

Bhutan Power Corporation

BPC Competency Handbook

The BPC competency handbook is used in recruitment, promotions, performance appraisals, training and supervision across the organisation. The purpose of the handbook is to outline each of BPC's organisational competencies and to show how it applies to jobs at different levels in different areas.

If you would like to know more about the use of competencies at BPC, please contact the HRM.

Leadership, Groups 1-2

Use of appropriate skills to ensure BPC's strategic plan and departments' operations align with the vision, mission and values of BPC.

Outstanding leaders apply a very high level of personal skills such as empathy, decisiveness, versatility, communication, creativity, flexibility, courage and trustworthiness to ensure that their whole group succeeds in meeting its shared overall goals. In different circumstances this can involve, for example:

- building consensus and commitment through consultation and participation
- making clear firm decisions and demanding immediate compliance and/or requiring the diligent application of detailed well-established rules
- motivating and developing others, encouraging their enthusiasm, confidence and commitment
- guiding, facilitating, coordinating and celebrating the initiatives and achievements of others
- drawing people together, creating harmony and strong bonds so that the group has its own momentum
- demonstrating an inspiring level of technical skills and professional authority, and serving as an inspiring model of energy, dedication and integrity.

BPC needs highly competent leaders at all levels. They must have a clear understanding of the BPC vision, mission and values and the ability to focus their team's efforts accordingly, using the leadership skills, methods and styles that work best for them and the people who work with them.

Evidence guide

Outstanding: All staff in the group are committed to fulfilling BPC's vision and mission while applying BPC's values. All know what to do, why and how, and all are performing very well. Together they exceed the expectations of customers and other stakeholders. The staff member has earned respect. BPC has grown stronger and more successful.

Very good: All staff in the group are performing well with a clear focus on BPC's vision, mission and values. Together they have satisfied stakeholders' expectations and met their objectives.

Good: All staff in the group are satisfying the requirements of their positions and applying BPC values.

Satisfactory: The staff member has been trying to work with others in their area to produce the results expected by the organisation but has not demonstrated the necessary leadership skills to overcome challenges. The staff member is expected to benefit from training or other support.

Unsatisfactory: The staff member's apparent lack of effort or concern for poor results and/or complaints, avoidable errors and ethical failures reflect poorly on BPC.

Team Leadership, Groups 3-5

Ability to communicate BPC's vision and inspire motivation amongst employees to stay focused on major goals.

See **Leadership**.

Effective team leaders apply a high level of leadership skills, methods and styles to ensure that all staff in their area understand BPC's vision, mission and values. They work with their staff to produce strong results that will contribute to meeting BPC's major goals.

Evidence guide

Outstanding: All team members understand, and are committed to, BPC's vision, mission, values and major goals. All know what to do, why and how, and all are performing very well. Together they focus on exceeding the expectations of customers and other stakeholders.

Very good: All team members are performing well with a clear focus on BPC's vision, mission and values. Together they have satisfied stakeholders' expectations and met their objectives.

Good: All team members are satisfying the requirements of their positions and applying BPC values.

Satisfactory: The team leader has been trying to work with others in their area to produce the necessary results but has not demonstrated the necessary leadership skills to overcome challenges. The team leader is expected to benefit from training or other support.

Unsatisfactory: The team leader's apparent lack of effort or concern for poor results and/or complaints, avoidable errors and ethical failures reflect poorly on BPC.

Team Work, Group 6

Ability to work cooperatively with other team members and participate as an active and contributing member of a team to achieve team goals.

BPC needs all staff to work together and support each other, within their own area and with staff from other areas when required.

Evidence guide

Outstanding: The staff member's skills and knowledge are highly regarded by other members of the team. She or he provides work-related and personal support and advice for others and serves as a model of commitment and cooperation.

Very good: The staff member maintains high standards of work and assists other members of the team to do the same.

Good: The staff member does a fair share of the team's work at an acceptable standard, giving and taking support and assistance as required. The staff member is reliable and punctual.

Satisfactory: The quality and/or quantity of work performed by the staff member does not meet the standard set by other members of the team. The staff member is expected to benefit from training or other support.

