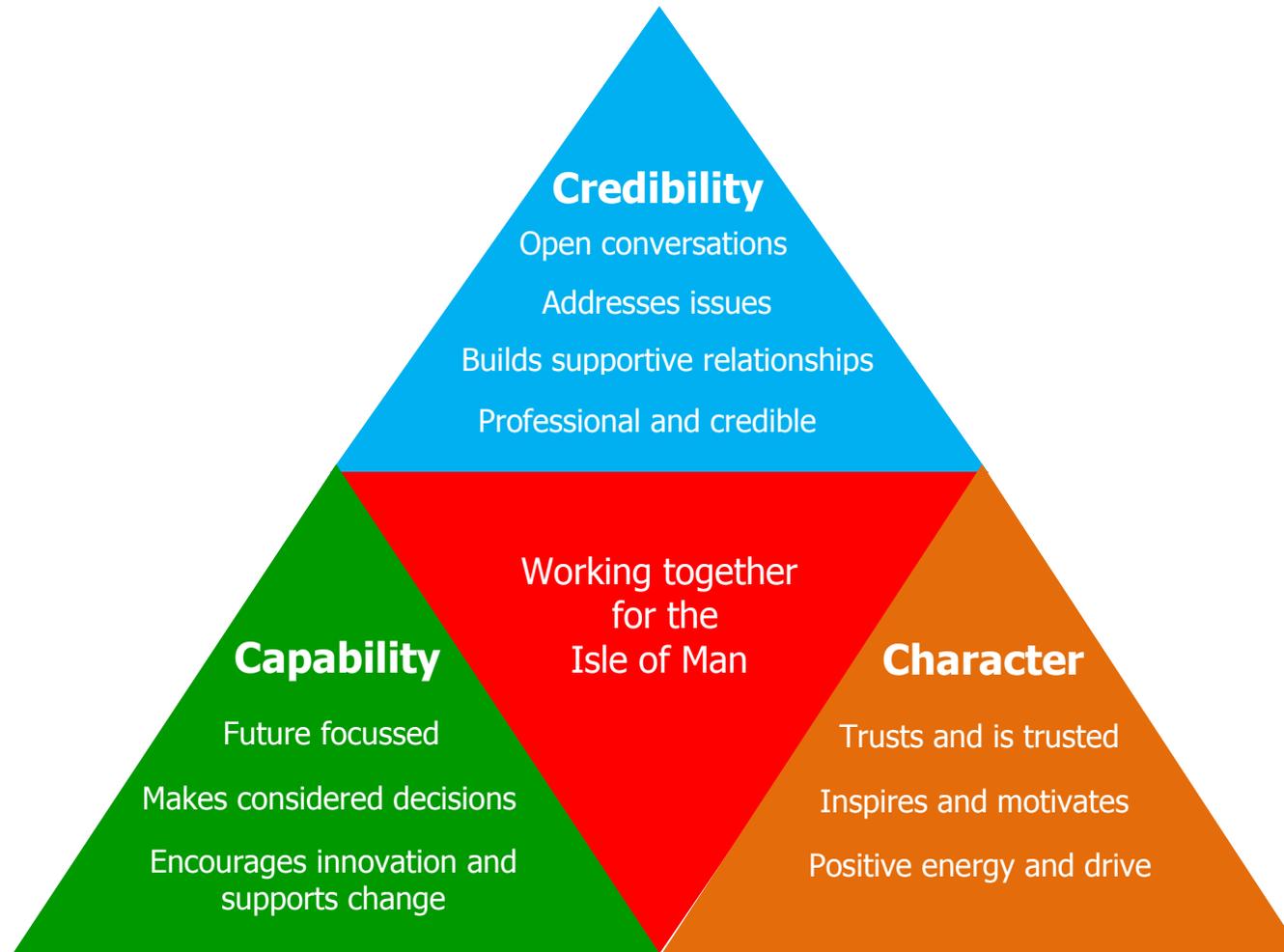


**INSPIRE · MOTIVATE · DEVELOP**



**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.

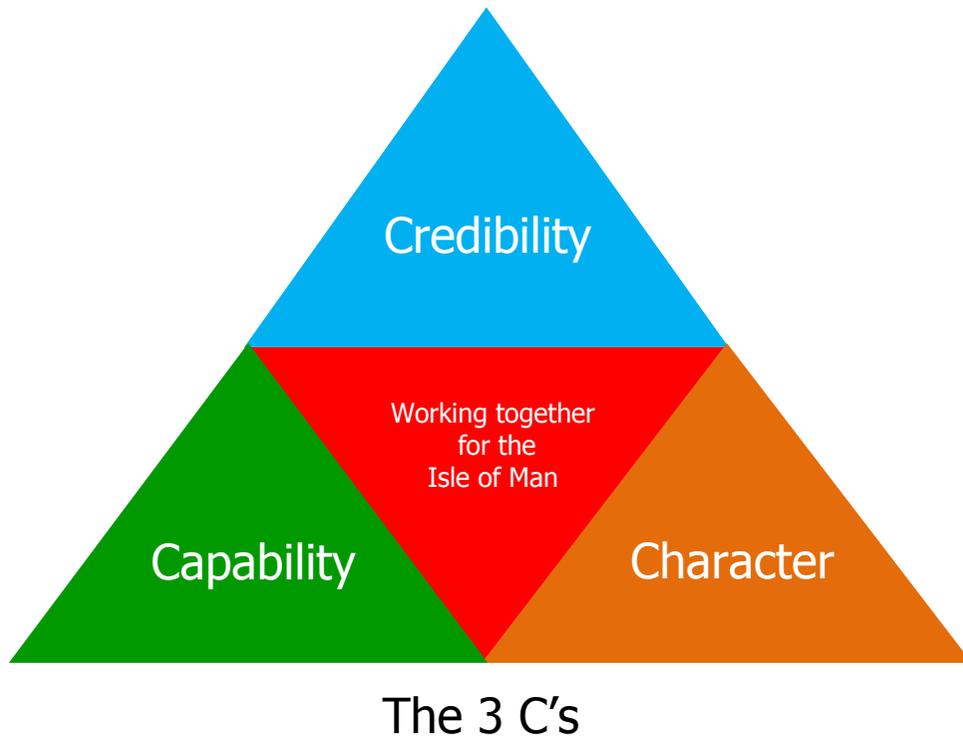
The People Qualities have been cross-referenced to the various competency frameworks which currently exist across the Isle of Man Government, and provide an opportunity to articulate the behaviours and culture that we need in future within Government. When demonstrated, these qualities not only support, 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 1



HAS OPEN CONVERSATIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Respect</b>	Listen to others and be easy to talk to	Listen but soon forget what was said
	Recognise that they can learn from others	Assume that they know best
<b>Clarity</b>	Be clear and audible both face-to-face and on the telephone	Make little effort to help others understand what they mean
	Introduce themselves to customers using their name, role and what they are going to do to help	Not welcome questions
<b>Shares</b>	Contribute to team meetings in a positive, constructive way	Spectate at team meetings or be disruptive
	Explain their progress on tasks or projects openly when asked	Provide incomplete explanation of their actions or hide the truth

