LEADERSHIP
EXPECTATIONS

"Leadership is inspiring, motivating, enabling and developing our teams to deliver innovative and excellent services for the policing of the people of Greater Manchester."

CONTENTS

"What are the Leadership Expectations?"

The Leadership Expectations are a framework which describes the attributes, behaviours and outcomes that are demonstrated by successful leaders across GMP. They also describe what all our staff and officers need to deliver in order to achieve the Force's vision and mission.

The Leadership Expectations apply to all staff and officers in GMP as everyone can demonstrate leadership in the way they carry out their role. Although the nature and scope of leadership roles within GMP will differ, there is a core set of attributes that all leaders need to develop although the emphasis across these attributes may vary by role.

Within the framework, there are four levels of leadership:

Peer leaders

which applies to those staff and officers who do not have management responsibility but are expected to display leadership attributes in the way they carry out their roles and amongst their peers.

First Line leaders

which applies to those staff and officers who manage and supervise peer leaders, e.g. Sergeants and police staff supervisors and team leaders*

Middle leaders

which applies to those staff and officers who manage and supervise first line leaders, e.g. Inspectors and police staff unit or section heads*

Senior leaders

which applies to those staff and officers at Chief Inspector rank or above and grade L or above.

Based on this guidance, it will be up to the discretion of the line manager and the individual to decide which of the 4 leadership levels apply and also which examples under each leadership expectation are relevant (the full list of examples should not be used as a checklist).

*First line leaders may include police staff in the grade range F - H inclusive who do not formally manage others but who in their roles task and oversee the work of others. Similarly, middle leaders may include police staff in the grade range I - K inclusive who do not formally manage others but who in their roles task and oversee the work of others.

The Leadership Expectations are already embedded into the core leader programme and will also be integrated into all key people processes during 2009/10 such as appraisal, promotion, recruitment, training and development.

INSPIRING OTHERS

Listening to, involving and motivating others to take action and behave with courage and integrity

- Peer leaders inspire others through their personal commitment and enthusiasm and their support of others
- First line leaders inspire and motivate staff by setting an example and listening to and involving their team

PEER LEADERS - EXAMPLES

Demonstrates high levels of personal performance and conduct
Displays commitment and enthusiasm about their role and GMP
Acts with integrity at all times
Listens to the views of colleagues
Communicates ideas and proposes a way forward
Seeks feedback from others and takes action if needed
Recognises and praises the efforts of others
Encourages and supports their colleagues to work to the best of their ability
Contributes to create a positive working environment where people want to come to work
Champions GMP's values: compassion, courage, integrity, professionalism, respect and teamwork
Demonstrates a real belief in public service, focusing on what matters to the public and will best serve their interests
Takes ownership for resolving problems, demonstrating courage and resilience in dealing with difficult and potentially volatile situations
Acts on own initiative to address issues, showing a strong work ethic and demonstrating extra effort when required

FIRST LINE LEADERS - EXAMPLES

Demonstrates high levels of personal performance and conduct
Displays commitment and enthusiasm about their role and GMP
Acts with integrity at all times
Is visible and accessible to their staff, colleagues and management
Is accountable for their own decisions and actions
Involves their staff in decision making to encourage them to communicate their ideas and propose solutions
Actively seeks feedback and takes the time to listen to the views of others and takes action if needed
Speaks to each team member regularly on a one-to-one basis
Acknowledges the achievements and efforts of individuals and teams and rewards good work
Understands what motivates each of their staff and inspires them to be their best
Recognises when people are becoming de-motivated and provides encouragement, support and deals with issues and concerns raised
Champions GMP's values: compassion, courage, integrity, professionalism, respect and teamwork
Demonstrates a real belief in public service, focusing on what matters to the public and will best serve their interests
Inspires team members to meet challenging goals, providing direction and stating expectations clearly
Takes ownership for resolving problems, demonstrating courage and resilience in dealing with difficult and potentially volatile situations
Acts on own initiative to address issues, showing a strong work ethic and demonstrating extra effort when required

