

## DELIVERY

The Achievement of Results and the Way in Which they Are Met.

### Delivering Services and Achieving Results

Effective Indicators	Ineffective Indicators
<ul style="list-style-type: none"> <li>Champions flexibility and determination ensuring self and others deliver high quality results on time and in line with customer expectations.</li> <li>Proactively seeks to align the business area with the changing needs of customers, clients and stakeholders.</li> <li>Demonstrates visible leadership holding self and others fully accountable for delivery.</li> <li>Ensures a culture of continuous evaluation and improvement of interventions maximising financial contribution and ensuring alignment to the corporate balanced scorecard.</li> <li>Takes a corporate view through the evaluation and implementation of improvement to business processes or interventions ensuring optimum use of information and resources</li> </ul>	<ul style="list-style-type: none"> <li>Tolerates a non-innovative culture leading to inefficient processes and programmes or out of date delivery interventions.</li> <li>Fails to deliver through others leading to corporate, team or individual targets being missed.</li> <li>Actively ignores opportunities to enhance the National School of Government's strategic standing and its business outcomes.</li> <li>Tolerates the non-delivery of results or the delivery of interventions which fails to meet customer expectations.</li> <li>Is unwilling to keep abreast of changing customer requirements and delivers interventions that fail to meet their needs or National School of Government priorities.</li> </ul>

### Maintaining Financial Viability

Effective Indicators	Ineffective Indicators
<ul style="list-style-type: none"> <li>Accurately forecasts outcomes and spend making strategic choices on spend, willingly forgoing non-priority resources or expenditure.</li> <li>Sets targets for improved efficiencies across the area of business.</li> <li>Adheres to guidance and procedures rigorously when dealing with costing, pricing and tendering of business.</li> <li>Evaluates and implements improvements to delivery interventions maximising financial contribution and ensuring alignment to the strategy on a continuous basis.</li> </ul>	<ul style="list-style-type: none"> <li>Makes financial decisions for the benefit of their own business area at the expense of the National School of Government as a whole.</li> <li>Recommends investment or expenditure which is not justified by the expected return.</li> <li>Fails to adhere to guidance whilst monitoring and tracking budgets leading to overspend or unexpected variances.</li> <li>Fails to deliver against financial and reputational targets at an individual, team and organisational level.</li> </ul>

### Making Informed Decisions

Effective Indicators	Ineffective Indicators
<ul style="list-style-type: none"> <li>Takes quick informed decisions where appropriate based on the analysis of available evidence following through to ensure delivery of clear accountable outcomes.</li> <li>Challenges accepted assumptions and processes to identify and implement more efficient ways of doing things.</li> <li>Takes responsibility for and acts as a point of reference for all personal and restricted data processing within their team ensuring that correct procedures are used when their team handle or share personal or restricted data.</li> <li>Takes responsibility for decisions made.</li> </ul>	<ul style="list-style-type: none"> <li>Omits to consider a wide range of information or implementation issues when making decisions leading to a need to revisit the decision frequently.</li> <li>Constantly revisits and revises priorities giving mixed messages regarding the direction and leading to results not being delivered.</li> <li>Is unwilling to take responsibility for decisions that have led to a negative impact on the organisation at a corporate or team level even when the decision was appropriate.</li> <li>Fails to deliver proactive, solution-based problem solving.</li> </ul>

#### Main links to Values & Behaviours

Making it Happen for our Customers • Excellence in Learning to Deliver Better for the Public

#### Main links to Balanced Scorecard

National School Excellence • Financial Viability

#### Main links to Professional Skills for Government

Financial Management • Analysis and Use of Evidence • Programme and Project Management • Customer Service

## PEOPLE

The Way in Which you Interact with Colleagues, Customers, Clients and Stakeholders.

### Working Together / Leading and Managing People

Effective Indicators	Ineffective Indicators
<ul style="list-style-type: none"> <li>Encourages cross-National School of Government working establishing collaborative working and employee engagement.</li> <li>Volunteers resources to projects and programmes of greater priority to the National School of Government.</li> <li>Acts ethically and with integrity at all times demonstrating National School of Government Values and Behaviours whilst maintaining full engagement and inclusion.</li> <li>Manages and recognises individual performance effectively to ensure outcomes are delivered.</li> <li>Leads by example translating the vision and National School of Government priorities into meaningful objectives.</li> <li>Champions development, succession and performance management activities and is accountable for their implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Protective of own area and is resistant to involvement from external colleagues or experts.</li> <li>Reinforces singular perspectives and siloed way of working.</li> <li>Does not seek to demonstrate the importance of equality and diversity promoting a 'knowledge is power' culture where authority, knowledge and information are withheld.</li> <li>Tolerates poor performance and does little to tackle issues.</li> <li>Seldom seeks feedback or to challenge themselves to stretch and develop.</li> <li>Permits unacceptable or disrespectful behaviour to persist or behaves in a way which may offend others.</li> </ul>