## Level 2

HAS OPEN CONVERSATIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Respect</b>	Listen and ask questions to understand	Listen to what is said cosmetically without adapting their approach
	Learn from others and apply that learning	Assume that they know best and fail to change behaviours to show that learning has taken place
<b>Clarity</b>	Be clear and audible both face-to-face and on the telephone	Make little effort to help others understand what they mean
	Provide timely updates to people relying on them	Leave customers or colleagues waiting or unclear what's going on
<b>Shares</b>	Proactively contribute to team meetings in a positive, constructive way	Spectate at team meetings or be disruptive – impacting on team performance
	Explain their progress on tasks or projects openly and regularly	Provide incomplete explanation of their actions or hide the truth

## Level 3



HAS OPEN CONVERSATIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Respect</b>	Listen with interest and respect to others. Use eye contact.	Show little interest or enthusiasm when dealing with others. Talk over people.
	Adapt own approach where it is important to take the opinions of others into account	Ignore or override the opinions of others inappropriately
<b>Clarity</b>	Express ideas effectively using the most appropriate method	Not check understanding with their audience
	Explain answers clearly, carefully and respectfully to colleagues or customers, particularly when the answer is 'no'	Avoid difficult conversations or blame others
<b>Shares</b>	Present own views confidently and clearly in any forum	Avoid or miss opportunities to contribute positively to discussions
	Seek information and share it with their team	Keep information to themselves instead of sharing it with their team

## Level 4

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
	Recognise the value of challenging conversations, resolving issues through agreement and compromise ensuring dignity and respect is maintained	Either avoid challenging conversations or are intolerant of others' views and ideas in reaching a solution
<b>Clarity</b>	Take the time to have an effective face-to-face conversation	Use email excessively, avoiding face-to-face conversations
	Explain answers clearly, carefully and respectfully to colleagues or customers, particularly when the answer is 'no'	Avoid difficult conversations or unthinkingly do as they are told
<b>Shares</b>	Present own views confidently with enthusiasm and impact	Present information in a way which is not engaging or impactful
	Recognise their role as a channel of information within the organisation, cascading important information to their team and sharing important information with their SEO	Act as a blocker to communication, failing to keep their team or line manager up to date



## 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 6

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
	Step forward to lead	Not have the trust of the team
	Openly review feedback for own area from the Employee Engagement Survey and drive improvement from it	Fail to take opportunities to drive change as a result of feedback
<b>Clarity</b>	Communicate in a straightforward, honest, open and engaging way with all stakeholders and staff	Lack enthusiasm and openness when communicating with stakeholders and staff. Not adapt style to maximise engagement.
	Give unbiased advice to political members based on robust analysis	Provide advice which a political member wants to hear
<b>Shares</b>	Communicate in a straightforward, truthful and candid way, readily sharing ideas and information	Tell the truth in a way that only causes damage or harm
	Develop an open, creative and innovative environment where organisational learning is identified and shared	Stifle freedom of thought by oppressive management style
	Create an environment where people are encouraged to share	Not read between the lines and identify what non-verbal communication is saying



Level 7

<b>HAS OPEN CONVERSATIONS</b>		
	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
	Encourage enquiries and suggestions	Be dismissive and impatient with people
	Work in partnership with and listen to the views of staff and customers	Miss opportunities to hear from staff or customers, ignoring their opinions and pursuing own agenda
<b>Clarity</b>	Create and role model a culture of openness and transparency	Hide information, act secretly or deny wrongdoing
	Give unbiased advice to political members based on robust analysis	Provide advice which a political member wants to hear
<b>Shares</b>	Communicate in a straightforward and candid way while recognising the need to maintain appropriate confidentiality	Tell the truth in a way that is insensitive to individuals or damages the reputation of IOMG
	Work inclusively and collaboratively with other departments, sharing resources, knowledge and information to achieve mutual success	Viewing other departments as competition rather than support



## Level 1

ADDRESSES THE ISSUES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Positive outcomes</b>	Ask for constructive feedback from their manager	Wait to be told how to improve if things go wrong
	Understand the performance that is expected of them	Ignore the PDR process or view it as their manager's responsibility
<b>Conflict</b>	Be tolerant of different points of view	Assume their way of thinking is always right
	Work collaboratively with colleagues	Create personal conflict that disrupts the team
<b>Fairness</b>	Treat all colleagues and customers with equal respect	'Bend the rules' for some colleagues or customers but not others
	Demonstrate support for others	Show little consideration for the feelings of others
	Put their best effort into all tasks and requests	Avoid tackling tasks they don't enjoy

## Level 2

ADDRESSES THE ISSUES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Positive outcomes</b>	Learn from mistakes and share that learning with colleagues	Repeat the same mistake constantly
	Look for ways to develop and improve their performance	Adopt a fixed approach – avoiding change and improvement wherever possible
<b>Conflict</b>	Flex their personal style to deal with differences within their teams or with customers	Dismiss others' views as irrelevant or unimportant
	Understand what offends others and adapts own actions accordingly	Be patronising or insincere
	Record customer complaints or comments and work hard to resolve them	Dismiss customer comments or record them but do nothing to resolve them
<b>Fairness</b>	Feel comfortable challenging appropriately when the need arises	Keep their head down – avoiding dealing with issues and concerns
	Proactively seek challenging work for the benefit of the team	Do the bare minimum that they are asked to do



## Level 3

ADDRESSES THE ISSUES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Positive outcomes</b>	Tackle poor performance or conduct promptly	Avoid dealing with poor performance or conduct, leaving discussions for PDR meetings or avoiding them completely
	Consider the impact of their actions on others	Try to solve problems beyond their remit
	Confidently manage challenging conversations with customers or colleagues to positive outcomes	Allow conversations to escalate out of control or result in negative outcomes
<b>Conflict</b>	Recognise potential for conflict, makes suggestions and look for common ground	Fail to anticipate conflict
	Ensure that team members are clear about what is expected of them in advance	Fail to set clear expectations or standards, resulting in confusion and possible conflict when targets are missed
<b>Fairness</b>	Treat all team members with equal respect – valuing difference	'Bend the rules' for some team members but not others
	Allocate work fairly, ensuring all team members have the opportunity to reach their potential	Allocate tasks to team members who will accept them readily, giving less work to those who are hostile or argue unnecessarily

## Level 4

ADDRESSES THE ISSUES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Positive outcomes</b>	Proactively manage poor performance and behaviour, seizing opportunities for continual improvement	Behave inappropriately in a sensitive situation
	Understand the frustrations of colleagues when setbacks occur	Not tackle performance issues in a timely manner
	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>	Proactively use systems for dealing with customer complaints and feedback to identify emerging trends and issues	React to issues rather than proactively identifying and mitigating against them
	Use emotional intelligence to recognise and resolve potential inter-personal issues within their team	Be unable to recognise how feelings and emotions can affect performance and lack tact when dealing with them
<b>Fairness</b>	Treat all team members with equal respect – flexing their management style where appropriate	Demonstrate favouritism due to personal preferences
	Set consistent standards and support team members to follow those standards	Request a particular course of action but then backtrack without explanation, undermining the work done by others