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Negative and cynical attitude to work
- Thinks they have all the answers
- Assumes people feel like they do
- Unaware of their own impact on others
- Says one thing and does another
- Is more concerned with being right than what is right
- Feels they have nothing to learn from feedback
- Speaks and rarely listens
- Remote from their staff and colleagues

INSPIRING OTHERS

Listening to, involving and motivating others to take action and behave with courage and integrity

- Middle leaders inspire and motivate teams by communicating longer term goals and listening to and involving their teams
- Senior leaders inspire confidence in the future by setting and communicating a longer term vision and promoting an environment where leaders listen and involve their teams so everyone can make a difference

MIDDLE LEADERS - EXAMPLES
Communicates organisational goals and inspires people to meet these challenging goals, creating and maintaining the momentum for change
Creates an environment that recognises the importance of listening to team members and encouraging them to communicate their ideas
Champions honest and helpful feedback in both providing and receiving it and acts upon feedback from staff
Recognises and rewards team members using informal and formal methods
Speaks to each team member regularly on a one-to-one basis
Adapts their leadership style according to what will be most effective for the situation/team/individual
Actively monitors and seeks to improve motivation levels of everyone in the team
Is professionally credible in their role and demonstrates high levels of personal performance and conduct
Demonstrates high levels of commitment and real belief in public service, focusing on what matters to the public and will best serve their interests
Is visible and accessible to their staff, colleagues and management
Is accountable for their own decisions, takes ownership for resolving problems and acts on own initiative to address issues
Acts with integrity at all times demonstrating courage and resilience in dealing with difficult and challenging situations
Motivates staff by giving genuine praise, highlighting success and recognising good performance
Displays high levels of commitment by showing energy and determination to get things done
Talks positively about policing, creating enthusiasm and commitment

SENIOR LEADERS - EXAMPLES
Set and communicates organisational goals and inspires people to meet these challenging goals, creating and maintaining the momentum for change
Ensures all leaders in their area of responsibility are taking steps to engage and motivate all their staff to progress organisational aims and priorities
Creates and reinforces an environment where the opinions and input of staff are regularly sought, these are listened to and acted upon
Champions honest and helpful feedback both providing and receiving it
Establishes systems to ensure their staff are recognised and rewarded for their contribution and effort
Adapts their leadership style according to what will be most effective for the situation/team/individual
Displays high levels of commitment by showing energy and determination to get things done
Talks positively about policing and what it can achieve, building pride and self esteem
Is professionally credible in their role and demonstrates high levels of personal performance and conduct acting with integrity at all times
Is visible and accessible to their staff, colleagues and management
Is accountable for their own decisions and actions and is consistent in what they say and do
Defines and reinforces standards, demonstrating these personally and fostering a culture of personal responsibility within the operational unit
Demonstrates high levels of commitment and real belief in public service, focusing on what matters to the public and will best serve their interests

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Negative and cynical attitude to work
- Thinks they have all the answers
- Says one thing and does another
- Unaware of their own impact on others
- Remote from their staff and colleagues
- Fails to inspire confidence in the future
- Is more concerned with being right than what is right
- Shirks responsibility for their decisions and actions
- Feels they have nothing to learn
- Speaks and rarely listens
- Relies on a single leadership style

ENABLING CHANGE AND IMPROVEMENT

Taking responsibility to solve problems, implement change and make improvements to our services

- Peer leaders take responsibility to solve problems, implement change and make improvements to our services
- First line leaders support their team in solving problems and take responsibility for implementing change effectively

PEER LEADERS - EXAMPLES

Gathers, verifies and assess all appropriate and available information to gain an accurate understanding of situations
Reviews decisions in the light of new information and changing circumstances
Analyses information and considers a range of possible options before making clear, timely, justifiable and objective decisions
Is flexible and willing to change and has a positive attitude to change
Positive and enthusiastic about new initiatives and change
Adapting rapidly to different ways of working and putting effort into making them work
Supports others through change
Looks for ways to make improvements and more cost-effective ways to do things, making suggestions for change and putting forward ideas
Takes responsibility for their role in making change happen
Seeks to understand and use new technology
Flexible and open to alternative approaches to solving problems
Takes an innovative and creative approach to solving problems
Considers 'value for money' principles when making decisions during their daily tasks

