

Supervisory Management Level Generic BARS

Openness to Change - *Proactively supports change, adjusting approach to meet changing requirements*

Constructs	4	3	2	1
<i>Questions</i>	Proactively questions current ways of operating, being adaptable and resourceful in developing more efficient processes.	Questions current ways of operating and is able to suggest some ways of making the current ways of operating more effective.	Rarely sees problems with current ways of working unless prompted. Alternatively, may question existing practices but is unable to improve them.	Is unable and/or unwilling to design new ways of working, maintaining out dated processes.
<i>Drive and Support Change</i>	Initiates, supports and drives change initiatives early on, focusing others on the benefits of the new ways of working.	Positively supports and defends change initiatives and tends to be more responsive to change than a driver of change.	Has some involvement in change initiatives but perceives them as a threat to the status quo, being less active in the implementation.	Sees any change to the current ways of working as unnecessary, resisting the changes and/or allowing members of their team to.
<i>Explores Ideas</i>	Actively enters into consultation with a wide range of internal and external parties to explore the ideas of others, doing appropriate investigations to determine the viability and benefits.	Explores the ideas of others being focused on the most obvious stakeholders before investigating the viability or benefits of the ideas.	Listens to the ideas of others but fails to explore them or only explores ideas of others when directly approached.	Does not approach others for their ideas and/or is dismissive of ideas presented to them.
<i>Keeps up to date</i>	Continuously seeks information on all aspects of future developments to ensure that behaviour and actions are in line with current requirements.	Keeps up-to-date with changing circumstances and new information but is less proactive in finding this information.	Has a basic awareness of changing circumstances or future developments but chooses not to use all the information at their disposal.	Demonstrates complete ignorance of future developments and is unwilling to update him/herself with contemporary information.
<i>Adapts Plan</i>	Consistently demonstrates the ability to adapt entire plans and improvise on the spot.	Can adapt the key elements of plans and improvise under most circumstances.	Finds it difficult to adapt plans at very short notice but is more effective with less demanding timelines.	Fails to adapt plans at very short notice, sticking to the original plan regardless of its ineffectiveness.
<i>Considers Alternatives</i>	Creates a wide range of considered plans or alternative approaches before commencing on the task.	Has an alternative approach or contingency plan in place most of the time which has been considered at a basic level.	Rarely has an alternative course of action or contingency plan or this plan may not have been thought through sufficiently.	Never has an alternative course of action or contingency plan in place demonstrating inflexibility or an inability to predict alternative eventualities.

Supervisory Management Level Generic BARS

Commitment to Diversity and Integrity - *Embraces and values diversity and demonstrates a fair and ethical approach in all situations*