## 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 6

ADDRESSES THE ISSUES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Positive outcomes</b>	Manage short term issues and priorities in line with longer term strategies	Manage short term issues without considering their longer term impact
	Find new ways of tackling departmental issues	Rely on how things have always been done, even if that approach was unsuccessful
	Be able to show humour and flexibility where appropriate	Not encourage people to talk about personal issues that may affect their role
<b>Conflict</b>	Confront issues and challenge assumptions with partners, stakeholders and customers in an assertive yet constructive way	Miss opportunities to involve partners and stakeholders early on in the development of policies, services and delivery options resulting in problems later on
	Take unpopular decisions and convey unwelcome news where necessary, always considering the impact on people	Avoid making difficult decisions, blaming others or burying bad news
<b>Fairness</b>	View IOMG as one team – equality across boundaries	View IOMG boundaries as a justification for holding on to talent
	Promote a consistent culture of recognising and rewarding achievements and challenging poor performance and conduct	Apply inconsistent standards, tolerating poor performance or conduct from senior staff because it has been accepted in the past

Level 7



ADDRESSES THE ISSUES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Positive outcomes</b>	Understand the political relationship and actively manage it in a constructive way	Create division or disrespect between departmental staff and their Minister
	Tackle any culture of blame and encourage a pragmatic approach to risk	Create a culture which is unduly risk averse and where learning from mistakes is not encouraged
<b>Conflict</b>	Be fully aware of issues nationally and elsewhere, and mitigate against their potential impact	Fail to look beyond IOMG and/or the Isle of Man when considering strategic issues and threats
	Remain calm, controlled and productive in all dealings at the political level	Become agitated or angry during political negotiation, creating distracting and damaging personal conflict
<b>Fairness</b>	Recognise their role in identifying and resolving broader, corporate issues	Focus only on departmental issues at the expense of IOMG's priorities
	Consider the thought and opinions of others	Be dismissive of the views and opinions of others
	Genuinely support the need for equality when delivering policy or legislation which shapes our community	Fail to consider equality as an underlying principle in policy or legislation created by their department

## Level 1



<b>BUILDS SUPPORTIVE RELATIONSHIPS</b>		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Influence</b>	Recognise that people have different ways of learning and communicating	Assume that their own preferences are 'right'
	Be easy to talk to	Be over critical
	Attempt to adapt their communication for the best outcome, within the constraints of the task	Ignore the need to be flexible when communicating, within the constraints of the task
<b>Feedback</b>	Ask for constructive feedback from their manager	Wait to be told how to improve if things go wrong
	Discuss problems promptly with the relevant person	Gossip or complain without discussing the issue openly
<b>Network</b>	Build positive relationships with team members	Create personal conflict which disrupts the team
	Attend team, divisional and departmental briefings to meet and better understand the work of their immediate colleagues	Assume that such meetings don't apply to them

## Level 2

<b>BUILDS SUPPORTIVE RELATIONSHIPS</b>		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Influence</b>	Recognise that people have different ways of learning and communicating	Assume that their own preferences are 'right'
	Attempt to adapt their communication for the best outcome, within the constraints of the task	Ignore the need to be flexible when communicating, within the constraints of the task
	Approach others for help when needed	Not tell the truth
<b>Feedback</b>	Ask for constructive feedback from their manager	Wait to be told how to improve if things go wrong
	Discuss problems promptly with the relevant person	Gossip or complain without discussing the issue openly
	Have a 'can do' attitude	Not have the trust of the team
<b>Network</b>	Build positive relationships with team members	Create personal conflict which disrupts the team
	Attend team, divisional and departmental briefings to meet and better understand the work of their immediate colleagues	Assume that such meetings don't apply to them

Level 3



BUILDS SUPPORTIVE RELATIONSHIPS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Influence</b>	Adapt their management style to the individual to get the best from each member of their team	Apply one approach to the entire team to the detriment of individual performance
	Make people feel valued	Isolate themselves – not make an effort to get to know people
	Recognise the need to 'influence up' to their line manager to ensure a supportive relationship	View communication with their line manager as top down only
<b>Feedback</b>	Value constructive feedback from their line manager and team	Avoid feedback or become defensive about it
	Believe in continual improvement	Form opinions without any justification
	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>	Involve team members in decisions about their work and role in order to create a sense of team spirit and engagement	Consistently make decisions singlehandedly, ignoring the knowledge and experience within the team
	Look for opportunities to meet and work with different people to improve own understanding of IOMG	Have a narrow focus of interest, taking an 'us and them' view of other teams

Level 4

BUILDS SUPPORTIVE RELATIONSHIPS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Influence</b>	Adapt their leadership style to each situation to get the best possible outcomes	Apply one approach and expect others to adapt to them
	Involve team members in strategic and operational planning in order to create motivation and engagement	Decide the direction of the team singlehandedly, ignoring the knowledge and experience within the team
<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>	Encourage collaborative team working within their own section and support opportunities for team members to learn through cross-functional working	Regard cross-functional working as pointless or a way of removing difficult staff easily, rather than a learning opportunity
	Actively seek opportunities to work cross-functionally and learn from counterparts outside IOMG	Have a narrow focus of interest, seeing difference from rather than similarities with other teams or counterparts

## Level 5



<b>BUILDS SUPPORTIVE RELATIONSHIPS</b>		
	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 6

<b>BUILDS SUPPORTIVE RELATIONSHIPS</b>		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Influence</b>	Communicate key corporate priorities to their team effectively, adapting their style of communication to generate engagement with the message	Assume that their direct reports will communicate those messages
	Be visible and approachable to all staff in their area	Spend little time meeting or working with staff beyond the SMT
<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>	Build a strong network of collaborative relationships and partnerships across IOMG and nationally	Restrict collaboration to existing relationships or give limited attention to the importance of building networks
	Use knowledge of other functions to support effective corporate working	Focus on their own priorities, not considering the impact on other areas

Level 7



### BUILDS SUPPORTIVE RELATIONSHIPS

	People who are effective are likely to...	People who are ineffective are likely to...
<b>Influence</b>	Communicate long term strategy and objectives to departmental staff effectively, adapting their style of communication to generate engagement, motivation and achievement	Rely on written communication only
	Be visible to and recognised by staff in their area	Spend little time with staff beyond their direct reports, becoming a name people recognise but a face they rarely see
<b>Feedback</b>	Value constructive feedback from their Minister, 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>	Build a strong network of collaborative relationships and partnerships across IOMG, nationally and internationally	Restrict collaboration to existing relationships or give limited attention to the importance of building networks outside IOMG
	Use knowledge of IOMG and international affairs to lead effective corporate working	Focus on their own priorities, not considering the impact on other departments



Level 1

PROFESSIONAL AND CREDIBLE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Take personal responsibility</b>	Understand the performance that is expected of them	Ignore the PDR process or view it as their manager's responsibility
	Fill their day productively, supporting the team	Wait to have work allocated to them, rather than asking
<b>Impact</b>	Produce work that is accurate and understandable	Produce work that needs to be reworked repeatedly
	Work in an organised and structured way	Be disorganised, messy or chaotic
<b>Customer focus</b>	Treat customers as their top priority	Put their own priorities above delivering great customer service
	Deal with routine customer enquiries politely, professionally and effectively	Struggle to manage routine customer enquiries