FIRST LINE LEADERS - EXAMPLES

Gathers, verifies and assesses all appropriate and available information to gain an accurate understanding of situations
Analyses information to identify important issues and draws objective conclusions
Reviews decisions in light of new information and changing circumstances
Uses reliable information and considers a wide range of possible options before making clear, timely, justifiable decisions
Is flexible, willing and positive about change and alternative approaches, adapting rapidly to different ways of working
Identifies and communicates the benefits of improvement and change for their staff
Consults with their staff when planning significant changes
Encouraging others to contribute ideas and is open to the ideas of staff if appropriate
Takes time to listen to the concerns of their staff about improvements and change and understands their perspective
Gives their staff the help they need to understand what changes mean for them and encourages flexibility in others
Communicates frequently with their staff during improvements and change to ensure they are kept up-to-date
Constantly looks for ways and makes suggestions to improve service delivery and challenge or stretch the boundaries of current practice, taking on board value for money principles
Takes responsibility for implementing improvements and change effectively
Demonstrates business acumen by introducing efficient processes that increase productivity and is value for money
Ensures all staff have an understanding of value for money principles when making decisions
Takes an innovative and creative approach to solving problems and is flexible and open to alternative approaches

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Sees no reason to change
- Accepts the status quo
- Actively resists change of any kind
- Overly critical of new ideas or suggestions
- Overlooks people's fears and resistance to change

ENABLING CHANGE AND IMPROVEMENT

Taking responsibility to solve problems, implement change and make improvements to our services

- Middle leaders create an environment which promotes problem solving and continuous improvement and manage change effectively
- Senior leaders set the direction and pace of improvement and change, gain the commitment of others and empower them to act

MIDDLE LEADERS - EXAMPLES

Gathers, verifies and assess all appropriate and available information to gain an accurate understanding of situations before deciding what to improve, change or solve a problem

Consults widely and involves people in decision-making, before significant changes, speaking to people in a way they understand and can engage with, encouraging flexibility and change

Ensures their staff fully understand future changes and their role in implementing them

Supports and listens to team members through periods of transition and provides clear information and direction which addresses concerns

Takes responsibility for the successful implementation of improvements and change

Engaging people in the change process and encouraging them to contribute innovative ideas

Allows their staff to take considered risks (with appropriate controls) in order to move forward

Challenges those who do not support necessary improvements and changes

Identifies and implements improvements to service delivery by challenging or stretching the boundaries of current practice, taking on board value for money principles

Considers a range of possible options, evaluating evidence and seeking advice where appropriate to make clear, timely, justifiable decisions, reviewing these as necessary

Positive about change, adapting to changing circumstances

SENIOR LEADERS - EXAMPLES

Ensures changes will contribute to GMP or Division/Branch strategic aims

Gathers all relevant and available information and assimilates complex information quickly, seeking out and listening to advice from specialists before deciding what to change and how to implement it

Plans and manages a complex programme of change across a diverse environment

Communicates a compelling case for change and sets the direction and pace of change

Creates an environment that recognises the value and importance of continuous improvement

Fosters an environment where staff are encouraged to be innovative and creative within the operating Unit

Supports staff to take considered risks in order to achieve change and continuous improvement

Challenges those who do not support necessary changes

Evaluates the impact of change and the benefits delivered

Ask incisive questions to test facts and assumptions and gain a full understanding of the situation

Makes clear, timely, proportionate and justifiable decisions, reviewing these as necessary

Takes responsibility for making tough or unpopular decisions

Identifies and implements change needed to meet force objectives, thinking beyond the constraints of current ways of working and is prepared to make radical change when required

Thinks in the long term, identifying better ways to reduce costs and deliver value for money services that meet both local and force needs

* For Chief Superintendents and Directors, the above examples are at an organisational level as well as across their direct area of responsibility

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Accepts the status quo
- Overly critical of new ideas or suggestions
- Overlooks people's fear and resistance to change
- Implements change without careful thought and consideration
- Overloads their teams with too much change
- Enforces changes without the involvement of others or consultation

