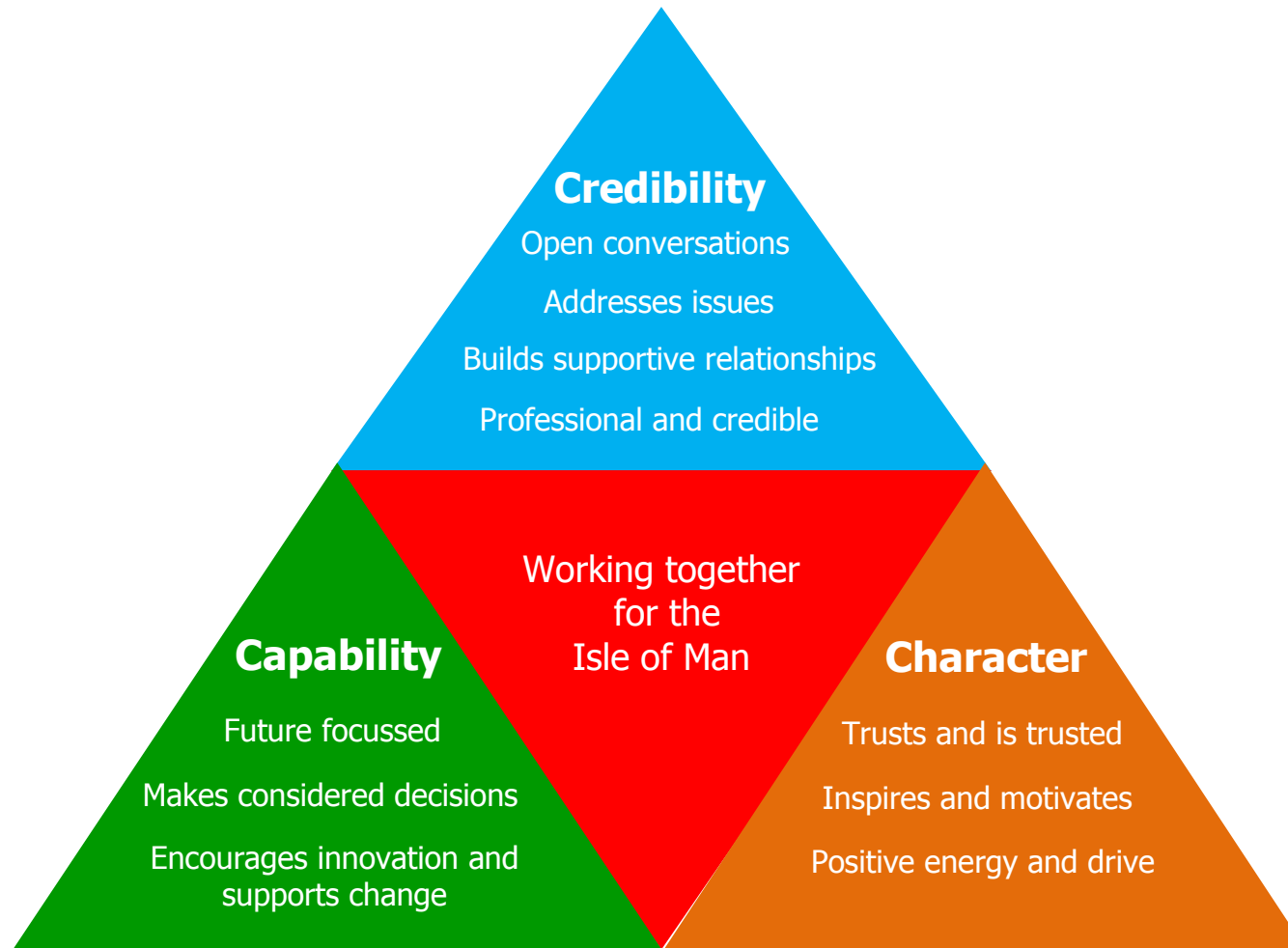


**INSPIRE · MOTIVATE · DEVELOP**



**Isle of Man Government People Qualities Framework**

## Introduction



The Isle of Man Government People Qualities have been designed as a framework to support positive personal development for every individual within the organisation. The triangular framework represents the need to balance the **Capability** of an individual - their form and ability to deliver tasks – with their **Character** – their personality and level of emotional intelligence – in order to create genuine **Credibility**. These are known as **The 3 C's**.