Unsatisfactory: The staff member's apparent lack of effort or concern for poor results and/or complaints, avoidable errors and ethical failures reflect poorly on BPC.

Problem Solving and Decision Making, Groups 1-5

Ability to break down problems into components and recognize interrelationships; and the ability to make sound, well-informed, and objective decisions.

Solving simple or complex problem requires strong skills in analytical thinking, for example:

- identifying odd changes or new patterns in conditions or standard sets of data
- gathering, evaluating and balancing different types of objective data as well as personal reports and cultural information, knowing what is critical and what is irrelevant
- dealing with the obvious symptoms of problems appropriately while also looking for the cause of problems, and creating lasting solutions so that the symptoms do not return
- anticipating any unintended or indirect effects of actions and events to avoid creating new problems from old ones.

Decision making involves additional skills in:

- distinguishing between situations that require urgent action on the basis of readily available evidence and problems that need careful investigation
- reviewing and balancing various kinds of evidence, options, perspectives and priorities, as well as the likely effects of decision for all stakeholders
- identifying and avoiding the common decision-making traps
- assessing the risks and consequences of action and of inaction, and avoiding unnecessary delays

Evidence guide

Outstanding: The staff member is highly regarded as a clear thinker and creative problem solver who always makes fair, timely decisions in the overall best interests of BPC. She or he can respond to urgent problems instinctively and effectively while mindful of longer term implications of action or inaction.

Very good: The staff member defines and deals with both short and long term symptoms and causes of simple and complex problems; analyses appropriate evidence and consults effectively; and makes fair and timely decisions.

Good: The staff member analyses problems to determine and deal with causes as well as symptoms, using appropriate evidence in consultation with relevant stakeholders to make fair, timely decisions.

Satisfactory: The staff member appears to have difficulty gathering and evaluating evidence and thinking through common decision-making biases. She or he either lacks the necessary confidence to make decisions that involve risk of failure or offence, or is overconfident and makes reckless inappropriate decisions responding to immediate symptoms rather than causes.

Unsatisfactory: The staff member either ignores problems and avoids making decisions or makes impulsive, biased decisions without checking facts, consulting stakeholders or considering options.

Action Oriented, Group 6

Ability to consistently maintain a high level of activity and work with effectiveness and determination over a sustained duration.

BPC expects technical and administration staff at the operational level to apply policies and procedures as instructed, seeking advice and direction when necessary. As well as meeting their particular agreed performance indicators over the appraisal period, all staff should carry out their routine work diligently. All staff are required to maintain a high rate of task completion, maintain consistently high standards, and advise supervisors of problems and opportunities for improvement.

Evidence guide

Outstanding: BPC can rely on the staff member to work well, with or without supervision and direction, and produce results that exceed stakeholders' expectations. Her or his dedication and high level of skill can serve as an example for others.

Very good: The staff member is reliable, punctual and efficient, completing a high rate of work at a consistently high standard with minimal supervision or direction.

Good: The staff member consistently works well, following instructions, policies and procedures as instructed, reliably and on time.

Satisfactory: The staff member appears to work consistently but delivers limited results. She or he would benefit from further training or support and might need to pay more attention to punctuality.

Unsatisfactory: The staff member appears reluctant to work without constant close monitoring and supervision. Her or his work is often late and/or of a poor standard.

Strategic Focus, Groups 1-3

Ability to understand the need for BPC to change in light of internal and external trends & influences; and be committed to achieving long-range goals by influencing employees to translate vision into action.

While BPC's vision, mission, values and long-range goals are constant, the organisation changes continuously at the operational level. Some changes are due to internal factors such as current or expected staff turnover, the introduction of new policies or the availability of new tools. Other changes are due to external factors such as actual or proposed national infrastructure development, increasing costs for essential services and supplies, and emerging trends in the expectations of customers and other stakeholders.

