority, its work and plans</i> | X | <i>Fails to link own work objectives to organisational outcomes</i> |
| X | <i>Has little awareness of the role and work of the Members</i> | X | <i>Does not establish and communicate priorities clearly</i> |
| X | <i>Does not contribute to setting own or Authority objectives</i> | X | <i>Takes a short term view when allocating resources</i> |
| X | <i>Focuses on own work area only</i> | X | <i>Does not engage with Team Dartmoor days</i> |

Working effectively

This competency focuses on:

- ❖ Maximising efficiency.
- ❖ Being resourceful with time, money and people.
- ❖ Working effectively to achieve high standards in quality and service delivery.
- ❖ Adopting a business-focused approach to our work; identifying opportunities to make savings or generate income

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Manages own time effectively. • Ensures accurate management of data and record systems. • Delivers results to meet agreed targets. • Takes responsibility for own actions and for checking quality of own work. • Follows Authority policies and procedures. • Uses initiative to identify improvements to own work processes and adapts approach to become more effective / efficient. • Works to a high standard to deliver a quality service to customers. • Makes the best and most efficient use of resources. • Possesses the necessary ICT skills to be able to effectively perform own role 	<ul style="list-style-type: none"> • Identifies ways of reducing inefficiencies and increasing effectiveness within own area of work. • Ensures that own work and work of the team consistently meets high standards for quality and customer service. • Communicates well with colleagues to ensure internal processes work efficiently and effectively. • Suggests new ways to use and adapt internal systems and procedures to streamline work for self and others, without sacrificing quality of work. • Takes a proactive approach to project management to plan ahead and liaise with colleagues when planning and delivering projects. • Manages spending within agreed budget. 	<ul style="list-style-type: none"> • Manages and co-ordinates staff, time and budget to ensure the team are able to deliver their service effectively. • Demonstrates sound financial management skills, prioritises spending, and encourages others to be resourceful. • Identifies opportunities to minimise duplication of effort or resources in planning and executing work plans. • Liaises with other Service heads to promote cross-Directorate working, and gain a wider understanding of cross-functional project work. • Considers opportunities for volunteers to contribute to, or enhance the work of the service / team. • Identifies opportunities for making savings or generating income through commercial routes • Encourages time to think– to reflect on and improve working practices 	<ul style="list-style-type: none"> • Manages budgets effectively across the whole organisation to ensure services are prioritised and delivered within budget. • Identifies areas where there are opportunities to streamline or to deliver the function in a more efficient way. • Ensure all resources are delivering key DNPA objectives. • Monitors spending and challenges when it may not be adding the best value to the organisation. • Monitors and oversees the progress and delivery of large scale project work, providing support and guidance where necessary. • Emphasises the importance of high quality customer service both internally and externally by setting an example for others.

When completing your appraisal (or appraisal review) you may wish to consider:

Level 1	Level 2	Level 3	Level 4
<p><i>Do I get good feedback from customers and colleagues?</i></p> <p><i>Do I meet deadlines?</i></p> <p><i>How do I make an effort to save resources / work sustainably?</i></p> <p><i>Do I check my work to ensure it is accurate?</i></p> <p><i>Are there working practices that can be streamlined / improved in my area?</i></p> <p><i>Am I able to use ICT effectively to carry out my role?</i></p>	<p><i>Have I made any improvements to service delivery in my area?</i></p> <p><i>Do I know what my team needs to deliver and by when?</i></p> <p><i>Do I always consider how the customer will experience the service we provide?</i></p> <p><i>Do I manage projects effectively and make an effort to notify and involve the relevant people when planning a project?</i></p>	<p><i>Do I actively seek feedback from customers regarding the quality of service my team provides?</i></p> <p><i>Do I have a good awareness of where my budget is being spent and where money can be saved?</i></p> <p><i>Do I communicate to others across Service areas / Directorates about the work we have planned?</i></p> <p><i>Have I considered using volunteers in my area of work?</i></p>	<p><i>Do I think and work strategically, or tend to only focus on the work in my section?</i></p> <p><i>Are the priorities that I set clear, costed, planned and monitored?</i></p> <p><i>Do I know what my team are achieving and know where problems lie?</i></p> <p><i>Do I always consider the impact on our customers when service changes are made?</i></p> <p><i>Are we adopting a business-focus and ensuring that we are the best at delivering for Dartmoor?</i></p>