The ten qualities were originally determined in 2013 by focus groups of employees from across the organisation who volunteered to participate in workshops to identify what makes a great leader in the Isle of Man Government. It was soon recognised however, that the qualities and behaviours that the focus groups wanted to see from their leaders, were equally applicable to employees throughout the organisation. As a result, the qualities developed into the People Qualities with a pathway clearly mapping progression for each quality or behaviour from the level expected of an individual providing administrative support at Level 1 through to the level expected of an individual setting strategic direction at level 7. This continuity establishes a clear and aspirational framework for personal development and serves to emphasise that positive performance quality applies to everyone, at every level within the organisation.

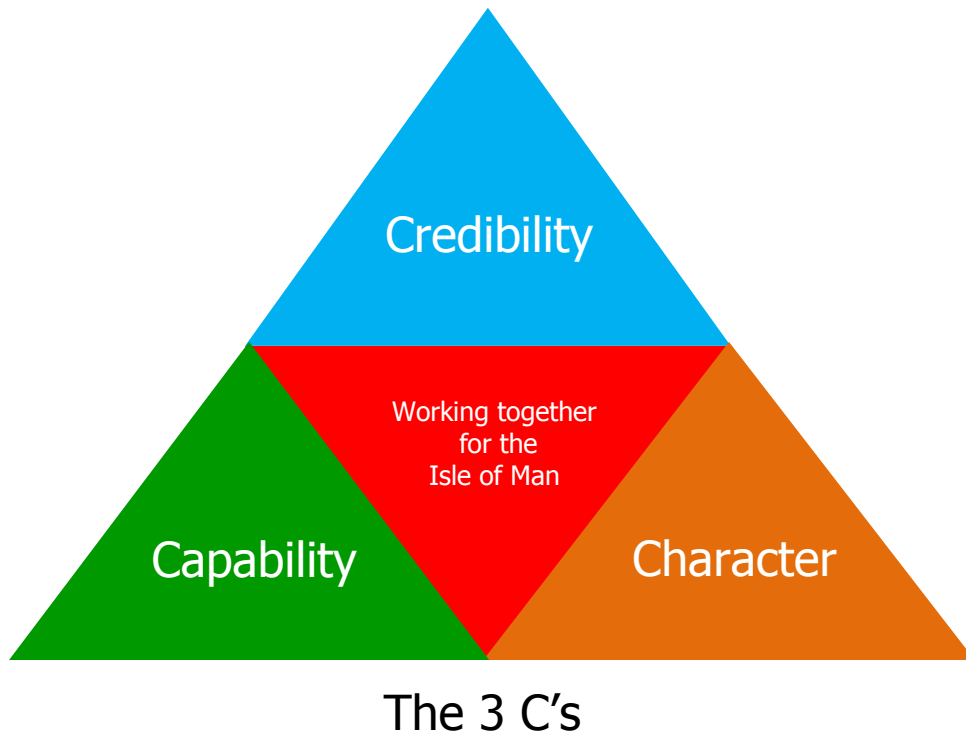
The People Qualities have been cross-referenced to the various competency frameworks which currently exist across the Isle of Man Government, and provide an opportunity to articulate the behaviours and culture that we need in future within Government. When demonstrated, these qualities not only support, but also drive the overarching **IOMG Vision**: *Working together for the Isle of Man*, supporting the **IOMG Values**: *We value, trust and respect one another; Communication is open and people are listened to; Innovation and creativity are encouraged*.