Constructs	4	3	2	1
<i>Fair and Ethical</i>	Proactively demonstrates fair and ethical behaviour gathering objective information about people regardless of their personal views or background, strongly encouraging others to do the same.	Acts in a fair and objective manner gathering unbiased information from a range of sources.	Demonstrates fair & ethical behaviour but may withhold information from some parties or be swayed by personal or limited opinions. May be able to recognise unfairness but not address it.	Mostly biased by their own opinions and does not seek contrary information resulting in biased behaviour.
<i>Open Regarding Individual Differences</i>	Consistently uses an open and supportive approach with others regardless of individual differences, demonstrating a broad knowledge of the principles of equality.	Demonstrates an open approach showing a degree of support and consideration for the diversity of individuals.	Has an understanding of the need to maintain an open approach but does not always apply this knowledge.	Shows no appreciation for the diversity of individuals and/or acts in a discriminatory way towards them.
<i>Community Knowledge</i>	Proactively maintains a knowledge of community needs by integrating and liaising with the community, e.g. meetings with community groups.	Has a working knowledge of the community needs based on information passed to him/her resulting in a degree of modification of services provided.	Spends little time researching community needs having a limited awareness, meaning that organisational objectives are not delivered in a targeted way.	Is totally unaware of the community needs and issues implementing organisational objectives using a blanket approach.
<i>Fire Rescue Service Values</i>	Continuously demonstrates commitment to FRS values in a variety of situations with both colleagues and the wider community e.g. educational group activities.	Shows commitment to FRS values and applies them to all situations and all groups as situations arise.	Has an understanding of the FRS values but only pays lip service to them showing very little application.	Shows no commitment or understanding of FRS values and its relevance to colleagues or the community. Alternatively, acts in a way that is in conflict with the values.
<i>Honesty</i>	Demonstrates honesty and a high level of accountability for his/her actions, admitting and rectifying mistakes and honouring commitments to others.	Demonstrates honesty and accepts accountability, honours commitments and admits mistakes.	Demonstrates honesty and occasionally accepts accountability but may need to be pushed or may not follow up with corrective actions.	Shows no accountability for his/her actions and tries to push the corrective actions onto someone else or acts dishonestly.
<i>Challenges Unacceptable Behaviour</i>	Proactively challenges unacceptable behaviour (regardless of local norms) stating own and FRS position clearly before implementing educational interventions or disciplinary actions.	Reacts to unacceptable behaviour by stating the FRS position and ensuring the message is widely communicated.	Reacts to extreme cases of unacceptable behaviour using disciplinary action on occasions but allows minor infringements to go unaddressed.	Participates in or ignores unacceptable behaviour, taking no action to implement interventions or action.
<i>Respects Confidentiality</i>	Always fully compliant with organisational policy and legislative guidelines in addition to respecting the sensitive information that is presented to him or her.	Acts as a confidant to colleagues maintaining respect for sensitive information, if appropriate.	Unnecessarily shares some sensitive information within closed circles, e.g. within management team, that has been entrusted to that individual.	Holds no regard for confidentiality and is quick to share sensitive information or reveal it in front of others.

Supervisory Management Level Generic BARS

Confidence and Resilience - *Maintains a confident, controlled and focused attitude in highly challenging situations*

Constructs	4	3	2	1
<i>Emotional Control</i>	Always remains rational and in control of their emotions during highly stressful situations, even under sustained pressure.	Calm and controlled in highly stressful situations acting rationally for the vast majority of the time, occasionally showing slight signs of emotion but being able to regain composure quickly.	Maintains composure in highly stressful situations but shows signs of emotion or irrational thought when continuously challenged.	Loses composure quickly during highly challenging or conflict situations becoming irrational.
<i>Coping with Pressure</i>	Always remains focused being able to multi-task effectively despite constant pressure, e.g. time, conflicting information, novel tasks, high workload and competing demands.	Remains focused and on the task for the majority of the time but is occasionally distracted by competing demands, information or pressures.	Generally focused but has a tendency to become occasionally distracted or frustrated with the task when under pressure, occasionally appearing confused.	Is ineffective and completely loses focus on the task when under pressure.
<i>Assertive</i>	Continuously projects assertive behaviour throughout a situation without becoming confrontational or submissive even if continuously challenged.	Demonstrates assertiveness for the majority of the time but can occasionally become hesitant in a highly challenging situation.	Displays some degree of assertiveness appearing mildly confrontational, hesitant in challenging situations.	Rarely displays assertiveness, becoming passive in behaviour or becoming overly aggressive.
<i>Displays Confidence</i>	Proactively takes control of a situation or event regardless of the pressures, taking into account the opinions of others, whilst remaining confident in their own decisions.	Demonstrates the ability to take control of a situation for the majority of the time but occasionally looks for direction from others.	Attempts to take charge but is unable to impact on the situation or loses confidence when challenged, being unduly influenced by others.	Does not attempt to take control in highly challenging situations and looks to be led by others.