DEVELOPING YOURSELF AND OTHERS

Developing yourself and others to succeed and increase their contribution to GMP

- Peer leaders are committed to continually developing their skills and supporting and encouraging the development of others
- First line leaders continually develop themselves and others by setting clear development objectives and providing timely feedback

PEER LEADERS - EXAMPLES

Takes part in a range of training and development opportunities to improve their performance and/or develop their potential

Considers how they could improve their job performance or develop their potential and makes suggestions to their manager

Puts new skills and knowledge into practice to be more effective

Improves own professional knowledge and keeps it up to date

Provides helpful feedback to others to support their development

Supports the development of their colleagues when undertaking new or challenging tasks.

Shares their learning with others

Acts upon feedback, learning from experience and continuing to develop

FIRST LINE LEADERS - EXAMPLES

Uses a range of training and development opportunities to maximise the performance and potential of their staff

Ensures their staff have the necessary skills to do their job

Encourages their staff to use new skills

Understands how each of their staff prefers to learn and develop and adapts approach accordingly

Identifies and creates development opportunities in the workplace that will stretch the skills of their staff

Gives timely, honest and constructive feedback to help people understand their strengths and weaknesses and enable development

Sets clear development objectives for their staff

Coaches and guides team members, through new or challenging tasks, identifying and addressing areas for development

Mentors other team members to support their career development

Continually develops their skills and knowledge and shares their learning with others

Asks for and acts on feedback, learning from experience and continuing to develop own professional skills and knowledge

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Takes no personal responsibility for their own development
- Fails to support the development of others
- Relies purely on formal classroom training to develop self and others
- Ignores the individual talents and development needs of their staff
- Overlooks opportunities to develop others in the workplace
- Takes little interest in the career development of team members
- Is threatened by other talented team members
- Does not develop others for fear of losing them

DEVELOPING YOURSELF AND OTHERS

Developing yourself and others to succeed and increase their contribution to GMP

- Middle leaders create an environment which supports and facilitates the development of everyone, particularly in the workplace
- Senior leaders act as role models in developing themselves and others to make the most effective use of people's talents across GMP

MIDDLE LEADERS - EXAMPLES

Uses a range of training and development opportunities to maximise the performance and potential of their staff

Understands the development needs of their staff and takes these into consideration when assigning tasks and responsibilities.

Develops their staff to become effective leaders who use a range of leadership styles depending on the situation/context

Creates opportunities for all team members to learn and develop in the workplace

Actively supports the career development of all team members to achieve their potential

Gives timely, honest and constructive feedback to help people understand their strengths and weaknesses and enable development

Continually develops their skills and knowledge and shares their learning with others

Asks for and acts on feedback, learning from experience and continuing to develop own professional skills and knowledge

Invests time in developing people by coaching and mentoring them, providing developmental opportunities, career progression and encouraging staff to take on new responsibilities

SENIOR LEADERS - EXAMPLES

Creates an environment which recognises the importance of developing everyone to maximise their performance and potential

Deploys people effectively to encourage workplace development and manage succession

Develops their staff to become effective leaders who use a range of leadership styles depending on the situation/context

Develops diverse talent for the benefit of GMP and not just their own division/branch

Promotes learning and development, by giving timely, honest and constructive feedback to help people understand their strengths and weaknesses and enable development

Continually develops their own skills and knowledge

Makes a conscious effort to share experiences and learning from personal mistakes and successes

Invests time in developing people by coaching and mentoring them, providing developmental opportunities, career progression and encouraging staff to take on new responsibilities

Asks for and acts on feedback on own approach, continuing to learn and adapt to new circumstances

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Takes no personal responsibility for their own development
- Relies purely on formal classroom training to develop self and others
- Ignores the individual talents and development needs of their staff
- Overlooks opportunities to develop others in the workplace
- Takes little interest in the career development of team members
- Is threatened by other talented team members
- Does not develop others for fear of losing them

RESPONSIBILITY FOR/TO THE TEAM

Setting a clear direction and promoting teamwork to achieve high standards of professionalism and performance in all situations, however, challenging

- Peer leaders actively contribute to the team to ensure it achieves high standards
- First line leaders take responsibility for the team's objectives ensuring everyone works together to deliver high standards