**IOMG People Qualities Levels, Bands, Grades and Roles**

There are seven levels within the IOMG People Qualities Framework that are intended to be progressively inclusive. Therefore, those operating at level 4 are expected to meet the requirement at levels 1, 2, 3 and 4 in order to be considered effective.

An illustrative guide to each level giving examples of bands, grades and typical roles is shown below. This list is not exhaustive; its purpose is to offer guidance in understanding the levels within the framework.



People Quality Level	Band, Grade or Role example
Level 1	AA grade and equivalent; HCA; Social Care Worker; Manual Craft levels 3 to 5; lunch time assistant; Receptionist
Level 2	AO grade and equivalent; Prison Officer; ESJCR Supervisor; School Administrator; Senior Secretary; Social Work Assistant; Fire Fighter; SHCA; ESO; Manual Craft level 6 and above; Support Worker
Level 3	EO grade and equivalent; Support Manager; ESJCR Manager; Teacher; Registered Nurse
Level 4	HEO grade and equivalent; Nursing Team Leader; Police Inspector; Social Worker; Surveyor; Duty Manager
Level 5	SEO grade and equivalent; Head Teacher; Deputy Chief Fire Officer; Legal Officer; Nurse Sister; Operational Manager
Level 6	Director and equivalent; OS7; Senior Nurse; Divisional Manager/Director/Executive
Level 7	Executive Director; Chief Executive; Chief Officer



## Using the IOMG People Qualities Framework

The People Qualities have not been created to replace any of the existing competency frameworks but it is hoped that they will provide the foundation for any future initiative to create a single performance management framework to support the IOMG as a single legal entity.

The People Qualities can be used for designing jobs, recruitment, personal development, performance management, succession planning and conducting staff 1-1's.

### Designing jobs

The People Qualities can be reflected in job descriptions and person specifications to help outline the behaviours expected of that role at the relevant level.

### Recruitment

The People Qualities can assist with the recruitment process as the basis for interview questions and used within an assessment centre as measures within exercises.

### Personal development, performance management and succession planning

For your own and/or your teams development, the People Qualities could be used for the basis of determining aspirations and to highlight areas of training and development. The People Qualities are represented within the 9 Box tool, used for development and succession planning. Using the People Qualities and 9 Box together will assist with the identification of talent gaps and future potential.

### Staff 1-1's

Developmental conversations can be conducted using the People Qualities as the basis of all staff 1-1 conversations.



The quality of being believed in; having positive standing and authority

**Associated People Qualities:**

**1. Has open conversations**

Key themes: Respect – shows respect for others, listens and understands, welcomes different opinions  
Clarity – gives direction, provides answers and explains why to customers and colleagues  
Shares – shares information and knowledge in a timely way, inclusive

**2. Addresses the issues**

Key themes: Positive outcomes – manages all levels of performance to create improvement  
Conflict – prevents conflict where possible, deals with it positively, constructively and confidently  
Fairness – demonstrates consistency and equality

**3. Builds supportive relationships**

Key themes: Influence – adapts communication to achieve win-win outcomes, collaborates and compromises for the greater good  
Feedback – provides positive and constructive feedback for supporting improvement, welcomes and values feedback  
Network – creates two way, supportive networks internally and externally

**4. Professional and credible**

Key themes: Personal responsibility – delivers on targets and owns their work, responsible and accountable  
Impact – presents self and work in a positive way  
Customer focused – puts customers at the heart of everything



Level 5

HAS OPEN CONVERSATIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Respect</b>	Listen with interest and treat others' views, concerns and suggestions with respect, patience and tolerance	Talk at people rather than listening to them. Not open to other people's views
	Lead by example	Fail to coach and mentor team members
	Actively seek and consider input from relevant internal and external stakeholders	Demonstrate bias or ignorance of stakeholder requirements
<b>Clarity</b>	Change their communication style to meet the needs of the audience	Be inflexible in their use of different communication styles
	Encourage a culture of constructive challenge and invite input from others on their plans for the team	Become defensive when challenged rather than valuing input
<b>Shares</b>	Communicate in a straightforward, truthful and candid way, readily sharing ideas and information	Withhold information, using it as a means of demonstrating power
	Is open and approachable, taking others' views into account and valuing their contribution	Work on own agenda rather than contributing to team performance
	Create an environment in which ideas are welcomed and information is readily shared, using divisional briefings to best effect	Discourage new ideas or ask for ideas and then fail to act on them