Supervisory Management Level Generic BARS

Working with Others - Leads, involves and motivates others both within the Fire & Rescue Service and in the community

Constructs	4	3	2	1
<i>Motivates</i>	Continuously gives a positive presentation of the vision providing effective support and encouraging belief in the common purpose.	Demonstrates ability to interest others in the common purpose and vision and provides support to others when required.	Presents some positive aspects of the common purpose and vision providing limited support and/or does not persist when resistance is met.	Demonstrates a lack of awareness of the common purpose and vision or does not motivate or support others in reaching these goals.
<i>Builds Relationships</i>	Proactively encourages positive working relationships with an equal focus on both internal and external parties by taking time out to explore areas of common interest and reconcile differences.	Generates positive working relationships both internally and externally trying to establish common interests.	Has a reactive approach towards developing positive working relationships only focusing on the areas of current friction and/or not proactively attempting to build stronger relationships.	Puts very little effort into fostering relationships internally or externally allowing alienation to occur.
<i>Involving Others</i>	Proactively looks for opportunities to involve others, looking for their involvement from the conception of a task through to completion.	Actively encourages participation in joint tasks from others once the task has been formulated.	Invites others to join in with joint tasks but draws from the more obvious stakeholders, excluding some groups and/or fails to maintain communication as time progresses.	Fails to get other groups involved due to lack of awareness or energy to get them involved.
<i>Influencing</i>	Tenaciously uses a mixture of strong logical argument (push) and understanding the audience's agenda (pull) to influence the behaviour of others towards organisational objectives.	Uses either push or pull techniques to effectively influence others towards organisational objectives.	Demonstrates some ability to influence others and/or gives up when the audience is putting up resistance.	Unable to influence the audience due to illogical arguments or poor understanding of their agenda.
<i>Empathy</i>	Consistently anticipates and is sensitive to the feelings of others always, being highly attuned to changes in behaviour and acting compassionately.	Demonstrates awareness of the needs of others showing sensitivity in the way they are managed.	Displays empathy with the personal issues of others but is less able to recognise the deeper issues or maintain a compassionate approach.	Does not pick up on the feelings of others and/or once they are aware they deal with the situation inappropriately.
<i>Empower</i>	Always demonstrates an understanding of the strengths and development needs of individuals and empowers them appropriately using targeted delegation, continued support and well founded trust.	Empowers individuals by giving them additional responsibility and support, monitoring them closely in the application of the task.	Delegates only menial tasks or maintains too much control of the task, thereby stunting empowerment.	Does not give opportunities for individuals to work independently or fails to encourage them to take on responsibilities.
<i>Credibility and Impact</i>	Consistently projects a positive image of self and the FRS internally and externally by establishing their personal credibility and creating a powerful impact.	Generally promotes a positive image of self and the FRS internally and externally by establishing their personal credibility and creating an impact.	Attempts to give a positive image of self or the FRS but is unable to project this.	Displays inappropriate attitudes to matters that may prove detrimental to the image of the FRS.
<i>Morale</i>	Promotes involvement and increases morale using a wide variety of techniques (including all those stated above).	Manages to promote involvement and morale using a variety of techniques (including some of the above).	Uses a narrow range of techniques to promote involvement and increase morale having limited success.	Does not succeed in promoting involvement or raising morale due to inappropriate methods or unwillingness.