BPC needs staff who can adapt to new developments without losing sight of the organisation's long-range goals. This involves, for example:

- monitoring and assessing BPC's strengths and weaknesses, opportunities and threats
- staying up to date with industry trends, emerging technology and environmental forecasts
- maintaining close links with key stakeholders who can advise on political and economic challenges
- identifying the implications for the whole organisation of change in any one part, and assessing the risks associated with any such change.

Staff who have the capacity to maintain a strong strategic focus will enable BPC to take appropriate action at the appropriate time for the whole organisation.

Evidence guide

Outstanding: The staff member has a consistent clear focus on BPC's constant overall goals. She or he is not distracted by insignificant details but is always looking for significant trends, opportunities and threats that could affect BPC's success. When appropriate, the staff member finds innovative ways for BPC to adjust operations in response to the changing environment.

Very good: The staff member monitors the BPC environment and identifies new and potential changes that could require change in BPC's operations. She or he is flexible in adjusting operations to suit the changes, while always focusing on broader priorities.

Good: When circumstances change within or around BPC the staff member adjusts work to take advantage of new opportunities and avoid new risks, without losing sight of BPC overall strategy.

Satisfactory: The staff member has difficulty focusing on both constant overall goals and changing circumstances at the operational level, and would benefit from training or support in this area.

Unsatisfactory: The staff member makes no apparent effort to balance constant, overall long-term goals and changes in the operational environment. This can mean either ignoring new opportunities and threats; or focusing on day to day changes and ignoring the overall goals.

Quality Orientation, Groups 4-6

Ability to monitor and check work to meet quality standards and ensure work's completeness and accuracy.

Key performance indicators for jobs at BPC highlight the particular targets a staff member is expected to meet within an appraisal period. Staff are also expected to be reliable and efficient as a matter of routine, working to high standards in all parts of their job at the same time.

General supervisors should monitor the timelines, cost and rate of work performed by all staff in their area throughout the year, not only at formal performance appraisals. Staff with professional and technical qualifications and responsibilities should also pay particular attention to the standard of technical skill applied to each task. Staff working in operational roles should make sure they understand their responsibilities and the tasks assigned to them, and always complete their work well without unnecessary waste or delay.

Evidence guide

Outstanding: The staff member's work is recognised as an example of best practice. Always efficient, reliable, punctual and innovative, she or he demonstrates ways of improving the quality, timeliness and/or value of work performed.

Very good: The staff member works to consistently high standards of efficiency, reliability, accuracy and value, getting things right first time.

Good: The staff member completes assigned work as and when required, identifying and correcting mistakes and avoiding waste, delays and unnecessary costs.

Satisfactory: The staff member appears to make an effort to carry out the jobs well and on time, but the quality and/or quantity of the work does not meet BPC's standards. The staff member would benefit from training or other support with some or all parts of the job.

Unsatisfactory: Avoidable delays, errors, complaints and/or extra costs indicate that the staff member has not paid appropriate attention to the standards expected at BPC.

Interpersonal relationships, Groups 1-6

Ability to establish and maintain positive and productive working relationships.

BPC needs people at all levels whose interpersonal skills and positive approach to other people creates a pleasant, productive work environment. This includes, for example:

- being friendly, considerate and respectful to colleagues, customers and other stakeholders
- being trustworthy, matching words and actions, and demonstrating high ethical standards
- acknowledging individual differences and making an effort to get along well with people of different ages from different backgrounds with different interests
- having the capacity to give and receive constructive feedback, and always being willing to learn
- taking responsibility, not blaming or criticising others if things go wrong
- managing disappointments, stress and negative emotions so that they will not affect other people, and staying calm and positive when dealing with other people who are upset, angry or under stress.

Staff at senior levels also apply a high level of interpersonal skills to building professional networks and strong external relationships, for example with major suppliers, customers and Government representatives. In their relationships with representatives of other organisations they maintain the confidentiality of sensitive BPC information while sharing and gathering strategically useful insights to support BPC in the constantly changing environment.

Evidence guide

Outstanding: Staff members with excellent interpersonal skills are trusted, respected and welcomed in all social and work-related settings. They get along so well with everyone that they can serve as peacemakers in times of conflict, helping others overcome differences to work together well.