Level 5

ADDRESSES THE ISSUES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Positive outcomes</b>	Identify key issues to the department at an early stage and define them clearly and concisely	Fail to recognise or act on their strategic role, focusing unnecessarily on operational issues
	Develop and stretch high performers, recognising that IOMG will ultimately benefit	Block development for high performers, seeing them as a personal threat or a 'resource' they can't lose
<b>Conflict</b>	Manage potential conflict with tact and diplomacy	Ignore potential conflict or avoid addressing it, resulting in damaging outcomes for the team
	Uncover the underlying issue even if it is uncomfortable, and fully resolve the problem	Deal with surface level issues and hope that works
<b>Fairness</b>	Create a culture of inclusiveness – one team – one common goal	Be unable to build a cohesive team
	Use language in an appropriate way and be sensitive to the way it may affect people	Take on the problems of others to the extent where it becomes stressful
	Create a culture where all colleagues are encouraged to learn from mistakes	Be inconsistent in their acceptance of mistakes, using them as an opportunity for learning in some cases but a reason for blame in others

Level 5

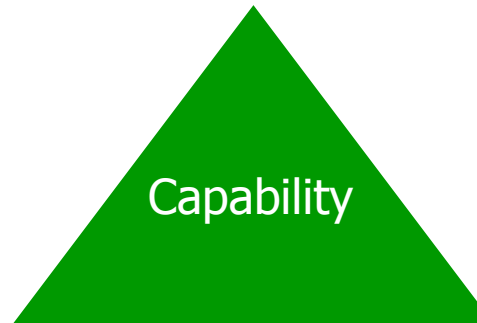
BUILDS SUPPORTIVE RELATIONSHIPS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Influence</b>	Recognise their role in communicating key corporate priorities to their team, adapting the information they receive and their style of communication so that it is understood by all staff	Email key messages to all staff and consider that good enough
	Understand the benefits and liabilities of their behavioural preferences and adapt their approach accordingly	Lack self-awareness or expect others to adapt to them
<b>Feedback</b>	Value constructive feedback from their line manager, team and peers	Avoid feedback or become defensive about it
	Give specific, timely and fair feedback to all team members with the aim of furthering their development	Criticise, avoid giving constructive feedback or wait for PDR meetings to discuss issues
<b>Network</b>	Nurture a broad and supportive network of contacts including colleagues across IOMG and external contacts	Have a narrow focus of interest, seeing difference from rather than similarities with other teams or counterparts
	Work effectively as part of a collaborative management team with a sense of collective responsibility	Work against other teams within the function, seeing them as competition rather than support



Level 5

<b>PROFESSIONAL AND CREDIBLE</b>		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Take personal responsibility</b>	Manage competing demands, ensuring support for people and achievement of task	Consistently focus on either people or task at the expense of the other
	Take full responsibility for the work of their teams and agree challenging objectives for all, aligned with their overall goals	Set objectives without input from their team, expecting them to deliver against objectives they don't fully understand
<b>Impact</b>	Be credible at senior levels across the public service, demonstrating purpose and direction	Lack confidence or impact at senior levels, missing opportunities to promote the team's successes and needs
	Interact confidently and effectively with a wide range of partners and stakeholders	Demonstrate low levels of knowledge or commercial understanding and lose respect from partners, stakeholders and customers as a result
<b>Customer focus</b>	Treat customers as their top priority and set a positive example to the team	Put their own priorities above delivering great customer service
	Anticipate new customer needs and develop the service to support them	Ignore customer feedback or fail to act on it