Supervisory Management Level Generic BARS

Effective Communication - *Communicates effectively both orally and in writing*

Constructs	4	3	2	1
<i>Clarity</i>	Always communicates verbal and written messages clearly, concisely and in a structured fashion emphasising critical information.	Communication is generally clear, concise and structured containing the key points.	Communication is generally understood but may occasionally lack clarity, be unstructured or be over detailed.	Communication is delivered in an unclear, unstructured and over complex fashion losing the essential points of the message.
<i>Audience Centred</i>	Anticipates and/or immediately recognises the sensitivities of an audience, e.g. diverse groups, and adjusts their mode accordingly to suit any situation.	Is able to judge the needs of the audience on most occasions and can adapt the mode of communication to suit the audience.	Recognises or is aware of the needs and diversity of the audience but is less able to adapt their mode of communication.	Does not take into account the needs of the audience using inappropriate modes of communication and/or is unable to adjust accordingly.
<i>Nature and Style</i>	Always conveys the message using the most appropriate style, (pace, volume, level of interaction, structure, etc.) regardless of the group size, being able to adapt on the spur of the moment.	Uses differing styles taking into account the nature of different audiences, being able to communicate in an appropriate style most of the time.	Chooses from a limited range of styles to suit the audience but cannot adapt the style if the size or dynamics of the group changes.	Always uses the same style regardless of the nature of the audience, the size of the group or effectiveness of the communication.
<i>Listening</i>	Actively listens throughout interactions demonstrating understanding (through the use of summaries, reflecting back, asking probing questions, etc) in both group and one to one situations, to gather detailed information.	Demonstrates listening by acknowledging communications and asking probing questions which accurately reflect the context of the conversation.	Gives the appearance of listening but does not extract key information or appears disinterested, e.g. talks over others, but gathers sufficient information.	Appears disinterested, does not ask any probing questions or misinterprets the information due to poor listening skills.
<i>Body Language</i>	Body language is always used appropriately to emphasise and support the message being congruent at all times, e.g. no conflicts of body language and spoken message whatsoever.	Body language is congruent with the message for the majority of the time, adding support to the communication.	Body language mostly supports the message but may occasionally be temporarily at odds with the message, e.g. frowning when they are listening to someone.	Body language is stoic or completely incongruent with the message being spoken.
<i>Monitor and Checks Reactions</i>	Continuously monitors and checks audience reaction by asking open questions, observing body language, tone and manner of responses before continuing.	Monitors and checks audience reaction predominantly through the use of questioning skills and may be more perceptive with familiar audiences, e.g. their team.	Attempts to monitor audience reactions but does this infrequently and/or uses ineffective methods such as closed questions.	Communication is one-way and no attempt is made to monitor audience reactions e.g. fails to invite questions or check understanding in any way.
<i>Communication System</i>	Uses systems to their full potential to provide regular updates and sharing information, monitoring its effectiveness and adapting it where necessary.	Uses a communication system to provide information and updates and seeks stakeholder feedback to check its effectiveness.	Uses communication systems put in place but does not monitor its effectiveness.	Does not use the current communication systems in place or uses them ineffectively.

Supervisory Management Level Generic BARS

<i>Handling Complexity</i>	Always presents technical or complex information by breaking it down into logical and digestible parts, using summaries and choosing from a wide range of media as appropriate.	Presents technical or complex information in logical and digestible parts, summarising and using certain media to support the message.	Can simplify complex data but not always to a level that is understandable to the whole range of audiences, e.g. cannot communicate to someone who does not possess the appropriate technical knowledge.	Is unable to simplify the complexity of the message at all, or confuses the audience by focusing on the wrong parts of the information.
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Supervisory Management Level Generic BARS

Commitment to Development - *Committed and able to develop self, individuals, teams and others, to improve organisational effectiveness*