Level 2

PROFESSIONAL AND CREDIBLE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Take personal responsibility</b>	Understand the performance that is expected of them	Ignore the PDR process or view it as their manager's responsibility
	Deliver routine tasks unaided and complete own objectives	Require constant support or supervision
<b>Impact</b>	Produce written work that is accurate and complete	Produce work that needs to be reworked more than once
	Work in an organised and structured way	Be disorganised, messy or chaotic
<b>Customer focus</b>	Treat customers as their top priority	Put their own priorities above delivering great customer service
	Deal with all customer enquiries politely, professionally and effectively	Struggle to manage unusual enquiries

Level 3



PROFESSIONAL AND CREDIBLE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Take personal responsibility</b>	Understand the performance that is expected of their team and that they are integral to its delivery	View failure of a team member to achieve their objectives as the individual's own problem rather than something they need to address
	Drive team performance to consistently achieve both individual and team objectives	Require constant support or supervision to stay focused
<b>Impact</b>	Produce work that is accurate and relevant	Produce work that needs to be reworked or misses the point
	Work in an organised way, creating confidence	Be disorganised, messy or chaotic, creating concern
<b>Customer focus</b>	Treat customers as their top priority	Put their own priorities above delivering great customer service
	Take pride in delivering consistently high levels of service and support their team to do the same	Do the bare minimum to complete a task, disregarding the impact on customers

Level 4

PROFESSIONAL AND CREDIBLE		
	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
	Agree challenging and relevant goals for self and team development, ensuring all staff have individual objectives	Give the whole team the same objective to 'tick the box'
<b>Impact</b>	Exercise discretion, managing own emotions and conduct regardless of the situation	Fail to see the possible damaging effect of improper conduct on working relationships
	Present a professional image to the public and external organisations, gaining positive feedback	Avoid dealing with the public or external organisations or receive negative feedback when they do
<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



## Level 5

PROFESSIONAL AND CREDIBLE		
	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

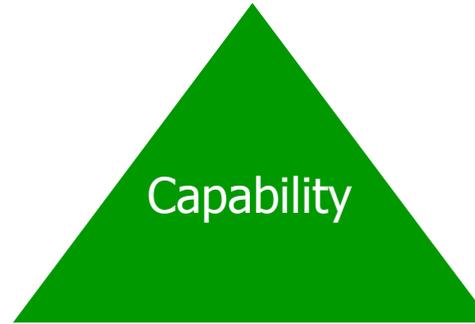
## Level 6

PROFESSIONAL AND CREDIBLE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Take personal responsibility</b>	Demonstrate pride and determination at work	Continually accept 'good enough' rather than striving for the best possible outcome
	Hold themselves accountable for the work of their division and ensure all staff are aligned with the overall vision	Look to blame others first if priorities are misunderstood
<b>Impact</b>	Be highly visible and credible at senior levels across the public service, demonstrating purpose and direction	Create concern at senior levels, giving confused or misguided narrative about plans and priorities
	Interact confidently and effectively with a wide range of partners and stakeholders	Demonstrate little knowledge or commercial understanding and lose respect from partners, stakeholders and customers as a result
<b>Customer focus</b>	Treat great customer service and improved public services as their top priority	View success only as cost saved or reduced time spent rather than customer satisfaction
	Take opportunities to go 'back to the floor' and experience service as a customer	Distance themselves from customer facing services, losing touch with the team's central purpose

Level 7



PROFESSIONAL AND CREDIBLE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Take personal responsibility</b>	Demonstrate pride and determination at work	Continually accept 'good enough' rather than striving for the best possible outcome
	Formulate strategies to achieve the IOMG vision and ensure all departmental objectives are aligned with that vision	Operate in silo, creating departmental objectives at odds with the corporate vision
<b>Impact</b>	Adopt a considered and measured approach in all dealings with politicians	Ignore the importance of managing political relationships positively
	Remain impartial and avoid jumping to conclusions	Form opinions quickly and stick to them no matter what
	Gain staff respect by providing vision, understanding and clarity	Be invisible, inauthentic or inconsistent with staff
<b>Customer focus</b>	Improve focus on the customer, treating great customer service and improved public services as their top priority	View success only as cost saved or reduced time spent rather than customer satisfaction
	Take opportunities to go 'back to the floor' and experience service as a customer	Distance themselves from customer facing services, losing touch with the team's central purpose



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 1

FOCUS FOR THE FUTURE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Align</b>	Understand how their own role contributes to their team's objectives and priorities	Have no understanding of their team's objectives and priorities
	Know what Agenda for Change is and understand its basic principles	Be unaware of Agenda for Change
<b>Monitor</b>	Consistently complete allocated tasks on time	Miss deadlines without good reason, causing negative impact
	Support other staff readily when asked in order to achieve team objectives	Refuse to adapt to the changing priorities of the team
<b>Personal development</b>	Engage actively in own 1:1s and PDR discussions	Come unprepared to 1:1s and PDR discussions or fail to attend
	Allow greater understanding of a situation with the potential to change their original approach	Not reflect on feedback from others or learn by mistakes

## Level 2

FOCUS FOR THE FUTURE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Align</b>	Understand how their own role contributes to their team's objectives and priorities	Have no understanding of their team's objectives and priorities
	Know what Agenda for Change is and understand why it is important	Be unaware of Agenda for Change
<b>Monitor</b>	Manage own time effectively and able to identify the key facts in a situation	Require constant supervision to achieve deadlines and to identify key facts
	Recognise when they are under pressure and ask for help in good time	Avoid asking for help, allowing work to suffer as a result
<b>Personal development</b>	Engage actively in own 1:1s and PDR discussions	Come unprepared to 1:1s and PDR discussions
	Recognise that it is important to consider how you work as well as what you do	Assume that how you work with others doesn't matter as long as you complete the task



## Level 3

FOCUS FOR THE FUTURE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Align</b>	Agree challenging, relevant and realistic individual objectives for the coming year with each member of their team	Ignore individual needs, imposing standard objectives for the whole team or not setting objectives at all
	Understand how the achievements of their team contribute to the achievement of their division's objectives and priorities	Have no understanding of their division's objectives and priorities
<b>Monitor</b>	Accept accountability for the work of the team, monitoring own and others' progress against deadlines and standards	Be unaware of potential risks to deadlines or standards or blame others when they are missed
	Identify training needs of self and team, plans out training and development opportunities	Ignore staff and own personal development and opportunities that may arise, assuming standards of work, performance and aspirations are being met
<b>Personal development</b>	Engage actively in own 1:1s and PDR discussions, providing suggestions for own development and objectives	Expect their line manager to create a development plan for them
	Take an active interest in their own field of work, keeping up to date with best practice requirements	Expect someone else to advise them of changes in their field of work

## Level 4

FOCUS FOR THE FUTURE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Align</b>	Work with their people to develop an engaging vision for the team understanding how own role contributes to achieving key objectives	Impose direction for the team or fail to align the team with any vision or direction at all
	Agree challenging, relevant and realistic individual objectives for each member of their team which align with the team plan	Agree objectives which don't align with the team plan or fail to set objectives at all
<b>Monitor</b>	Accept accountability for the work of the team, monitoring own and others' progress against deadlines and standards	Be unaware of potential risks to deadlines or standards or blame others when they are missed
	Identify the short and medium term training needs of self and team and addresses them in the most effective way	Assume that training courses are the only way to learn, without using alternatives to best effect (coaching, mentoring, secondments etc.)
<b>Personal development</b>	Engage actively in own 1:1s and PDR discussions, providing own objectives and suggestions for longer term development	Consider their development within the coming year only or expect their line manager to create a development plan for them
	Develop their leadership style and ability alongside their specialist or vocational expertise	Focus solely on vocational qualifications at the expense of their leadership potential