PEER LEADERS - EXAMPLES

Actively contributes to team objectives and the achievement of high standards of professionalism
Manages multiple tasks effectively by thinking things through in advance, working quickly and accurately and seeking guidance when appropriate
Plans and organises tasks effectively, taking a structured and methodical approach to achieving outcomes and deadlines
Ensures compliance with policy, procedure and legislation
Demonstrates initiative taking on tasks without having to be asked
Works co-operatively with others to get things done, willingly giving help and support to colleagues
Makes a positive contribution at team meetings/briefings
Seeks to include everyone in the team and is approachable, developing positive working relationships
Considers the wellbeing and safety of other team members and themselves
Challenges unprofessional conduct or behaviour
Respects the needs of individuals within the team
Seeks to resolve any conflicts with or between other team members so the team can work co-operatively

FIRST LINE LEADERS - EXAMPLES

Understands the organisation's objectives and priorities and ensures these are progressed during day-to-day business wherever possible
Manages multiple priorities, thinking things through in advance, balancing resources and coordinating activity to complete tasks within deadlines
Is approachable, developing positive working relationships and a good team spirit
Works cooperatively with others to get things done, willingly giving help and support to colleagues
Actively users a range of HR and well-being policies within the management of their team
Sets clear objectives and outcomes and clearly communicates key priorities and activities to the team
Is accountable for the performance and professionalism of their team
Assigns and communicates roles and responsibilities to team members to maintain and improve performance
Allocates available resources to best effect and in a cost-effective manner
Trusts their staff to do their jobs and take decisions with appropriate controls and support
Actively monitors workloads and progress of delivery to ensure tasks have been completed to the right standard and staff are making the best use of their time
Takes control of the team when incidents or situations demand it
Does everything within their control to ensure the wellbeing and safety of their staff and themselves
Challenges unprofessional conduct or behaviour and has the courage to tackle poor performance promptly and directly with their staff
Respects the needs of individuals within the team and understands how best the team can work together
Seeks to resolve conflicts in the team so they work co-operatively
Takes action to ensure that internal systems, policies and procedures promote equality and diversity

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Has no regard for other team members
- Is disorganised and fails to prioritise their time
- Avoids taking responsibility
- Fails to communicate clearly with their team
- Blames others
- Distrusts and/or micro manages their staff
- Delays making decisions unnecessarily
- Fails to take control of the situation when needed
- Avoids dealing with conflict or poor performance
- Disregards the wellbeing and safety of others

RESPONSIBILITY FOR/TO THE TEAM

Setting a clear direction and promoting teamwork to achieve high standards of professionalism and performance in all situations, however, challenging

- Middle leaders take responsibility for the **professionalism** and performance of the wider team
- Senior leaders take responsibility for the division/branch and organisation achieving high standards of **professionalism** and performance

MIDDLE LEADERS - EXAMPLES

Actively supports the senior leadership team in achieving the organisational objectives by translating strategy into specific plans and actions and effectively managing competing priorities
Makes timely and well-considered decisions to enable action
Builds effective working relationships with people through clear communication and a collaborative approach
Actively users a range of HR and well-being policies within the management of their team
Clearly communicates key performance priorities and objectives to their teams
Promotes team work by encouraging all team members to take pride in achieving high standards together
Is accountable for the performance and professionalism of the teams they manage
Defines and communicates roles and responsibilities to teams & team members
Allocates resources to deliver division/branch objectives and be cost-effective
Delegates responsibilities appropriately and empowers others to make decisions
Maintains an overview of the workloads and progress of their team(s) ensuring they make best use of their time
Takes control when incidents or situations demand it
Ensures compliance with policies, procedures and legislation
Does everything within their control to ensure the wellbeing and safety of their staff and themselves
Monitors progress and holds people to account for delivery. Highlighting good practice and effectively addressing underperformance promptly and directly
Respects the needs of individuals within the team and supports first line leaders to understand how best their team(s) work together
Seeks to resolve conflicts in the team so they work co-operatively
Recognises the value of a diverse team in maximising team performance