Very good: The staff member is a popular member of the team who maintains strong relationships of trust with people throughout BPC and, where appropriate, with professional networks and representatives of other organisations.

Good: The staff member fits in with other members of their own team and is welcome to work with others.

Satisfactory: For various personal reasons, the staff member has difficulty getting along with others at work.

Unsatisfactory: Other people avoid working with the staff member, who is believed to be rude, untrustworthy and/or unpleasant.

Customer Orientation, Groups 1-6

Ability to understand the needs and expectations of both internal and external customers.

All jobs at BPC must focus on meeting customers' needs and expectations, either directly or indirectly. For staff in public contact positions who provide technical or administrative services, customer orientation involves timeliness, reliability, high standards of quality and courtesy – regardless of the client's attitude. For all other staff, customer orientation involves facilitating the work of public contact staff, for example:

- ensuring that public contact staff are well trained, well managed and well prepared with appropriate equipment and resources
- planning and prioritising services that make best possible use of available resources
- designing methods of work that staff in public contact positions can deliver efficiently to a high standard
- seeking and responding to customer feedback promptly, monitoring opinions expressed in public forums such as social media, and maintaining links with public figures who represent customer interests.

Evidence guide

Outstanding: Internal and/or external customers have expressed their appreciation of work designed, managed and/or delivered by the staff member. The staff member improves the reputation of BPC.

Very good: The staff member demonstrates a consistent focus on customer satisfaction, approaching tasks from the customer's perspective and representing customer interests within BPC.

Good: The staff member responds well to internal and external customers.

Satisfactory: The staff member appears to place a higher priority on his or her own interests and convenience rather than the interests and convenience of customers.

Unsatisfactory: Reasonable customers, other staff and stakeholders have complained about the staff member's manners, reliability and/or standard of work.

Managing Change, Groups 1-2

Ability to take initiative for organizational changes required to improve the organization's effectiveness and efficiency.

All change, large or small, wanted or required, involves knowing exactly what to change *from* and what to change *to*, then planning and implementing a change process for maximum benefit and minimum loss or disruption. Managing the change typically includes steps such as:

- identifying all internal and external stakeholders and their interests, then short and long-term planning to satisfy as many as possible while minimising disruption and disappointment
- clearly explaining the need for change, the proposed change process and the expected results, using open two-way communication channels that suit each different group
- motivating and encouraging others to support the changes, understanding the motives of people who are likely to resist the change, and being prepared to use firm coercive measures if positive methods do not work.

Successful change management requires the combination and application of strong leadership skills, smart decision making, a clear strategic focus and a high level of interpersonal and communication skills. It achieves the necessary results with limited disruption, waste, cost, confusion or conflict.

Evidence guide

Outstanding: The executive or senior manager has led a major change successfully, resulting in – for example – better quality, more efficient services and more satisfied customers, more committed loyal staff, improved financial performance, acclaim from external stakeholders, etc.

Very good: The executive or senior manager has made a major contribution to the success of a change involving and/or affecting large parts of the organisation.

Good: The executive or senior manager has managed change successfully in their own area of responsibility, ensuring the engagement of stakeholders and the achievement of realistic milestones and improvements.

Satisfactory: Due to a range of factors, the executive or senior manager has been unable to plan and implement necessary changes and needs training and support in this area.

Unsatisfactory: The executive or senior manager has caused waste, delays, confusion and/or conflict by proposing unnecessary change that is poorly explained, and/or failing to make or implement realistic plans.

Negotiation, Group 3

Ability to explore alternatives to reach agreements and solutions that gain the support and acceptance of all parties

Leaders of professional and technical teams are expected to work with other specialist and general managers to ensure that BPC takes best possible advantage of developments in their area of expertise. They must present their concerns, offers and requirements persuasively, demonstrating the alignment between BPC's objectives and plans for improvement in their own field. In addition, they have particular responsibility for ensuring that broader proposed changes at BPC reflect best practice and are realistic in the circumstances.

When negotiating on behalf of their team, within BPC or with external stakeholders, senior professional and technical staff must adapt and match other people's interests and level of knowledge. They identify and resolve misunderstandings, working towards creative solutions and partnerships built on shared goals.