Constructs	4	3	2	1
<i>Monitor and Review</i>	Proactively reviews and monitors own and others performance on a regular basis using structured and transparent methodologies, e.g. action plans and objectives.	Reviews and monitors own and others performance being aware of performance issues and dealing with them constructively as they arise.	Rarely reviews own and others performance unless pressed or fails to put a structured approach to review into place.	Displays a negative attitude towards the development of self or others seeing it as a waste of time.
<i>Identify Development Needs</i>	Continuously identifies development needs providing/seeking frequent and timely feedback and facilitating continuous professional development for self and others on an individual and group level.	Demonstrates an awareness of the development needs of self and others and provides or seeks feedback and actions for improvement.	Demonstrates a limited awareness of the development needs of self and others and/or provides or seeks limited feedback.	Unable to identify development needs in self or others and/or makes no recommendations for improvement.
<i>Learning Styles</i>	Understands learning styles and adopts a wide variety of strategies, choosing the most effective method to maximise group, individual and self learning, taking account of their preferences.	Demonstrates an awareness that people learn differently and varies the suggested approach to training self/others accordingly.	Demonstrates a limited understanding of different learning styles and tends to use a narrow range of 'tried and tested' approaches.	Advocates one way of learning and persists in using this regardless of the needs and preferences of the individual or group.
<i>Seeks Learning Opportunities</i>	Proactively creates and uses new learning opportunities for self and others and actively encourages others to do the same.	Frequently takes positive steps to obtain new learning opportunities for themselves and others.	Has a narrow view of learning resources (e.g. training courses), which means potential opportunities are missed, (e.g. when starting a new project).	Discourages attempts by others to create new learning opportunities and/or is resistant to learning opportunities for themselves.
<i>Supports Development</i>	Actively encourages a supportive environment being open to debate, able to incorporate ideas from others, using frequent praise, whilst ensuring that development issues can be positively addressed.	Fosters a supportive environment, listening to and adopting the ideas of others and helping people to learn from mistakes.	Creates an environment that is only moderately supportive and which fails to encourage or take into account the ideas of others.	Creates an environment that is focused on punishing mistakes and/or is reluctant to hear the views of others.

Supervisory Management Level Generic BARS

Problem Solving - Understands and applies relevant information to make appropriate decisions and create practical solutions

Constructs	4	3	2	1
<i>Information Gathering</i>	Gathers information quickly and thoroughly or immediately makes initial observations, identifying all potential risks.	Gathers information or makes initial observations aimed at identifying potential risks.	Gathers a limited amount of information leaving some risks unidentified.	Does not gather information or make initial observations aimed at identifying risks.
<i>Breadth of Analysis</i>	Considers all relevant perspectives, applying an unbiased view taking account of internal and external influences.	Considers a problem from a range of perspectives applying an unbiased view.	Gathers information from several perspectives but tends to focus more on certain ones.	Looks at a problem from a very narrow perspective resulting in an unbalanced decision.
<i>Adapting Previous Experience</i>	Consistently draws upon a broad experience base adapting it to accurately anticipate the likely course of events and make decisions.	Able to adapt previous experience to gain certain insights into different sets of information when making decisions.	Occasionally draws on or adapts previous information to anticipate the course of events when making decisions.	Looks at all situations in isolation being unable to draw on past experiences to gain insight.
<i>Identifying Future Consequences</i>	Predicts all possible consequences of actions in the short, medium and long term taking into account the impact on the environment, organisation, various groups and resources.	Predicts the major possible consequences of actions in the short and medium term taking into account the impact on the environment, organisation, various groups and resources.	Demonstrates some awareness of the consequences of actions but does not fully identify all areas of impact and/or across the fullness of time.	Has very little awareness of the consequences of actions being unaware of the affect on others.
<i>Create and Evaluate</i>	Generates multiple solutions to problems and thoroughly evaluates which one is the most appropriate and realistic.	Generates several solutions to problems and reasonably evaluates which one is most appropriate and realistic.	Creates many solutions but is less able to evaluate the best option or does not generate many options.	Can only generate a single option and/or has not fully evaluated it.
<i>Decisiveness</i>	Always makes swift and authoritative decisions where time and situational pressures require.	Generally makes swift and authoritative decisions where time and situational pressures require.	Makes a decision where time and situational pressures require but seeks confirmation from others and/or hesitates.	Does not make decisions under pressure even when the situation clearly demands them
<i>Numerical Analysis</i>	Able to use arithmetical calculations, compile, interpret and manipulate numerical data with exceptional accuracy.	Able to use arithmetical calculations, compile, interpret and manipulate numerical data without making many mistakes.	Can conduct basic arithmetical calculations but has difficulty interpreting numerical information and/or makes several mistakes.	Has difficulty making even the most basic arithmetic calculations and is unable to understand information presented in a numerical format.