SENIOR LEADERS - EXAMPLES

*Manages their senior leadership team effectively to cover operations, partnerships, finance and people
Acts as a member of a united senior leadership team
Considers the wider implications of different options, assessing the costs, risks and benefits of each
Creates and communicates a clear plan to deliver operational unit performance in line with force strategy and objectives
Builds effective working relationships with people through clear communication and a collaborative approach
Promotes team work by encouraging all team members to take pride in achieving high standards of performance and professionalism together
Is accountable for the performance, professionalism, wellbeing and safety of all staff and teams under their responsibility
Delegates responsibility clearly and appropriately
Actively users a range of HR and well-being policies within the management of their team
Monitors progress and holds people to account for delivery
Manages resources and programmes effectively and efficiently to ensure delivery of balanced performance improvements and value-for-money
Delegates responsibilities appropriately and empowers others to make decisions
Identifies key operational and organisational risks and acts to manage them
Projects self-confidence and is resilient under pressure
Has courage to make hard decisions and stick by them for the right reasons
Creates an environment where poor performance or conduct is tackled promptly and directly
Creates an environment where conflict is managed and resolved and a way forward is found
Uses the diversity of the team to maximise team performance
* For Chief Superintendent and Director level roles

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Fails to communicate clearly with their team
- Blames others
- Distrusts and/or micro manages their staff
- Delays making decisions unnecessarily
- Fails to take control of the situation when needed
- Avoids dealing with conflict or poor performance
- Disregards the wellbeing and safety of others

WORKING IN PARTNERSHIP

Working as one GMP team and with external partners to achieve results that benefit GMP and our communities

Please note a partner is anyone you work with outside your immediate team. Internally, they may be a colleague from another division or branch or externally, another police force, a service provider, crime reduction agency or supplier

- Peer leaders work effectively with colleagues across GMP and partners
- First line leaders establish effective day-to-day working relationships with partners in order to achieve results

PEER LEADERS - EXAMPLES

Strives to gain the trust and confidence of partners

Works effectively with peers in other units/divisions/branches to identify issues and find solutions

Clearly communicates to partners what is needed from them

Understands the perspectives/needs of partners even if different from own

Involves partners in problem solving

Shares information with partners as appropriate

Works in partnership with other agencies and partners to deliver the best possible overall service to the public

FIRST LINE LEADERS - EXAMPLES

Strives to gain the trust and confidence of partners

Works with peers in other units/divisions/branches to identify issues and find solutions

Identifies clear aims and outcomes for partnership working

Clearly communicates to partners what is needed from them

Understands the perspectives/needs of partners even if different from own

Involves partners in problem solving

Shares information with partners as appropriate

Presents a well reasoned case to influence partners

Is willing to take the lead when working across organisational boundaries and takes responsibility for actions

Works in partnership with other agencies and partners to deliver the best possible overall service to the public

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Works in a silo and sticks to own job
- Fails to assess the impact of decisions on other stakeholders
- Has little influence or impact outside their own area of expertise

WORKING IN PARTNERSHIP

Working as one GMP team and with external partners to achieve results that benefit GMP and our communities

Please note a partner is anyone you work with outside your immediate team. Internally, they may be a colleague from another division or branch or externally, another police force, a service provider, crime reduction agency or supplier

- Middle leaders develop relationships with partners to achieve results that benefit GMP and the communities it serve
- Senior leaders deliver successful outcomes with key partners to achieve results that benefit GMP and the communities it serves

MIDDLE LEADERS - EXAMPLES

- Communicates across boundaries and seeks to understand how actions will affect other areas in GMP and/or external partners
- Sells the benefits of working with partners
- Strives to gain the trust and confidence of partners
- Identifies potential internal or external partners who could assist
- Invests in developing and maintaining relationships with partners
- Adapts ways of working to accommodate the needs of partners so that they can contribute effectively
- Actively manages the expectations of partners
- Sells ideas convincingly, setting out the benefits of a particular approach and striving to reach mutually beneficial solutions
- Encourages first line leaders to share information with partners where possible
- Addresses issues directly with partners and listens to feedback on how to work better together
- Shares experience and learning with partners
- Maintains visibility by regularly interacting and talking with people
- Understands partners perspectives and priorities, and works cooperatively with them to deliver the best possible overall service to the public