Evidence guide

Outstanding: Outstanding leaders of professional or technical teams have succeeded in negotiations with internal and/or external stakeholders by presenting their specialist perspectives and expertise persuasively, demonstrating the alignment with BPC goals. They have ensured that their teams' concerns, opportunities and requirements are central to BPC planning.

Very good: Negotiations by the leader of the professional or technical team have strengthened the team's position in BPC and with external stakeholders.

Good: The leader of the professional or technical team has combined her or his specialist expertise with a sound understanding of BPC policies and priorities to secure the respect and support of all parts of the organisation.

Satisfactory: The requirements and expectations of the professional or technical team are not being met within BPC because the team leader needs training or other support to negotiate on their behalf.

Unsatisfactory: The leader of the professional or technical team has represented the team's expertise so poorly that the team's contribution is regarded as irrelevant to the achievement of BPC's goals.

Adaptability, Groups 4-6

Ability to adapt to changes in assignments, priorities and the changing conditions.

Adaptability is the ability and willingness to respond constructively to changing circumstances. It requires flexibility, a positive attitude to continuous learning, and regular adjustments to ways of working, eg when responding to new tools and materials, new customer needs, new team arrangements, new policies and procedures, or other developments in the work environment.

Behavioural indicators typically include:

- accepting change quickly and easily
- seeking ways to make changes work
- demonstrated willingness to learn new methods and techniques.

Evidence guide

Outstanding: The staff member is always willing to trial new work, has provided constructive feedback to support change and has assisted other team members with adjustments to their assignments, priorities or changing conditions.

Very good: The staff member is very quick to learn new work and has helped other team members adapt to change.

Good: The staff member adapts well to new priorities and new conditions at work.

Satisfactory: The staff member has demonstrated willingness to adapt to changes at work but has needed extra time, training or other assistance.

Unsatisfactory: The staff member has resisted change at work.

Coaching, Groups 1-2

Ability to provide timely guidance and feedback to support and strengthen knowledge/skills in areas required to accomplish a task or solve a problem to reach agreements and solutions that gain the support and acceptance of all parties

Both professional and technical supervisors are expected to serve as career coaches for the employees they supervise. The BPC supervisor coach must use a wide variety of behavioural

techniques and methods to assist others to improve their professional performance and personal satisfaction at work, and consequently to improve their effectiveness.

The supervisor coach must *facilitate* rather than *teach* as the employee develops new knowledge, techniques and skills to achieve BPC's set targets and goals. The coaching process usually includes:

- guiding employees in their exploration of their own needs, skills and thought processes so that they are able to make lasting transformations
- supporting employees in setting appropriate TAS goals and methods of assessing progress in relation to these TAS
- maintaining a positive regard for employees and being at all times supportive and non-judgmental of their views, lifestyles and aspirations
- ensuring that employees develop personal competencies and do not develop an unhealthy dependency on the coaching relationship.

Evidence guide

Outstanding: The staff member is sought after, respected and trusted as a coach by people who need or want to improve their work performance and/or career prospects. She or he is a skilled and empathetic listener who can be relied on for constructive feedback. She or he supports and motivates people, helping them to clarify their concerns and goals, to focus on key issues and to develop their own ideas from new perspectives. People coached by the staff member have shown improved results, greater commitment and satisfaction with their careers at BPC.

Very good: The staff member is a skilful, interested coach who has helped others focus on areas where they need or want to improve. The performance and well-being of people coached by the staff member has improved over the appraisal period.

Good: As a coach the staff member is supportive and empathetic but also willing and able to provide constructive feedback that helps people find ways to improve their performance.

Satisfactory: The staff member appears unable to understand other people's work-related concerns and is therefore a poor coach. People assigned to the staff member for professional development have shown little improvement.

Unsatisfactory: Unsatisfactory coaches show little concern for, or interest in, the personal or professional growth of the people they are expected to support and help develop. The staff member has demoralised other people, leading to stress, unhappiness and reduced performance for BPC.

