

GSR Competencies: Head Of Profession Behavioural Indicators

GSR Competency	Positive and negative Behavioural Indicators
<p>Policy and delivery focus</p> <p>For HoPs, the customer in this context includes the department, GSRU and junior social researchers within the department.</p>	<ul style="list-style-type: none"> √ Demonstrates commitment to the HoP role, for example, keeps membership informed on key issues √ Balances the needs of the department with the needs of the membership and the over arching needs of the profession (GSRU); develops a vision and strategy that reflects the above √ Actively broadens the customer base and works with partners throughout the department to identify further opportunities where social researchers can make a positive contribution to policy √ Works with HoPs from other disciplines, other SCS, policy colleagues and stakeholders to define the department's strategic research needs √ Explores with key stakeholders and membership how social research and social researchers can contribute further to delivery of important policy objectives <ul style="list-style-type: none"> • Sees the HoP role as an encumbrance; invests little time in it • Fails to expand the opportunities within and outside the department where social researchers can make a contribution • Fails to identify and communicate how social researchers can compliment the work of other analytical disciplines • Fails to allocate sufficient resources to establishing and monitoring quality standards of departmental social research output • Fails to consider the strategic needs of the customer; focuses just on customer's immediate needs • Neglects to track customers changing priorities • Seeks to impose solutions • Lets things happen around them; fails to intervene or to shape the debate • Neglects other potential customers; fails to widen the customer pool • Does not put customers first
<p>Delivering results</p>	<ul style="list-style-type: none"> √ Actively helps the department to anticipate and manage risk across the social research programme; works with

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<p>This is about being enthusiastic, proactive and originating action. The key is that the HoP applies them to their role. Emotional robustness is also important. Ultimately this is about having the courage of one's convictions, although always remembering tact and diplomacy.</p>	<p>others to devise a structure and framework that can be applied throughout the department so that rapid decisions on urgent social research issues can be made by others</p> <ul style="list-style-type: none"> √ Acts as a 'critical friend' for the social research function in the department √ Ensures that quality standards and procedures are implemented throughout the department; establishes objectives and priorities, plans and monitors achievement against those objectives √ Anticipates changing priorities, both within the department and across departments and manages this through strategic contingency planning √ Plans and influences department wide budgets with other social researchers and analysts √ Brings energy and commitment to the HoP role to drive through changes that enhance the effectiveness of the SR function across the whole department √ Implements decisions across the whole department with vigour and persists in spite of setbacks <ul style="list-style-type: none"> • Too laid back in pursuing HoP responsibilities and focuses too much on other aspects of their job • Loses energy in face of set backs • Fails to review delivery across the department; focuses on one or two areas • Waits until problems become worse before acting • Assumes people know what is required of them without being told • Focuses on the process rather than getting results • Wait until problems become worse before acting • Looses energy in face of set backs • Fails to review delivery across the unit; focuses on one or two areas • Fails to translate Vision into a clear action plan • Fails to harness the strengths of different analytical disciplines in reaching delivery targets
<p>Learning and improving</p> <p>For the HoP this competency is largely about ensuring that</p>	<ul style="list-style-type: none"> √ Asks for frequent constructive feedback from the membership (e.g., junior social researchers) across the department and acts on this √ Provides careers advice to social researchers across the department and supports them in enhancing their skills