The extent of an individual's ability; their capacity and potential

**Associated People Qualities:**

**1. Future focused**

Key themes: Align – works towards a shared direction linked to IOM Government strategy  
Monitor – monitors progress to goals, identifies and mitigates against challenges  
Personal development – continually seeks to develop professionally

**2. Makes considered decisions**

Key themes: Balanced – prepares, understands the true problem, considers impact on task and people  
Ethical – appropriate for Government, fair, accountable, trustworthy  
Timely – acts with urgency, recognises others are impacted by your actions

**3. Encourages innovation and supports change**

Key themes: Improve – creative, seeks innovation for sustainable improvement  
Flexible – adapts to change, recognises own way may not be the only way, agile learner and worker  
Proactive – aware and anticipating, constantly develops service



## Level 5

FOCUS FOR THE FUTURE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Align</b>	Work with their team to develop an engaging vision for the future with a medium term strategy to address key priorities	Impose direction for the team or fail to align the team with any vision or strategic direction at all
	Ensure appropriate budgets and resource are in place to achieve the strategic plan	Set aspirational targets without realistic supporting budgets or resource, resulting in non-delivery and demotivated staff
<b>Monitor</b>	Monitor and manage accountability for several different teams at once, ensuring their work is complementary and aligned	Focus on 'pet projects' or pit teams against each other, creating a culture of competition for budget and/or resources rather than support
	Maintain a robust succession plan for their area, addressing the capability requirements needed to deliver future team objectives	Fail to create a succession plan, allow it to become outdated or fail to address the skills gaps identified
<b>Personal development</b>	Manage and lead their own development discussions, evidencing a clearly thought out personal career plan	See themselves as too busy for development discussions
	Develop their leadership ability and style alongside their specialist or vocational expertise	Focus solely on vocational qualifications at the expense of their leadership potential

## Level 5

MAKES CONSIDERED DECISIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Balanced</b>	Use the advice, assistance and intervention of others to build the strength of their argument and assist with the influencing process	Ignore the benefits of the opinions of others, seeing decision making as something they must do alone
	Be able to act or decide even when details are unclear, drawing together reasonable conclusions from a wide range of incomplete and complex evidence and data	Struggle or become panicked by ambiguity, leading to poor decisions or no decision at all
<b>Ethical</b>	Consider impact or risk to the reputation of IOMG when making decisions and provide plans to manage or mitigate against them	Provide advice without due consideration of risk or the wider impact
	Accept accountability for solving complex problems using their specialist or professional knowledge	Lack the required specialist or professional knowledge or fail to apply it effectively, blaming others when challenged
<b>Timely</b>	Empower their direct reports to make appropriate decisions themselves through innovation and creativity, holding them to account for delivery	Insist that all decisions come through them, causing unnecessary delay to the process and impacting the development of others
	Make effective decisions under immediate time pressures, being direct when appropriate in order to meet important deadlines	Lack the confidence to be direct when required



Level 5

### ENCOURAGES INNOVATION AND SUPPORTS CHANGE

	People who are effective are likely to...	People who are ineffective are likely to...
<b>Improve</b>	Actively involve the team in change processes to ensure that they understand the anticipated benefits	Miss the opportunity to engage staff with the potential benefits of change
	Lead strategic change projects effectively to positive outcomes, fully considering and managing the impact on people	Implement strategic change without engaging people or with little care for the impact upon them
<b>Flexible</b>	Respond quickly and flexibly to the need to adapt own working practices and support those in their area to do the same	React slowly to change or maintains old ways of working, does not encourage others to adapt
	Support a culture where people are encouraged to think creatively, take calculated risks and learn from mistakes	Criticise immediately when mistakes are made or fail to see mistakes as a necessary part of change and a learning opportunity
<b>Proactive</b>	Look for new practices within and beyond Government and use them to improve ways of working in their own team	Lack creative thinking, assuming that practices used beyond Government could not work in their own area
	Have the courage to take risks in order to make positive changes to how things are done	Maintain the status quo without challenge, avoiding risk but missing opportunities for improvement



## Character

The way a person thinks, feels and behaves; their personality and level of emotional intelligence