Supervisory Management Level Generic BARS

Situational Awareness - *Maintains an active awareness of the environment to promote safe and effective working*

Constructs	4	3	2	1
<i>Safety Checking</i>	Proactively and continuously ensures a high level of environmental safety awareness using all available resources and safe systems of work being conscious of the less obvious risks.	Regularly checks the environment and puts in place sufficient safe working practices and measures.	Is aware of the salient risks but does not always act quickly enough or instigate adequate safe working measures.	Shows little or no environmental or safety awareness and/or does not use available resources properly putting people at risk.
<i>Breadth of Awareness</i>	Always takes an overall view of a wide breadth of related information showing equal focus on all aspects whilst assimilating further information as it comes in.	Generally takes an overview of all relevant information keeping an overall awareness of the situation.	Takes an overview on most occasions but can be distracted, focusing more attention on some areas losing the ability to see the whole situation.	Tends to focus on one or two salient features of the situation being unable to adopt an overall awareness.
<i>Monitoring Changing Circumstances</i>	Proactively monitors how changing circumstances impact on safety by seeking and ensuring early provision of information before it is requested.	Monitors how changing circumstances impact on safety by seeking and providing information as it is required.	Initially monitors how changing circumstances impact on safety but then seeks or provides information less frequently and/or does it too slowly.	Becomes so reactionary to how changing circumstances impact on safety that information is neither sought nor provided to monitor the situation.
<i>Judging Space & Distance</i>	Displays exceptional ability to judge space and distance by anticipating all eventualities within the situation so as to always deploy equipment and people safely and effectively.	Demonstrates sufficient awareness of space and distance by anticipating the demands of a situation so as to deploy equipment and people safely and effectively.	Deploys equipment and people with only short term situational factors in mind having to redeploy them at a later time.	Places equipment and people in dangerous or imminently dangerous positions.

Supervisory Management Level Generic BARS

Commitment to Excellence - Leads others to achieve excellence by the establishment, maintenance and management of performance requirements

Constructs	4	3	2	1
<i>Defines Performance Requirements</i>	Precisely defines what performance is expected from someone and always considers what can be achieved given their role and ability.	Clearly states what performance is expected from someone and usually considers what can be achieved given their role and ability.	Has difficulty interpreting the requirements of the task meaning that the expected performance is not clearly stated.	Is reluctant or unable to define what performance is expected in a given context.
<i>Explains Reasons</i>	Always explains the underlying reasons for the expected standards of behaviour and performance and provides specific examples of the benefits to which the individual can relate.	Generally explains the underlying reasons for the expected standards of behaviour and performance from an organisational perspective.	Communicates the importance of meeting expected performance but is less able to communicate the tangible benefits.	Has very little understanding as to why certain behaviour is expected or refuses to explain the reasons why.
<i>Acts as a Role Model</i>	Always sets a positive example of personal commitment to performance requirements regardless of the circumstances, ensuring they, act in accordance with all FRS values both in public and private at all times.	Generally sets a positive example of personal commitment to performance requirements regardless of the circumstances, ensuring they, act in accordance with all FRS values.	Whilst demonstrating the ability to meet the expectations of the role, acts in an unenthusiastic way which has a knock on effect to those around them.	Lacks personal standards, has a negative attitude and sets a poor personal example which undermines the belief of others.
<i>Monitors Performance</i>	Acutely aware of the performance of individuals and teams against organisational benchmarks, accurately analysing all of the reasons for underperformance and establishing root causes.	Monitors the performance of individuals and teams against established benchmarks identifying the major reasons for underperformance.	Has some understanding of the performance of individuals and teams but is unable to identify why performance is being affected.	Poor understanding of organisational benchmarks and/or awareness of how individuals and teams are performing against these.
<i>Manages Performance</i>	Establishes a regular routine of debrief and feedback on an individual and group basis, in order to ensure that performance issues are addressed swiftly and effectively.	Identifies performance issues with individuals and groups providing feedback to address these issues as and when required.	Recognises performance issues but delivers it inappropriately (e.g. at the wrong level, place or time).	Does not address performance issues, seeing no value in, or being reluctant to challenge underperformance.
<i>Personally Delivers Performance</i>	Always demonstrates commitment to organisational decisions and performance requirements ensuring they are translated positively for acceptance by self and others affected, e.g. a sceptical team.	Demonstrates commitment to organisational decisions and performance requirements even when in conflict with own views.	Commits to certain aspects of organisational decisions and performance requirements but generally only when they are consistent with their own objectives.	Actively resists complying to organisational decisions and/or shuns responsibility for implementing them.
<i>Attention to Detail</i>	Consistently completes tasks with a high level of accuracy, noticing all errors and inconsistencies, e.g. notices errors in administration such as leave records or equipment that has not been properly maintained.	Completes tasks accurately noticing the majority of errors and inconsistencies.	Is mostly accurate but makes the occasional error with detailed work and/or does not notice many of the errors in the work of others.	Consistently makes errors having a low attention to detail in both their own work and that of others.