## 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 6

FOCUS FOR THE FUTURE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Align</b>	Play a leading role in translating the vision for their Department into an engaging vision for their area	Ignore departmental plans when determining the future focus for their area
	Articulate and consistently communicate a compelling view of the future which others can understand and commit to	Leave staff confused or uninspired by their vision for the future
<b>Monitor</b>	Be rigorous and consistent when monitoring performance at directorate level, recognising the impact their decisions have on staff within that area	Backtrack or change strategic direction frequently or without clear explanation, resulting in unnecessary and onerous rework for the team
	Be alert to emerging issues or trends within IOMG or nationally which might impact upon or benefit their own strategic plan	Ignore potential threats or opportunities or recognise them too late
	Check plans, monitor progress and adjust in response to change	Not predict or prepare for problems
<b>Personal development</b>	Champion self-development, using and encouraging use of the PDR Scheme and internal learning and development opportunities in order to 'grow our own' leaders and experts	View personal development as a necessary tick box exercise rather than a fundamental right of every member of their team
	Develop their leadership style and ability alongside their specialist or vocational expertise	Focus solely on vocational or technical qualifications at the expense of their leadership potential



Level 7

FOCUS FOR THE FUTURE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Align</b>	Play an active role in creating and renewing the vision for the Isle of Man	Focus on departmental plans with little or no regard for their impact on the wider vision for the Isle of Man
	Articulate and consistently communicate a compelling view of the future which others can understand and commit to	Leave staff confused or uninspired by their vision for the future
<b>Monitor</b>	Be rigorous and consistent when monitoring performance at departmental level, routinely reporting on that performance at a corporate level	Have insufficient understanding of their own department's challenges, opportunities and performance to report accurately
	Be alert to emerging national or international issues or trends which might impact upon or benefit the strategic plan for their own department or the Isle of Man	Ignore potential threats or opportunities or recognise them too late
<b>Personal development</b>	Be renowned as an effective coach and/or mentor, valuing the personal development they gain when supporting others	Regard personal development incorrectly as a one way street, offering little of their personal time to support others in the organisation
	Develop their leadership style and ability alongside their specialist or vocational expertise	Focus solely on vocational or technical qualifications at the expense of their leadership potential



## Level 1

MAKES CONSIDERED DECISIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Balanced</b>	Recognise when they don't have the skill or knowledge to deal with a task and if so, find support to assist with this development need	Ignore such tasks or assume someone else will deal with it
	Adapt communication style to suit audience	Maintain own communication style showing no flexibility to suit audience
<b>Ethical</b>	Understand that we all have a responsibility to maintain the good reputation of IOMG	View this solely as the responsibility of senior leaders
	Speak up if standards aren't being met or health and safety is being compromised	Avoid speaking up despite knowing something is wrong
<b>Timely</b>	Refer important decisions in a timely way to the right person	Leave it until the last minute or assume someone else will deal with it
	Remain focused under normal, routine work pressures	Struggle to maintain accuracy and focus under normal, routine work pressures

## Level 2

MAKES CONSIDERED DECISIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Balanced</b>	Use basic specialist or professional knowledge to handle routine tasks effectively	Lack the required basic specialist or professional knowledge, or fail to apply it effectively to routine tasks
	Gather relevant facts to ensure accuracy and support their view	Produce work based on opinion or instinct only, not fact
<b>Ethical</b>	Understand that we all have a responsibility to maintain the good reputation of IOMG	View this solely as the responsibility of senior leaders
	Speak up if standards aren't being met or health and safety is being compromised	Avoid speaking up despite knowing something is wrong
<b>Timely</b>	Assess new information and reorganise work in a timely way to the right person	Leave it until the last minute or assume someone else will deal with it
	Remain focused under normal, routine work pressures	Struggle to maintain accuracy and focus under normal, routine work pressures



## Level 3

MAKES CONSIDERED DECISIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Balanced</b>	Be confident solving non-routine problems effectively, using basic specialist and professional knowledge and sourcing support when required	Lack basic specialist or professional knowledge, or fail to apply it effectively to non-routine tasks
	Ask open questions to ensure they fully understand the issue or problem before coming to a decision	Constantly jump to the wrong conclusions because they haven't understood the whole issue
<b>Ethical</b>	Understand that we all have a responsibility to maintain the good reputation of IOMG	View this solely as the responsibility of senior leaders
	Act appropriately to ensure that standards are met and that health and safety arrangements for their team are adequate	Ignore others who speak up or fail to address their genuine concerns
<b>Timely</b>	Make timely decisions within the limits of their authority, referring to others where appropriate	'Dodge' decisions they should be able to make themselves by delaying them or referring them to other people
	Make sensible decisions under pressure, taking the obvious consequences of their decision into account	Make poor decisions under pressure, failing to think through the impact fully

## Level 4

MAKES CONSIDERED DECISIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Balanced</b>	Encourage their team to take an active part in decision making under their guidance wherever possible	Impose decisions upon their team unnecessarily, or abdicate the decision making process and leave the team without direction
	Identify the main issues in complex problems, evaluating data from various sources and considering stakeholder expectations	Miss the point, or provide unclear or illogical analysis of issues
<b>Ethical</b>	Understand that we all have a responsibility to maintain the good reputation of IOMG	View this solely as the responsibility of senior leaders
	Make decisions that might not be popular but which are in the best interests of the organisation	Do what is easy instead of what is right
<b>Timely</b>	Empower their direct reports and use innovation and creativity to support decision making and development	Insist that all decisions come through them, causing unnecessary delay to the process and impacting the development of others
	Make sensible decisions under pressure, taking the obvious consequences of their decision into account	Make poor decisions under pressure, without regard for the wider context, potential risk or impact on people



## 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 6

MAKES CONSIDERED DECISIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Balanced</b>	Involve the right stakeholders and partners early on and negotiate effectively with them to reach mutually beneficial solutions	Provide recommendations or conclusions without full and proper consultation
	Recognise that 'doing nothing' is a justifiable option, weighing the complexities and costs involved against the need to act	Act unnecessarily, in the hope of being regarded as dynamic or assertive when action is not required
<b>Ethical</b>	Make strategic decisions which have a positive impact across the organisation	Focus on their personal agenda to the detriment of the wider organisation
	Accept accountability for the ultimate decision, even in conditions of uncertainty or ambiguity	Avoid accountability, blaming others when challenged
<b>Timely</b>	Push decision making to the right level within their team, removing unnecessary bureaucracy and speeding up the process	Involve only a 'chosen few' in decision making, seeing it as a way of wielding power and holding on to control
	Recognise their responsibilities as a likely project sponsor, making important and timely project decisions when required	Cause delays to projects by avoiding decisions or incorrectly pass responsibility for those decisions to the Project Manager