### Associated People Qualities:

#### 1. Trusts and is trusted

Key themes: Reliable – delivers on promises, sets goals and achieves them, does what they say they will do  
Honest – moral courage, authentic, even when the truth is difficult  
Believe – has confidence in others, works autonomously without issue, inspires confidence in own ability

#### 2. Inspires, motivates and empowers

Key themes: Praise – recognises achievement, values the contribution of others, gives credit  
Role model – high personal standards  
Personal – understands the individual, gets the best from each person, empathises

#### 3. Positive energy and drive

Key themes: Resilient – strives to achieve, showing perseverance and commitment  
Urgency – applies pace and importance to the right things, focused, dynamic  
Passionate – believes in the service, enthusiastic, speaks positively about Government



## Level 5

TRUSTS AND IS TRUSTED		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Reliable</b>	Perform consistently during pressured situations or crisis, maintaining standards of performance and behaviour	Struggle or fail in pressured situations, requiring someone else to step in and lead
	Provide a consistent message and strategic narrative for their area which people believe in and trust	Be changeable or inconsistent in their communication of strategy, or fail to communicate effectively at all
<b>Honest</b>	Recognise the strengths and development needs of their area and work hard to address them in a collaborative way	Ignore or cover up problems in their area in order to appear successful
	Discuss issues honestly with the team, sharing the information they have	Act dishonestly, or avoid face-to-face conversations, sending emails instead to avoid challenge
<b>Believe</b>	Actively involve team members in the development of plans and priorities, trusting their opinion and experience	Dismiss the opinion and experience of their colleagues unnecessarily, not trusting them to contribute to important decisions
	Project a strong sense of self-belief when presenting views and/or proposals to others	Lack confidence in their own ability when presenting ideas to others, or avoid doing it at all

## Level 5

INSPIRES AND MOTIVATES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Praise</b>	Make a point of finding out about achievements and success at all levels within their team and praising the people concerned	Be unaware of the good work done by staff in their teams
	Develop and stretch their high performers, recognising that IOMG will ultimately benefit from their potential	Block development for high performers, seeing them as a personal threat or a 'resource' they can't lose
<b>Role model</b>	Aim to be a motivating force at all times, demonstrating a sense of collective responsibility for decisions made by the team	Demoralise people by disowning or dismissing decisions made by the team when challenged
	Role model all aspects of the People Qualities at Level 5 or above	Struggle to meet Level 5 criteria in several People Qualities after a reasonable time in role
<b>Personal</b>	Recognise that periods of sustained pressure and long hours for the team should be followed by time to consolidate and regroup	Impose a pace setting leadership style as default, expecting staff to prioritise work over home life at all times
	Encourage a coaching culture that empowers people to develop their own way of working within agreed boundaries	Demoralise people through restrictive working practices that stifle personal development



## Level 5

POSITIVE ENERGY AND DRIVE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Resilient</b>	Have a clear capacity for sustained hard work, taking care of themselves physically and emotionally in order to achieve that	Falter or struggle to sustain focus in periods of sustained pressure, or fail to look after themselves
	Present a constructive, energetic attitude to the team in times of difficulty, being persistent and flexible – bending not breaking	Waste time criticising others or looking to appoint blame in difficult situations, unable to focus on what needs to be done
<b>Urgency</b>	Show persistence and perseverance in overcoming major obstacles or long-running problems	Become overwhelmed by major obstacles or long-running problems, losing sight of the end goal
	Enjoy challenging aspects of their work, visibly increasing drive in these circumstances to energise people to perform	Focus on achieving tasks without efforts to motivate and energise people
<b>Passion</b>	Be enthusiastic and interested in the wider directorate and what it can achieve, creating a strong sense of unity	Operate in one silo only, demonstrating little interest or enthusiasm for the work of other teams
	Talk with passion about the vision for their area and how it will benefit the Isle of Man	Lose sight of the bigger picture, not understanding the contribution their area makes to the organisation and the community