Examples of ineffective behaviour:

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|---|--|---|---|
| X | <i>Poor track record in managing and delivering projects</i> | X | <i>Shows lack of consideration for customers</i> |
| X | <i>Does not recognise opportunities to improve processes</i> | X | <i>Wasteful of resources</i> |
| X | <i>Regularly disorganised and / or missing deadlines</i> | X | <i>Fails to set a positive example of sustainable working</i> |
| X | <i>Duplicates the work of others</i> | | |
| X | <i>Fails to monitor progress against targets or rectify underachievement</i> | | |

Decision making and problem solving

This competency focuses on:

- ❖ Making clear, objective decisions in a timely manner
- ❖ Considering feedback and evidence before deciding on a course of action
- ❖ Identifying problems quickly and dealing with them effectively
- ❖ Embracing new ideas, and taking managed risks
- ❖ Taking a positive 'can-do' approach to problem solving

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Uses initiative to make decisions and solve problems relating to day-to-day work within the boundaries of their own role. • Makes suggestions for improvements in relation to decisions or problems affecting their own area of work. • Seeks advice or clarification from colleagues / managers where appropriate. • Responds promptly to queries from colleagues regarding their own area of work. 	<ul style="list-style-type: none"> • Makes timely and considered decisions based on analysis of available data, information and evidence. • Demonstrates fairness and consistency in actions and decisions that impact on others. • Takes time to review problems, identify and implement solutions. • Demonstrates accountability for decisions taken. • Takes into account the feedback of others in order to make effective decisions. 	<ul style="list-style-type: none"> • Responds quickly and decisively to a crisis or to problems that impact on others, by taking action and making decisions that are impartial and based on all available evidence. • Acts professionally by supporting management in implementing, communicating and promoting decisions that have been made on behalf of the Authority, even when they may not personally agree. • Thinks creatively to solve problems; embracing new ideas, ways of working, and taking managed risks in order to move forward. • Recognises when decisions need to be taken that may be unpopular, and is able to separate emotion to ensure effective decisions are made. 	<ul style="list-style-type: none"> • Promotes a culture that encourages sound decision making, ownership and accountability (without blame), at all levels of the organisation. • Demonstrates the ability to make and implement difficult and/or unpopular decisions on behalf of DNPA; acting decisively and taking control of critical situations when they arise. • Makes sound and objective decisions on the basis of what is best for the organisation as a whole. • Considers the perspectives of key partners and stakeholders and aims to get buy-in when making decisions which will affect them. • Makes good decisions quickly in a crisis to mitigate any risk to the organisation's reputation. • Takes ownership of decisions.

When completing your appraisal (or appraisal review) you may wish to consider:

Level 1	Level 2	Level 3	Level 4
<p><i>Do I know when I can make decisions and when I need to refer them to my manager?</i></p> <p><i>Do I take ownership of the problem when I make a mistake, and work to rectify the error?</i></p> <p><i>What suggestions have I made that have resulted in improvements to the way work is carried out?</i></p>	<p><i>Am I good at reaching a decision? When a problem is identified do I try to find underlying causes and effects?</i></p> <p><i>Do I use feedback to solve problems / prevent reoccurrences of problems?</i></p> <p><i>Am I able to confidently justify decisions I have made?</i></p> <p><i>Do I consider resource implications when making decisions?</i></p>	<p><i>Do I encourage critical challenge of my ideas in order to fully consider all options before making a decision?</i></p> <p><i>Do I present arguments, data and conclusions in a logical and persuasive way?</i></p> <p><i>Am I able to explain to my team the reasons why management decisions have been made even when I do not personally agree with them?</i></p>	<p><i>Am I decisive even in times of change and challenge, taking measured risks as appropriate?</i></p> <p><i>How do I involve others in the process of developing solutions and making decisions? Is this effective?</i></p> <p><i>Do I encourage creative and innovative thinking when it comes to problem solving?</i></p> <p><i>Do I seek feedback from partners and stakeholders before making decisions?</i></p>

Examples of ineffective behaviour:

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|---|--|---|--|
| X | <i>Unable to use experience and common sense when faced with a problem</i> | X | <i>Fails to justify and communicate decisions clearly</i> |
| X | <i>Fails to learn from mistakes so they re-occur</i> | X | <i>Fails to consider implications or consequences</i> |
| X | <i>Delays in making decisions to avoid being accountable</i> | X | <i>Commits resources to unrealistic outcomes</i> |
| X | <i>Complains about problems, without coming up with positive solutions</i> | X | <i>Slow to make decisions and think pro-actively in a crisis</i> |

Continuous improvement

This competency focuses on:

- ❖ Responsiveness to change
- ❖ Being innovative and challenging the status quo
- ❖ Being open to new ideas and better ways of working
- ❖ Being more forward thinking and business-focused
- ❖ Maximising potential

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • Shows flexibility when circumstances change or when asked to change existing ways of working. • Recognises the impact of changes on own area of work, and responds positively. • Shows an ability to reflect on whether there is a better way of doing things, and makes suggestions for improvements in own area of work. • Open to new ideas and initiatives. • Has a desire to meet own objectives and do a good job. • Strives to achieve full potential. 	<ul style="list-style-type: none"> • Constructively challenges the status quo, and seeks better alternatives if needed. • Shows an awareness of best practice and alternative methods of work; evaluates them and adapts them for DNPA use where appropriate. • Ensure that the knowledge and understanding of how changes will be made have been fully communicated and understood. • Acknowledges ideas for improvements and suggestions for change, and provides feedback on why ideas may or may not be adopted. • Supports the actions identified in the <i>Developing Team Dartmoor ODS</i>, in order to continually find ways of improving. 	<ul style="list-style-type: none"> • Manages underperformance, and strives to make sure all staff are working to their full potential. • Challenges thinking of others to encourage them to develop innovative ideas, and allows them the scope to try new ideas. • Assists in the implementation of change, by supporting staff and responding positively to new ideas. • Challenges resistance to change, identifying where culture, work practices or behaviours are blocking new initiatives. • Anticipates challenges arising from changes, and makes plans to mitigate any potential problems. • Actively seeks to develop own management competencies. • Encourages staff to contribute ideas and suggestions for improvement. 	<ul style="list-style-type: none"> • Recognises our strengths and identifies opportunities to harness 'Team Dartmoor'. • Be approachable to all staff across the Authority, showing readiness to listen and receptiveness to suggestions and new ideas. • Develop a culture of continuous improvement, which is open to new ways of thinking and resilient in the face of changing priorities. • Thinks strategically, sets stretching but achievable targets, and inspires others to achieve. • Takes calculated risks for the benefit of the organisation. • Evaluates options for change taking into account short and long term risks and benefits, as well as the impact on staff and other partner organisations.

When completing your appraisal (or appraisal review) you may wish to consider:

Level 1	Level 2	Level 3	Level 4
<p><i>How have I developed my own skills / knowledge recently?</i></p> <p><i>How do I react when changes are made at work?</i></p> <p><i>Do I consider that there might be better ways of doing things, and look to improve?</i></p> <p><i>Am I open to new ideas and initiatives?</i></p>	<p><i>Am I aware of work practices being used in other organisations outside of DNPA?</i></p> <p><i>Do I fully consider suggestions put forward by my staff?</i></p> <p><i>Do I explain to staff why changes are being made and highlight the benefits of doing so?</i></p>	<p><i>How do I motivate my team to continuously try to improve?</i></p> <p><i>How do I encourage innovative thinking and new ideas?</i></p> <p><i>Am I supportive of staff when going through periods of change?</i></p> <p><i>How do I react when faced with staff who are resistant to change?</i></p>	<p><i>How do I plan future work / changes? Is my consultation effective?</i></p> <p><i>Do I set clear, stretching but achievable targets?</i></p> <p><i>Are my staff focussed on continuous improvement? What do I do to encourage this?</i></p>

Examples of ineffective behaviour:

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|---|---|---|---|
| X | <i>Inflexible and resistant to change</i> | X | <i>Does not effectively manage risk</i> |
| X | <i>Regularly fails to meet objectives</i> | X | <i>Fails to clearly explain the rationale behind change</i> |
| X | <i>Shows little desire to improve ways of working</i> | X | <i>Avoids change for fear of upsetting the status quo</i> |
| X | <i>Dismissive of new ideas and suggestions</i> | X | <i>Fails to tackle under-performing staff</i> |