Level 7

MAKES CONSIDERED DECISIONS		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Balanced</b>	Work in partnership with, and listen to the views of staff and customers when making decisions	Assume that the opinions of staff and customers are irrelevant when making decisions at this level
	Take a corporate view when determining optimal outcomes, allocating resource and budget where it can be best used	Fail to balance corporate needs against the needs of their Department
<b>Ethical</b>	Encourage a pragmatic and balanced approach to risk in decision making	Be unduly risk averse (precluding opportunities from which the Department or the Isle of Man may benefit) or insufficiently cautious (exposing the Department to unnecessary risk)
	Accept accountability for bringing departmental and corporate discussions to an agreed decision	Allow discussions to lose focus or stagnate
<b>Timely</b>	Inform and influence the political decision making process, proactively offering up recommendations and information	Consider political decisions to be beyond their influence or simply wait to react to the decision which is made
	Recognise their responsibilities as a Change Project Sponsor, making important and timely project decisions when required	Cause delays to projects by avoiding decisions or incorrectly pass responsibility for those decisions to the Project Manager



## Level 1

ENCOURAGES INNOVATION AND SUPPORTS CHANGE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Improve</b>	Know what Agenda for Change is and understand its basic principles	Be unaware of Agenda for Change
	Understand that change should lead to improvement	Assume that change is always for the worse
<b>Flexible</b>	Be open and receptive to new ways of working	Avoid changing things just because they've always been done this way
	Learn from own mistakes and able to adapt view point and style	Repeat the same mistakes constantly and unadaptable in communication style
<b>Proactive</b>	Share new information with colleagues	Keep information to themselves
	Tackle new tasks as soon as they are able	Put things off that could be done now

## Level 2

ENCOURAGES INNOVATION AND SUPPORTS CHANGE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Improve</b>	Know what Agenda for Change is and why it is important	Be unaware of Agenda for Change
	Consider ways to create efficiencies at work	Ignore opportunities to create more efficient ways of working
<b>Flexible</b>	Adapt to changing demands or new situations	Stick rigidly to one way of working despite the needs of others
	Learn from their own mistakes and share that learning with others	Repeat the same mistakes or avoid helping others develop
<b>Proactive</b>	Understand their own preferred way of learning and communication style	Lack awareness of how they learn and develop best
	Make suggestions for improvements to the processes they use and considers others' view points	Wait to make suggestions or assume it is someone else's job. Doesn't listen to or respect others' view points



## Level 3

ENCOURAGES INNOVATION AND SUPPORTS CHANGE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Improve</b>	Review work and act on the learning, even when things didn't go as planned	Cover up what went wrong or fail to learn from it
	Consistently considers ways to make things better for the customer	Expect customers to fit into processes or systems that suit us
<b>Flexible</b>	Be versatile and adaptable, managing changing demands	Stick rigidly to one approach to the detriment of operational needs
	Improve by working with, listening to, positively challenging and learning from others	Assume that their own way is the best way of doing something
<b>Proactive</b>	Explore different approaches to learning in order to learn more effectively and change more readily	Stick rigidly to their preferred way of learning, dismissing the possibility of learning and changing in any other way
	Turn suggestions into action, creating improved processes and service within the team	Ignore suggestions for improvement or fail to explain why they can't be taken forwards

## Level 4

ENCOURAGES INNOVATION AND SUPPORTS CHANGE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Improve</b>	Actively involves the team in change processes	Miss the opportunity to engage staff with the potential benefits of change
	Manage change projects effectively to positive outcomes, fully considering and managing the impact on people	Implement 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 the team to do the same	React slowly to change and does not encourage others to adapt
	Be prepared to change their view when presented with clear evidence and a supporting case	Refuse to change their view despite all evidence, considering it a sign of weakness
<b>Proactive</b>	Look for new ideas in other areas and use them to improve ways of working in their own team	Lack creative thinking, assuming that improvements made in other areas could not work in their own area
	Consistently encourages their team to develop fresh approaches to improve service and/or processes	Pay lip service to new ideas, ultimately blocking the way for changes to service and/or processes



## 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

## Level 6

ENCOURAGES INNOVATION AND SUPPORTS CHANGE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Improve</b>	Create appropriate frameworks to monitor continuous improvement and the benefits obtained from change	Fail to measure or communicate the benefits brought about by a change project
	Commit to supporting initiatives to develop staff and improve the capability of the organisation	Prioritise task over people when managing change, forgetting that it is people who will ultimately deliver the change
<b>Flexible</b>	Be quick to adapt and revise strategic plans in the light of changed circumstances	React slowly to change or maintain old ways of working
	Develop a culture of initiative and innovation, giving people space and praise for creativity	Take a narrow or risk averse approach which acts as a barrier to creative thinking
<b>Proactive</b>	Challenge bureaucratic decision making and outdated processes within their area to create a smaller, smarter organisation	Create or tolerate bureaucracy and inefficient ways of working which hinder performance
	Identify better ways to deliver value for money services that meet changing national needs	Assume that customers' needs are static and fail to adapt to them in good time



Level 7

ENCOURAGES INNOVATION AND SUPPORTS CHANGE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Improve</b>	Bring in new ideas from international counterparts to generate creative perspective at the highest level	Lack creative thinking, assuming that external practices could not work in the Isle of Man
	Maintain a clear focus on innovation for <i>improvement</i> , continually questioning the value of activities against strategic priorities	Sign off spending with insufficient challenge or scrutiny, support change projects which generate little or no obvious improvement
<b>Flexible</b>	Swiftly refocus the department on new priorities as changing situations dictate	Stick rigidly to strategy even when it is superseded by events which necessitate a change
	Create a political environment that nurtures innovation and supports diversification, a place 'where you can'	Be complacent, assuming established sectors will support the economy long term and formulating strategy on that premise
<b>Proactive</b>	Lead the change to a more efficient way of working, delivering better services and reducing bureaucracy	Maintain ineffective business models or systems, leading to a clear waste of money or resource
	Demonstrate improving behaviours including innovation and the courage to challenge, and are willing to be challenged by others	Discourage innovation and become defensive when challenged



## 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 1

TRUSTS AND IS TRUSTED		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Reliable</b>	Deliver on the promises they make to colleagues or customers	Make empty promises for example, promise to call back but then doesn't
	Record information in an accurate and easily understood way	Create inaccurate or misleading records or no records at all
<b>Honest</b>	Apologise and take ownership if they make mistakes	Blame others or cover up their mistakes
	Keep people updated, sharing information openly and honestly	Speaks inappropriately in the workplace and in public, withholding relevant information
<b>Believe</b>	Understand that they play an important role in representing Government to customers they interact with	Act in a way which causes customers to worry about or doubt our service
	Deliver routine work of a consistently high standard	Struggle to complete routine work without error or supervision

## Level 2

TRUSTS AND IS TRUSTED		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Reliable</b>	Plan their own daily work schedules in order to achieve them	Need constant supervision to achieve daily work schedules
	Provide support and share knowledge to other team members	Cause constant problems by forgetting things or missing things out
<b>Honest</b>	Set realistic expectations about what will be done and by when	Over-promise and under-deliver
	Be open and honest with colleagues, showing loyalty towards them	Talk disrespectfully about colleagues or criticise them to others
<b>Believe</b>	Look for ways to support the team and take on new responsibilities	Lack confidence in their own ability, sticking with known tasks
	Deal with routine and non-routine tasks positively and confidently	Struggle to deal with non-routine tasks alone