Supervisory Management Level Generic BARS

Planning and Implementing - *Creates and implements effective team plans in line with organisational objectives*

Constructs	4	3	2	1
<i>Priority</i>	Consistently displays the ability to take an overview of all tasks, activities and resources and prioritises them to most effectively deliver organisational objectives.	Prioritises tasks, activities and resources appropriately, focusing on the most critical elements, with specific regard to risks.	Attempts to prioritise tasks, activities and resources but overlooks key elements and/or wrongly prioritises some aspects.	Does not prioritise the task, activities and resources and/or ignores information which effects how these elements have been prioritised.
<i>Sequential Planning</i>	Consistently produces logical flows and detailed sequence of steps for each task with a clear set of achievable objectives.	Produces logical flows and sequences with key steps with a set of achievable objectives.	Produces a general flow of activity but this lacks detailed steps and/or clear/achievable objectives.	Plans are not sequenced, clearly being unable to ascertain the steps to achieving the task and/or the objectives are not stated.
<i>Task Subdivision</i>	Demonstrates a high level of ability to analyse a complex task and break it down into appropriate, manageable component and sub component parts, in order to achieve the intended objective.	Able to analyse a complex task and break it down into manageable component parts, so as to achieve the intended objective.	Is able to break down complex tasks into broad areas of activity but is less able to translate these into discrete component parts and therefore struggles to manage the plan and/or achieve the intended objective.	Is unable to break a complex task into manageable pieces and is therefore overwhelmed and fails to manage the task and/or achieve the intended objective.
<i>Monitor and Review</i>	Continuously monitors and reviews plans against milestones, noting potential risks and anticipates how they might impact the successful delivery of the objective.	Monitors and reviews plans keeping up to date with progress against milestones and checks that they are still on course for the successful delivery of the objective.	Has a general awareness of progress against the plan but is unable to specifically point out potential risk areas which may impact on the successful delivery of the objective.	Does not monitor or review progress against the plan being unable to describe the current status of activities or inform future developments and is uncertain as to whether the objective will be successfully achieved.
<i>Flexible Response</i>	Extremely flexible in switching between tasks to meet changing organisational objectives, without negatively impacting on the quality of the final outcome or the delivery deadline.	Generally able to switch between tasks based on changing organisational requirements, although this sometimes impacts on the quality of the final outcome or the delivery deadline.	Can switch between tasks but takes longer to adjust to the new objective and/or finds it difficult to return to the original task if necessary.	Unable to switch between tasks remaining focused on the original plan and objective and as a consequence failing to meet the changing needs of the organisation.