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<p>the processes and procedures are in place to build the capability of social researchers in the department. In addition, because of the representation part of the HoP role it is vital that HoPs consult with those they represent.</p>	<p>and developing rounded careers</p> <ul style="list-style-type: none"> √ Sets and promotes a learning and improving culture in the department for all social research staff; ensures access and opportunities are equal across the department √ Systematically identifies strengths of social researchers within the department and links this with the strategic needs of the department √ Is instrumental in defining quality systems for social research within the department, for example, works with the other SCS staff to develop protocols for procurement √ Helps social researchers throughout the department to adapt quickly and flexibly to change whether unexpected or unwanted √ Champions and leads change on department wide initiatives, for example, assisting the membership respond to introduction of the Fast Stream √ Directly encourages social researchers to learn lessons from working with other analytical disciplines and the wider professional community of social researchers √ Works proactively and collaboratively with HoPs from other analytical disciplines to identify where improvements to analytical practice can be made √ Proactively keeps abreast of wider developments within the research community that may impact on the department's social research strategy and feeds this back to the membership <ul style="list-style-type: none"> • Fails to assist the membership to approach organisational change initiatives in a constructive manner • Does not walk the talk; fails to have own personal development plan • Takes a reactive approach to the development of quality standards • Ad-hoc approach to professional development of self and team • Unwillingness to absorb new ideas to embrace change • Unwilling to be exposed to risk or uncertainty • Takes contrary views as a personal criticism
<p>Critical analysis & decision making</p>	<ul style="list-style-type: none"> √ Gets to the heart of an issue rapidly wherever in the department it comes from; assimilates complex information quickly and accurately on the broad range of departmental social research areas √ When required, acts as the expert adviser on social research matters for the whole department, or ensures that

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<p>This is mostly about keeping a broad perspective so as to cover the whole department. As a result being able to pick up on the key issues very quickly, make a rapid risk assessment, and being prepared to make a decision or take action, particularly when pressure is high and the HoPs knowledge base of an area is incomplete.</p>	<p>such questions are dealt with in a timely and effective manner by others</p> <ul style="list-style-type: none"> √ Acts when necessary as the final arbiter in disagreements over research standards and implications √ Provides technical support to social researchers across the whole department, particularly when they come under pressure √ Helps membership to assess risk and ensures that lessons learned are systematically applied across the department √ Evaluates the effectiveness of policies and processes to quality assure the social research output conducted by the department <ul style="list-style-type: none"> • Unable to apply self across the full range of research programmes; gets pulled into the detail to the detriment of seeing the big picture • In-decisive; fails to give advice or take a decision unless 100% certain • Decisions or advice fail to consider the perspectives of other analytical disciplines nor the wider political concerns, particularly when under pressure • Fails to keep quality control processes and procedures up to date • Fails to manage or anticipate risk when making decisions under pressure • Ad hoc approach to quality control; fails to embed a robust quality control system for unit's research output • Fails to provide technical advice and support to junior staff • Decisions fail to take into account political sensitivities of partners and stakeholders • Fails to integrate research information from different analytical sources
<p>Constructive thinking</p> <p>The HoP role is largely a strategic role; they need to think long-term, but also broadly, and avoid getting too bogged down in detail.</p>	<ul style="list-style-type: none"> √ Takes a long-term view across many domains, for example, recruitment, publications, communications √ Sees the bigger picture and makes links between immediate and long-term issues; uses this understanding to develop coherent policies that impact on the social research function within the department √ Provides constructive criticism to set standards across the department; asks awkward questions to challenge accepted way of doing things √ Actively facilitates the integration of research information from the range of analytical disciplines to solve

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	<p>departmental wide problems</p> <ul style="list-style-type: none"> • Loses sight of the big picture across the whole department, the wider civil service and developments in research • Lacks the confidence to make a decision, or simply makes bad decisions and does not learn from mistakes. • Projects a cynical, jaded, pessimistic attitude. • Allows self to get worn out and fails to plan for the future needs of SR or the department. • Focuses on what has worked in the past and ignores the new challenges of today • Encourages fresh approaches to problem solving but fails to build in 'checks and balances' as part of a risk management process • Loses sight of the big picture • Takes an overly cautious approach • Sticks to what has worked in the past • Works only from own perspective or assumptions about the world
<p>Professional expertise</p>	<p>See the GSR framework Grade 5 Indicators</p>
<p>Developing constructive relationships</p> <p>A HoP is really only as effective as the relationships they have with others. To represent social research and social researchers effectively, it is vital that HoPs have good working relationships with key</p>	<ul style="list-style-type: none"> √ Supports other SCS/ senior staff to develop the capability of social researchers throughout the department √ Builds links and relationships with managers of social researchers throughout the department even when those managers are not social researchers; identifies the concerns of managers and acts to put things right √ Works collaboratively to help and support other departmental HoPs in GSR wide activity √ Works with GSRU to enhance training opportunities across departments for social researchers √ Steps in to reduce tension and handle disputes anywhere within the department; acts as a mediator when required √ Actively promotes discussion of social research findings and its implications across the department and with