Level 3

TRUSTS AND IS TRUSTED		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Reliable</b>	Support and empower the team consistently to achieve team objectives	Have a track record of missed objectives or poor team performance
	Represent the team's view accurately in any forum	Provide their own opinion rather than the team view
<b>Honest</b>	Recognise their development areas and work with team and/or individual to support and improve them	Ignore their development areas, doing what they have always done
	Provide fair and honest feedback to each team member regularly and encourage feedback from others in order to develop	Avoid giving performance feedback when the truth is difficult and show little self-awareness
<b>Believe</b>	Delegate clearly and effectively to get the job done	Hang on to tasks, believing they can do it quicker themselves
	Act assertively within the team, having confidence in their own ability	Be constantly swayed or suppressed by more powerful voices

Level 4

TRUSTS AND IS TRUSTED		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Reliable</b>	Use their experience and knowledge to assess the best course of action, even in new or unusual situations	Struggle or fail when issues become complex or unusual
	Represent their area of professional specialism and their team accurately in any forum	Give incorrect advice based on inaccurate or outdated information
<b>Honest</b>	Recognise the strengths and development areas of the team and work hard to address them in a collaborative way	See development areas as the individual's own problem rather than an issue they need to address to ensure team success
	Manage others honestly with positive regard for their current performance	Dwell on the past, punishing others now for things that have happened before
<b>Believe</b>	Delegate clearly and effectively to get the job done and develop others	Hang on to tasks, believing no one else could do it as well as them
	Demonstrate a good understanding of EI (Emotional Intelligence) through being a confident self-starter, working effectively in an autonomous way within their own field	Show little self-awareness, be overly reliant on support and guidance, needing work to be checked and directed at every stage



## 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 6

TRUSTS AND IS TRUSTED		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Reliable</b>	Demonstrate a clear and sustained ability to deliver and succeed over many years in different functions	Be successful when operating in one silo only, unable to transfer their skills to alternative roles at this level
	Gain trust and respect by demonstrating consistency in their vision for the directorate and their actions in achieving it	Be inconsistent in their strategic approach, creating a lack of trust and concern about the future within the team
<b>Honest</b>	Be comfortable with who they are and open to discussing themselves, what they have learned and what they have yet to learn	Present an image of themselves which does not match with reality, and which tries to portray perfection
	Communicate in a truthful, straightforward way with integrity and impartiality	Act in ways that are at odds with their expressed beliefs
<b>Believe</b>	Step back from operational detail and trust their team to deliver, allowing them to focus on strategic plans	Micro-manage their team on operational detail, devoting insufficient time to longer term future focus
	Project a strong sense of self-belief when presenting in larger forums, to senior colleagues or externally	Lack confidence in their own ability when presenting to others, or avoid doing it at all



Level 7

TRUSTS AND IS TRUSTED		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Reliable</b>	Build public confidence by ensuring the secure and careful use of all government and public data within their department	Fail to protect against the significant reputational damage that negligent or incorrect use of public data would cause
	Give unbiased advice to Ministers or stakeholders based on robust analysis, not just what is welcomed	Provide advice which the Minister or stakeholder wants to hear, ignoring contrary evidence
<b>Honest</b>	Role model learning and development, evaluating own effectiveness honestly and planning next learning steps accordingly	Assume they no longer need to develop at this point in their career
	Be visible to staff and stakeholders, regularly undertaking activities to engage with them and build trust in the department	Speak to staff and stakeholders in a face-to-face environment only when pressured to do so
<b>Believe</b>	Build public confidence by actively engaging with relevant stakeholders to develop effective partnerships	Ignore the wider community, isolating the department and undermining public confidence
	Act in a way which provides certainty and reassurance about the secure future of the Isle of Man to external stakeholders	Expose the Isle of Man to undue criticism or questioning as a result of their actions



## Level 1

INSPIRES AND MOTIVATES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Praise</b>	Thank others when they receive help Recognise and take pride in their own achievements	Be unappreciative of their colleagues' support Focus on bad days or problems, ignoring what they do well
<b>Role model</b>	Understand that they play an important role in representing Government to customers they interact with Act with integrity, taking responsibility for their own work	Act in a way which causes customers to worry about or doubt our service Expect others to resolve problems they have created
<b>Personal</b>	Genuinely consider how their customer feels and react to that Think about the impact of saying something before it is said, respecting different cultures or beliefs	Depersonalise the customer, seeing them as another user or case Speak before thinking and assume everyone should share their own culture and beliefs

## Level 2

INSPIRES AND MOTIVATES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Praise</b>	Thank customers for their time and patience Recognise and take pride in team achievements	Believe that customers should be thanking us Consider team achievements to be something they can't contribute to
<b>Role model</b>	Be motivated to provide the best possible support for their team Take every opportunity to demonstrate great customer service	See themselves as 'just' an administrator, not a role model to anyone Provide poor service because customers have no choice but to use us
<b>Personal</b>	Be self-aware and understand what motivates them and share that with their manager Get to know their colleagues by taking part in informal activities at work – for example, charity dress downs, cake sales, team sessions	Show little or no self-awareness to the impact of their behaviour Withdraw from informal activities at work, missing opportunities to get to know their colleagues



## Level 3

INSPIRES AND MOTIVATES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Praise</b>	Recognise a job well done and praise the person appropriately Acknowledge and support good ideas from team members	Believe that people shouldn't need thanks for doing their job Ignore others' ideas or take the credit for themselves
<b>Role model</b>	Demonstrate the behaviours, attitude and performance they expect from their team Role model all aspects of the People Qualities at Level 3 or above	Behave in a way which is inconsistent with their expectations of others Struggle to meet Level 3 criteria in several People Qualities after a reasonable time in role
<b>Personal</b>	Recognise that different people are motivated by different things and apply that understanding when developing their team Use basic coaching skills in development discussions to better understand the people in their team	Assume that their team will be motivated by the same tasks or approach 'Talk at' individuals during development discussions, creating a one way conversation

## Level 4

INSPIRES AND MOTIVATES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Praise</b>	Make time and take opportunities to praise their team to others Be comfortable providing positive feedback to senior colleagues when appropriate, recognising that praise should not always be top-down	Miss opportunities to promote the good work of their team Think that senior colleagues never need or deserve their praise
<b>Role model</b>	Aim to be a motivating force at all times, managing their emotions to avoid causing negativity or stress in the team Role model all aspects of the People Qualities at Level 4 or above	Demoralise their team with emotional outbursts at work, leaking their own negative emotions into the team Struggle to meet Level 4 criteria in several People Qualities after a reasonable time in role
<b>Personal</b>	Demonstrate pride and determination at work while maintaining a healthy work/life balance Use strong coaching skills in development discussions to get the best from each individual within their team	Believe that the most effective people are those who are in the office the longest Lead individuals to a preferred response rather than genuinely coaching them and understanding their approach