Creativity and Innovation, Group 3

Ability to use creativity and imagination to develop new insights into situations and apply new solutions to problems. Also has the ability to come up with new unique ideas.

Creativity and innovation are the ability to generate and apply new and imaginative ideas that significantly improve a product, service or process, thereby creating value for business, government or society. The creative process is a core requirement of innovation. Often the words *creativity* and *innovation* are used interchangeably. Organizations must embrace creativity and innovative management practices to achieve sustainable competitive advantage.

Creativity and innovation typically include processes such as:

- Idea generation: An employee uses what they know to generate ideas
- Idea screening: The ideas are shared with other employees. Others determine whether the new ideas are 'new' and helpful.
- Experimentation: Tests an idea, eg with a prototype or pilot test.
- Implementation: If the ideas are helpful, together the team makes the idea a reality as new physical products or ways of doing things.

Evidence guide

Outstanding: The staff member is willing and able to imagine that things could be better, and keen to find ways of making the necessary improvements. This can mean comparing past and current situations, looking for patterns, trends, anomalies and missing pieces. It can also involve adapting and applying ideas from completely different contexts, eg other industries, other regions, other areas of technical expertise, or other periods of history. The employee is prepared to 'have a go' at trying new ways of doing things or supporting others' ideas to resolve issues and bring about positive change in the workplace. An outstanding innovator has demonstrated the ability to generate and assess multiple options when facing new problems.

Very good: The staff member has demonstrated the ability to identify, collect and synthesise information from a range of sources to reveal patterns, trends and missing pieces. He or she has applied this information to design better ways of working and producing value for BPC's customers and other stakeholders.

Good: The staff member has taken responsibility for innovation in his or her professional or technical area. She or he has monitored trends, patterns, gaps, successes and failures; identified the relevant similarities and differences between past, current and ideal practices; and explored options for delivering improved performance.

Satisfactory: The staff member appears unable to identify relevant patterns, trends, changes and anomalies that can affect performance, and/or appears unable to generate and explore new ways of working better. She or he would benefit from training or other support in this area.

Unsatisfactory: The staff member appears to lack the skill, confidence and/or motivation and willingness to identify and investigate opportunities for improved performance in his or her area of professional or technical responsibility.

Safety Awareness / Knowledge Sharing, Groups 4 - 5

Ability to identify and use corrective measures to resolve conditions that affect employee safety and upholding of BPC safety standards.

The safety of staff, customers and other stakeholders must be a primary focus for all BPC employees in all circumstances. BPC's priority is safe systems of work that remove or control hazards. Where this is not feasible, the risk of exposure to hazards must be reduced, for example through staff training in safe work methods or, if necessary, the use of personal protective equipment.

All employees are responsible for their own safety, for the safety of other employees, and for the safety of customers and other members of the community who are exposed to BPC's operations. All must be willing and able to identify and report hazards, and assist in eliminating and controlling risks.

Evidence guide

Outstanding: The staff member has demonstrated the ability to detect and manage hazards effectively, and has therefore reduced risks in the workplace and in the community. She or he has led improvements in safe systems of work at BPC, eg developing, trialling and overseeing the implementation of procedures that avoid or minimise hazards. She or he trains and assists others to reduce risks.

Very good: The staff member has made a significant contribution to improving safety at work. She or he monitors and reports hazards and has assisted in the development of safety management procedures and training for others. She or he demonstrates best practice in the safe maintenance and handling of tools and materials, the application or training and use of personal protective equipment.

Good: The staff member demonstrates awareness of hazardous working conditions and safety problems that others have reported. She or he applies safety guidelines consistently, egchecks the condition of tools and materials, keeps the workplace tidy and clean, uses protective equipment as instructed, and assists in reducing risks for others.

Satisfactory: The staff member appears to have difficulty detecting hazardous working conditions and safety problems. She or he has failed to keep the workplace, materials and equipment in a safe, secure condition and does not apply safety instructions consistently or well.

Unsatisfactory: The staff member has demonstrated little concern for safety at work. She or he has not followed safe working instructions, has not used personal protective equipment correctly, has ignored hazards and taken unnecessary risks.