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<p>stakeholders, customers, heads of other professions and top of the office, as well as those they represent. Another key area is that a HoP is a role model for junior social researchers. It is not only what is done, but also they way it is done, as both impacts on the culture of social research within the department. Integrity is also important</p>	<p>external stakeholders; advocates and advises departments on where social researchers can make a positive impact</p> <p>√ Is a role model for maintaining high professional and ethical standards, showing fairness in dealings with others, is reliable, keeps confidences and is discreet</p> <ul style="list-style-type: none"> • Fails to get self known by important people and is politically naïve • Is unapproachable and not much interested in people; has more important things to focus on, i.e., their own performance • Aloof and arrogant • Can't see things from other people's perspective • Assumes at the outset different perspectives need not be taken on board • Fails to consider the needs of a diverse community • Does not listen • Is uncomfortable working with people from diverse backgrounds • Blames others when things go wrong • Works only with the most competent people • Says one thing and does another • Holds onto information that should be shared with team or wider stakeholders • Takes the lime light from more junior staff
<p>Communicating with impact</p> <p>In most of the key relationships that the HoP has they can only influence rather than control. Much of this influence comes down to</p>	<p>√ Adapts communication style to deal with a very wide range of audiences and contexts, for example makes effective use of communications rep to develop a strategy</p> <p>√ Promotes and 'sells' social research to other analyst's, Ministers and the department, for example, able to sell the need for tighter quality standards despite resistance throughout the department</p> <p>√ Influences senior policy officials and external stakeholders to commission strategically important work and to make use of analytical outputs effectively from social researchers</p> <p>√ Represents department on external committees nationally and internationally and speaks for departmental</p>

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<p>others' perception of effectiveness and integrity of the person.</p>	<p>research to the outside world</p> <ul style="list-style-type: none"> √ Knows when to listen and adapt communication style to draw a person out, for example, exploring careers issues with junior social researchers • Fails to engage both the heart and mind when communicating and fails to persuade or interest the audience • Adopts one style of communication regardless of the audience, e.g., careers guidance to junior social researchers vs. helping a junior social researcher respond to a particular performance challenge • Is not proactive in selling or raising the profile of social research outside of the available channels • Fails to identify key stakeholders • Waits for networking opportunities to present themselves • Fights own corner, ignoring wider interests • Aggressive not assertive • Advice and judgement Ignores political considerations • Avoids giving bad news • Communication is focused on short-term gains and neglects the long-term • Content of message is not tailored to needs of the audience • Communications lack cohesion; research findings are not integrated to deliver a clear message
<p>Leading and directing</p>	<ul style="list-style-type: none"> √ Offers direction and leadership on department wide social research matters, particularly when there is an emergency and a lack of consensus on the way forward √ Proactive in providing strategic direction to their department on social research issues, including preparing a social research strategy; motivates and carries the membership along with them on contentious issues √ Articulates a compelling view of the future and ensures this is understood and shared by social research staff throughout the department √ Identifies and brings on talent across the department, especially amongst under-represented groups; establishes standards of behaviour which promote diversity √ Supports others or takes the lead to deal with departmental wide emergencies involving social research; intervenes in good time to avoid full blown crises occurring

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- Slow to enter into the fray to defend social research.
- Focuses only on what they were asked to do, rather than proactively seeking to shape the agenda.
- Takes sole credit for achieving results
- Looks to others to provide direction
- Allows a culture which is intolerant of diversity
- Writes rather than speaks
- Fails to set out a clear vision for the unit
- Has a fixed management style
- Does not delegate challenging or interesting work
- Wields the red pen
- Fails to support staff during times of urgency
- Takes an unsystematic approach to setting and monitoring standards