SENIOR LEADERS - EXAMPLES

- Owns both corporate and local issues and works towards wider organisational goals
- Communicates across boundaries in order to understand the broader impact of decisions
- Challenges upwards in a constructive way for the benefit of the organisation
- Manages governance structures and decision making forums to best effect
- Builds effective working relationships with influential partners and stakeholders
- Ensures the involvement of all stakeholders who will be affected by a decision to gain their commitment
- Lobbies for support before presenting proposals
- Balances own and partners' agendas and priorities
- Actively manages the expectations of partners
- Negotiates effectively with local and national bodies, representing the interests of the police service
- Maximises external funding and opportunities in accordance with value for money principles and force priorities
- Sells ideas convincingly, setting out the benefits of a particular approach and striving to reach mutually beneficial solutions with partners and stakeholders
- Shares experience and learning with partners in order to resolve shared problems and challenges
- Understanding partners perspectives and priorities and works cooperatively with them to deliver the best possible overall service to the public

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Works in a silo and sticks to own job
- Fails to assess the impact of decisions on other stakeholders
- Is politically naïve
- Competes rather than collaborates with partners
- Has little influence or impact outside own area of expertise

DEMONSTRATING RESPECT AND COMPASSION

Treating all our people, partners and communities with respect and compassion

ALL LEADERS - EXAMPLES
Deals with people as individuals showing tact, compassion and addresses their specific needs and concerns
Shows genuine concern and compassion when dealing with the needs of our people, partners and communities
Listens carefully and values others views and opinions expressing their own views positively and constructively
Is courteous, polite, considerate, supportive and shows empathy and compassion
Treats people with respect and dignity regardless of their background or circumstances, prompting equality and the elimination of discrimination
Respects a broad range of social and cultural customs, beliefs and values within the law
Uses language in an appropriate way and is sensitive to the way it may affect people
Respects and maintains confidentiality wherever appropriate
Shows courage by challenging unprofessional conduct and inappropriate attitudes, language and behaviour that is abusive, aggressive or discriminatory
Actively supports those who have been subject to abusive, aggressive or discriminatory behaviour
Continually develops self-awareness and understands their impact on others
Understands the impact of discrimination upon minority groups and works to remove barriers
Acts in accordance with GMP's Equal Opportunities Policy
Acts with integrity, in line with the values and ethical standards of the police service
Upholds professional standards, acting honestly and ethically
Demonstrates courage and resilience in difficult situations, defusing conflict and remaining calm and professional under pressure
Explains things well, ensuring instructions are understood and talks to people using language they understand.
Reviews and reinforces internal systems, policies and procedures to ensure they promote equality and diversity
Reinforces the importance of internal systems, policies and procedures promoting equality and diversity
Recognising the value of having a diverse team and the positive contribution it can have on team performance by seeking to include everyone in the team

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Overlooks the needs of others
- Assumes others are like them
- Is thoughtless and tactless
- Shows bias and prejudice
- Lacks any awareness of their impact on others

SERVICE DELIVERY

Delivering excellent policing services to the people of Greater Manchester

- Peer leaders take action to deliver high quality services
- First line leaders make clear what is expected in terms of service delivery and support their team to take action and achieve this

PEER LEADERS - EXAMPLES
Takes pride in the delivery of high quality service(s) to our communities, customers and service users
Understands the organisations objectives and priorities and how own work fits into these
Makes themselves accessible to customers and/or the community
Treats community members, customers and service users politely and with respect
Understands the expectations, changing needs and concerns of different communities, customers or service users and strives to address them
Communicates clearly, accurately and, if possible, in the way that the customer, community member or service user wants
Manages the expectations of customers, service users or community members carefully and only agrees what can be delivered
Delivers what has been agreed to the customer, service user or community member on time and keeps them informed of progress
Flags any issues that are adversely impacting on service delivery
Understands the impact and benefits of policing for different communities and identifies the best way to deliver services to them and to continually improve the quality of service
Builds public confidence by talking with people in local communities to explore their viewpoints and break down barriers between them and the police
Balances risks, costs and benefits, thinking about the wider impact of decisions
Exercises discretion and applies professional judgement, ensuring actions and decisions are proportionate and in the publics interest