### Building Effective Customer Relationships

Effective Indicators	Ineffective Indicators
<ul style="list-style-type: none"> <li>Builds the reputation of the National School of Government through the management of relationships and expectations of key stakeholders.</li> <li>Ensures self and team members are proactive in delivering interventions which benefit our customers and clients.</li> <li>Champions high visibility with customers and the sharing of knowledge and skills as widely as possible.</li> <li>Takes a strategic approach to dealing effectively with stakeholders and customers ensuring their needs are met in line with the National School of Government priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Does not seek to optimise opportunities to develop business opportunities through relationships with customers, clients and stakeholders.</li> <li>Tolerates a culture that does not put the client first.</li> <li>Is unresponsive to stakeholder expectations and requirements and regularly fails to meet these.</li> <li>Fails to demonstrate visibility with customer, client or stakeholder.</li> <li>Does not take a proactive approach to building strategic relationships leading to the failure to meet unit and strategic objectives.</li> </ul>

### Communicating Effectively

Effective Indicators	Ineffective Indicators
<ul style="list-style-type: none"> <li>Open and honest adopting the appropriate and professional communication style to ensure clear understanding.</li> <li>Listens to colleagues, customers and stakeholders to ensure understanding.</li> <li>Communicates with conviction and clarity in the face of tough negotiation and challenge.</li> <li>Develops a culture where two-way constructive feedback is regularly offered and welcomed.</li> </ul>	<ul style="list-style-type: none"> <li>Does not seek to identify the most appropriate communication method to suit differing situations.</li> <li>Fails to provide open and honest communication.</li> <li>Does not seek to communicate with others when it is appropriate to do so.</li> <li>Fails to cascade all appropriate communication to team members leading to a lack of knowledge or understanding within the team</li> </ul>

#### Main links to Values & Behaviours

Respecting People • Honest and Ethical Behaviour • Making It Happen for our Customers

#### Main links to Balanced Scorecard

Reputation • National School Excellence

#### Main links to Professional Skills for Government

Leadership • People Management • Communications • Information and Communication Technology

## VISION

Working Towards Planned Change and Future Performance Targets.

### Building Reputation and Managing Stakeholder Relationships

Effective Indicators	Ineffective Indicators
<ul style="list-style-type: none"> <li>Identifies and leads beneficial collaborative opportunities with a creative approach to challenges.</li> <li>Actively promotes the National School of Government reputation externally and internally publicising successes widely.</li> <li>Influences successfully with senior stakeholders across Whitehall and beyond.</li> <li>Proactively creates, maintains and develops networks and strategic relationships with key clients and stakeholders.</li> <li>Maximises value for the public through making a positive difference to public services.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to role model National School of Government values, behaviours and vision.</li> <li>Does not encourage a culture of engagement and collaborative working through knowledge, experience and skill sharing.</li> <li>Does not actively engage stakeholders and clients at any opportunity.</li> <li>Is unwilling to optimise contacts or opportunities with key strategic stakeholders leading to a negative impact on the National School of Government business and or reputation.</li> <li>Damages relations with key strategic stakeholders through poor performance, behaviour or inappropriate interventions.</li> </ul>

### Leading the Business with Purpose and Direction

Effective Indicators	Ineffective Indicators
<ul style="list-style-type: none"> <li>Encourages and takes considered risks following convincing arguments supporting justifiable actions.</li> <li>Retains a long term focus and anticipates developments identifying sustainable and long term opportunities to influence and implement strategic direction.</li> <li>Sees total departmental context - acts intelligently on wider processes understanding the corporate strategic direction ensuring external stakeholder expectations and delivery interventions are aligned.</li> <li>Develops operational objectives aligned to the business strategy encouraging engagement and commitment from others.</li> </ul>	<ul style="list-style-type: none"> <li>Does little to create clarity about strategy and purpose intellectualising at the expense of taking action.</li> <li>Fails to consider the full implications of actions leading to the National School of Government being exposed to significant risk.</li> <li>Creates short term plans or priorities without reference to the National School of Government vision and strategy.</li> <li>Does not seek, or turns down, opportunities to develop long term and sustainable business opportunities which are aligned to the business strategy.</li> </ul>

### Changing with Pace

Effective Indicators	Ineffective Indicators
<ul style="list-style-type: none"> <li>Adapts positively to changing needs in the delivery of proactive and innovative solutions to build public service capability.</li> <li>Keeps abreast of emerging priorities, external trends, developments and current research to ensure interventions are leading edge.</li> <li>Understands their portfolio of activities and when the emphasis changes to ensure the necessary decisions are taken to shift focus.</li> <li>Ensures strategies and programmes are joined up and come together to achieve the National School of Government overall purpose and vision.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to keep up to date with emerging priorities and latest developments within area leading to interventions that contradict the vision and strategy.</li> <li>Works in line with strategies that have been superseded through change.</li> <li>Undermines change by disengaging with the process and tolerating a culture of inertia across their portfolio of activities.</li> <li>Does not seek to keep up to date with best practice and latest developments within their field and fails to use this knowledge to enhance the National School of Government's reputation and business.</li> </ul>

#### Main links to Values & Behaviours

Shaping the Future Through Innovation and Collaboration

#### Main links to Balanced Scorecard

Building Public Service Capability

#### Main links to Professional Skills for Government

Professional Expertise • Broader Experience • Strategic Thinking • Knowledge and Information Management