## 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 6

INSPIRES AND MOTIVATES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Praise</b>	Use regular directorate briefings to review successes so far as well as work still to do in order to recognise team achievements	Focus on what has gone wrong or what is left to achieve, leaving people feeling unappreciated for their efforts
	Communicate the value of 'quick wins' during change processes, fully explaining the benefits achieved to maintain staff motivation	Communicate poorly or infrequently during change, assuming people will motivate themselves through the process
<b>Role model</b>	Have high personal standards, setting out clear expectations that bullying, harassment and discrimination are unacceptable	Pay lip service to those standards, tolerating unacceptable or disrespectful behaviour in their area
	Role model all aspects of the People Qualities at Level 6 or above	Struggle to meet Level 6 criteria in several People Qualities after a reasonable time in role
<b>Personal</b>	Create an inclusive environment, to which all staff are welcomed and from which all staff can benefit	Tolerate discriminatory thinking and practices when building capability in the organisation
	Support teams to succeed, devoting dedicated time to empower people through coaching, mentoring and sharing their knowledge	Believe learning takes place in a classroom and expect LEaD and OHR to develop their people for them



## Level 7

INSPIRES AND MOTIVATES		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Praise</b>	Use regular staff briefings to review successes so far as well as work still to do in order to recognise departmental achievements	Focus on what has gone wrong or what is left to achieve, leaving people feeling unappreciated for their efforts
	Choose their words carefully, understanding the significance of their position and that praise or criticism from them will be remembered	Speak without thinking, appearing to criticise or endorse initiatives they have not fully considered
<b>Role model</b>	Act with integrity, role modelling the values and ethical standards of the department and of Government	Have questionable moral standards, expecting staff to act in accordance with values that they do not personally embrace
	Role model all aspects of the People Qualities at Level 7 or above	Struggle to meet Level 7 criteria in several People Qualities after a reasonable time in role
<b>Personal</b>	Act with an acute awareness of inclusiveness, equality and diversity and build strategies to support careers for all employees	Show little ability or commitment to enabling equal opportunities for people to achieve their potential
	Encourage, support and coach individuals and teams across the Department to inspire and energise delivery	Expect people to perform with enthusiasm without giving support and encouragement



## Level 1

POSITIVE ENERGY AND DRIVE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Resilient</b>	Remain calm and positive even when under pressure in front of customers	Pass their stresses on to customers
	Maintain consistent performance standards recognising when others need support	Give up quickly when things don't go smoothly and be unsupportive to others
<b>Urgency</b>	Remain focused on doing their job well at all times	Be easily distracted to the detriment of their work
	Meet deadlines consistently, recognising that people depend on them	Miss deadlines frequently, impacting on colleagues or customers
<b>Passion</b>	Take pride in delivering to the required standard and assist even if work is outside their role	Care little about the impact that their poor work has on customers and works in silo
	Have a clear understanding of the purpose and priorities of their role and their team	Be unaware of the purpose and priorities of self and their team

## Level 2

POSITIVE ENERGY AND DRIVE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Resilient</b>	See the positive in situations, even when things go wrong	Dwell on what has gone wrong without learning from it
	Manage normal interruptions, changes and additions to workloads	Become unduly upset by normal additions and changes to workload
<b>Urgency</b>	Show persistence in achieving work goals and targets	Be easily discouraged or give up on difficult tasks
	Work with energy and enthusiasm to complete tasks on time	Become bogged down in detail, overcomplicating even simple jobs
<b>Passion</b>	Take pride in supporting the team to achieve its objectives	Care little about the impact that their poor work has on the team
	Speak positively about their colleagues and the work their team does	Be jaded or cynical about work and talk about 'them' not 'us'



## Level 3

POSITIVE ENERGY AND DRIVE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Resilient</b>	Be assertive and self-confident, asking for help in good time	Wait until crisis point before they ask for support
	Supportive of other colleagues and recognises those working under pressure	Lack awareness that colleagues need help or ignore their requests
<b>Urgency</b>	Persevere in difficult situations, encouraging the team to keep going with their own enthusiasm and commitment	Give up in difficult situations or become self-centred, ignoring the needs of the team
	Manage own time effectively, focusing self and team on successfully completing key tasks – 'doing things right'	Allow the team to lose focus or poorly direct them, resulting in missed deadlines or standards
<b>Passion</b>	Show 'drive' through interest and enthusiasm about what they and the team are trying to achieve	Display little interest or positivity for their role or purpose
	Have specific examples of positive impact that they have had on customers or colleagues and be motivated by those examples	Struggle to think of such an example or care little about the impact they have on customers or colleagues

## Level 4

POSITIVE ENERGY AND DRIVE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Resilient</b>	Be willing to take on new challenges and projects, putting in extra effort if required	Avoid or be fearful of new challenges, missing opportunities to develop personally and support the organisation
	Have a calming influence and positive outlook when the team/colleagues face pressure or problems	Make matters worse through their behaviour, generating stress and negativity in colleagues or team
<b>Urgency</b>	Plan ahead but reassess workloads and priorities readily if situations change	Show no consideration for changing demands, seemingly expecting the impossible
	Willingly show and give support to others	Allow work flow to lose momentum or drift away from priorities
<b>Passion</b>	Be interested and enthusiastic about their peers and what they are trying to achieve, showing a strong sense of solidarity	Display a 'them and us' mentality to other teams or work areas, spreading negativity and mistrust
	Talk with passion about the vision for their team and how it will benefit the Isle of Man	Lose sight of the bigger picture, not understanding the contribution their team makes to the organisation and the community



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

Level 6

POSITIVE ENERGY AND DRIVE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Resilient</b>	Demonstrate personal commitment, energy and drive to get things done	Have a track record of starting but not finishing, or failing, projects
	Promote resilience in their area by being open and honest about challenges and the actions required to address unexpected developments	Dismiss the impact of challenges and the subsequent impact on organisational resilience
<b>Urgency</b>	Implement both corporate and departmental decisions with energy and commitment	Believe corporate decisions should take second place to the work of the department
	Transmit a sense of energy and urgency in their words and actions to drive the delivery of results	Be complacent about the need for delivery, or tolerate poor results and inaction
<b>Passion</b>	Be committed and enthusiastic about the whole department and corporate initiatives, generating a strong sense of engagement	Operate within departmental frameworks only, demonstrating little interest or enthusiasm for corporate initiatives
	Talk with passion about the vision for the wider department and how it will benefit the Isle of Man	Lose sight of the bigger picture, not understanding the contribution the department makes to the organisation and the community



Level 7

POSITIVE ENERGY AND DRIVE		
	People who are effective are likely to...	People who are ineffective are likely to...
<b>Resilient</b>	Be optimistic and ambitious for the Isle of Man even during challenging times, driving forwards strategies for a sustainable future	Fixate on national problems and economic challenges. Be unable or unwilling to identify possible strategies to address them
	Promote resilience in their area by being open and honest about challenges and the actions required to address unexpected developments	Dismiss or hide the reality of challenges, leaving people unprepared to deal with them and negatively impacting upon organisational resilience
<b>Urgency</b>	Keep a firm focus on organisational priorities at all times	Allow personal agendas or external challenges to distract the department from its core priorities
	Focus on what matters to the public and what will best serve their interests	Become mired in internal disputes, losing focus on their true purpose of serving the public not the organisation
<b>Passion</b>	Display genuine belief in IOMG and what it is trying to achieve, creating a true sense of committed leadership	Speak disparagingly about other departments, causing people to feel a sense of disappointment in the leadership team
	Talk with passion about the vision for the Isle of Man, promoting a real belief and pride in public service	Lose sight of the bigger picture, focusing on the inner organisation rather than the wider community