FIRST LINE LEADERS - EXAMPLES
Makes clear what is expected of each of their staff in terms of service delivery and clearly communicates key priorities
Explains performance measures so their staff can see how they contribute to them
Allocates resources to improve the level of service to our communities or customers
Works with their staff to identify ways to improve service delivery
Regularly recognises and rewards excellent service
Gives helpful feedback to their staff about how they could improve the quality of the service they provide
Identifies risks and problems for service delivery and takes action to manage shortfalls
Seeks and appreciates feedback from a wide range of service users
Deals with customer, service user or community complaints promptly and acts to resolve them effectively
Learns from mistakes and feedback in order to improve future service delivery
Understands the expectations, changing needs and concerns of different communities and strives to address them
Ensures their staff consistently follow policies and procedures to improve the service received by our communities or customers
Builds public confidence by talking with people in local communities to explore their viewpoints and break down barriers between them and the police
Understands the impact and benefits of policing for different communities and identifies the best way to deliver services to them
Exercises discretion and applies professional judgement, ensuring actions and decisions are proportionate and in the public's interest

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Is satisfied with the status quo
- Is ignorant of the needs and views of our customers/communities/service users
- Can only see things from a GMP point of view
- Neglects service issues to focus purely on operational targets

SERVICE DELIVERY

Delivering excellent policing services to the people of Greater Manchester

- Middle leaders communicate key service priorities, motivate people to deliver service improvements and track progress
- Senior leaders create a service culture in which the public come first and where staff are at the heart of improving service performance

MIDDLE LEADERS - EXAMPLES

Clearly communicates expected levels of service delivery, key priorities and objectives
Balances the need to meet performance measures with the need to deliver a quality service
Ensures resources are used in the most effective way
Implements service improvement plans effectively
Meets regularly with their staff to discuss how service delivery can be improved
Demonstrates forward thinking, anticipating and dealing with issues before they occur
Ensures that all staff understand the expectations, changing needs and concerns of different communities and strive to address them
Develops innovative ways of gaining feedback from a wide range of service users
Uses appropriate systems to monitor the level of service received by our customers, service users and communities
Uses performance information to achieve continuous improvement in service delivery
Takes a planned and organised approach to achieving objectives, defining clear timescales and outcomes
Identifies the best ways to deliver services to different communities and understands their experience of policing
Builds public confidence by actively engaging with different communities, partners and stakeholders
Balances risks, costs and benefits, thinking about the wider impact of decisions
Regularly recognises and rewards excellent service by team members using formal and informal methods
Builds public confidence by actively engaging with different communities, agencies and strategic local stakeholders, developing partnerships and ensuring people can engage with the police at all levels

SENIOR LEADERS - EXAMPLES

*Sets the overall vision, aims and priorities for service delivery over the longer term
Establishes a clear future picture and direction for the operational unit, focusing on delivering the force vision and strategy
Agrees demanding but achievable objectives and prioritises for the operational unit and assigns resources to deliver them as effectively as possible
Creates service improvement plans based on an understanding of all the key factors influencing service delivery and performance
Creates an environment where staff are at the heart of improving services
Undertakes external scanning to identify future opportunities and threats to service delivery
Ensures that all staff understand the expectations, changing needs and concerns of different communities and strive to address them
Anticipates potential media interest and puts in place strategies and plans to manage this effectively
Manages critical service issues and, if necessary, recovers them effectively
Promotes an environment where teams and individuals are regularly recognised and rewarded for delivering excellent service
Builds public confidence by actively engaging with different communities, agencies and strategic local stakeholders, developing partnerships and ensuring people can engage with the police at all levels

* For Chief Superintendent and Director level roles

INDICATORS THAT DEVELOPMENT IS REQUIRED

- Is satisfied with the status quo
- Is ignorant of the needs and views of our customers/communities
- Can only see things from a GMP point of view
- Neglects service issues to focus purely on operational targets