Planning, Groups 1-6

Ability to organize work, set priorities, and determine resource requirements.

Planning typically includes steps such as:

- developing objectives
- designing ways to meet those objectives
- determining what resources are needed
- creating a timeline
- determining an appropriate tracking and assessment method
- finalizing the plan
- communicating the plan to all involved in the process.

Planning is the primary function that precedes all others at senior levels. It involves deciding what to do and how it is to be done. It is essential in setting management priorities, resource allocation, and operational effectiveness. Effective planning at management levels ensures that employees, shareholders and other stakeholders work towards a common goal, establish agreement around intended outcomes/results, and assess and adjust BPC's TAS and goals.

Planning is also critical for reliable performance in non-management roles. For example, all employees must take personal responsibility for planning to be ready for work where and when they are expected so that they can make the required contribution to the work of the team.

Evidence guide

Outstanding: Outstanding planners have demonstrated a very clear understanding of all that has to be achieved and how to achieve it. They have considered, for example, who has to be involved or informed, what steps have to be taken in what order, what resources will be required and where they will come from, and where and how to allow for time and resource contingencies. Their plans can be implemented efficiently and deliver results that exceed the original requirements.

Very good: The staff member's planning has made it easy for all members of the team to carry out their jobs to a high standard, delivering a high level of customer service on time without relying on contingency resources.

Good: The staff member has planned work effectively to provide a high standard of service using available resources with minimal waste or delay and no unexpected costs.

Satisfactory: Work has been delayed, rushed or performed to a limited standard because of poor planning by the staff member, who needs training and/or other support in this area.

Unsatisfactory: The staff member has failed to plan their work and/or the work of others. This has resulted in poor quality, wasted time, wasted resources, stress for other staff and unhappy customers.

Communication, Groups 1-6

Ability to convey and receive information and ideas that foster open exchange of information to individuals or groups in a way that involves the listener, helps them understand and retain the message, and invites response and feedback.

Communications is fundamental to the functioning of an organization. It is a process of creating and sharing ideas, information, views, facts and feelings among employees, shareholders and stakeholders to reach a common understanding.

Communication typically depends on attitudes and skills such as:

- Emotional Intelligence: the ability to understand and manage emotions so as to communicate effectively.
- Cohesion and Clarity: communicating messages clearly and concisely.
- Friendliness: ensuring that the right tone is set.
- Confidence: demonstrating confidence and ability to deliver what is to be communicated.
- Empathy: willingness to understand the other person and respect their views even if they are very different from your own.
- Respect: acknowledging the ideas and opinions of others.
- Listening: taking time to listen and paying attention to what the other person is saying, asking questions and clarifying points.
- Open Mindedness: a commitment to understanding other person's point of view.

BPC needs highly competent communicators at all levels. They must have a clear understanding of the BPC operational systems and the ability to operate the systems.

Evidence guide

Outstanding: Outstanding communicators at all levels convey their messages in ways that work best for their listeners and readers. They are concise, versatile, persuasive and interesting in formal or informal settings, with sympathetic or hostile individuals and groups, where there is a high level of shared knowledge or very little prior understanding of the issues being considered. They encourage and appreciate responses and feedback, even from difficult people. Those they communicate with feel valued and are better informed and better represented.

Very good: The staff member communicates effectively with internal and external stakeholders. She or he has the capacity to convey complex information and ideas in ways that their listeners and readers will understand, and ensures that she or he understands the responses and feedback offered.

Good: The staff member is a skilled presenter and receiver of information, both verbal and written, who recognises the needs and interests of listeners and readers.

Satisfactory: The staff member lacks the necessary confidence and/or skill to communicate effectively with people who do not already have a shared base of knowledge and understanding. Her or his listeners and readers have become confused and/or bored and inattentive.

Unsatisfactory: Unsatisfactory communicators focus on themselves rather than their listeners and readers. They show no interest in whether people understand their messages, or in other people's ideas. They listen only for opportunities to argue and answer, not so that they can learn. As a result, people are either unwilling or unable to appreciate the ideas and information that the poor communicator set out to convey.